

한국영어교육학회
A E T K
The Association of English Teachers
in Korea

1991 FALL NATIONAL CONFERENCE



"Meeting the Needs of Korean Students"

Paper Presentations Workshops
Panel Discussion Publishers' Book Exhibit
Reception

October 26-27, 1991

Audio Visual Center

Main Library

PUSAN NATIONAL UNIVERSITY

* AETK 91 CONFERENCE SCHEDULE

October 26 (Saturday)

Book Exhibit: First Floor Lobby, Main Library, From 9:00 to 19:00

9:00 - 9:50	Registration	AV Center
9:50 - 10:00	Opening Address Ms. Dina Trapp, AETK President	AV Center
10:00 - 12:00	Preconference Workshop (Concurrent)	
10 - 11	Workshop 1-1 Marie Fellbaum & Gail Clarke	AV Center
	Workshop 1-2 Marshall A. Kilinski	C Center 1
	Workshop 1-3 Duane Vorhees	C Center 2
11 - 12	Workshop 2-1 (George Patterson) George Patterson	AV Center
	Workshop 2-2 (Gary J. Boivin) Gary J. Boivin	C Center 1
	Workshop 2-3 Andy Kim	C Center 2
12:00 - 13:30	Lunch	
13:30 - 14:30	Keynote Address "Meeting the Needs of Korean Students" Dr. Kim, Duk-ki Dept. of English Education, Korea University, Seoul	AV Center
14:30 - 15:20	Plenary Address "Problems of English Education in Korea" Dr. Kwon, O-ryang Dept. of English Education, Seoul National University	AV Center
15:40 - 16:30	Pleary Workshop Mr. David Kosofsky Dept. of English, Hanguk University of Foreign Studies "Ethereal Material: A Reassessment of the Role of Teaching Materials' in the Korean English Classroom"	AV Center
16:50 - 18:50	Panel Discussion "Meeting the Needs of Korean Students" Dr. Ahn, Jung-hun(Moderator) Dept. of English, Pusan National University	Av Center
	Panel Discussants Dr. Kim, Duk-ki, Dr. Kwon, O-ryang, Mr. Jack Matier, Mr. Lee, Han-soo, Dr. Carol Rinnert, Dr. Park, Mae-ran Mr. Park, Nae-il, Mr. Kim, Young-tae	
19:00	Reception Sponsored by Mr. Kim, Dae-chul(PETA Consultant, ESS Director)	Munchang Hall

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in Korea

AETK 1991 FALL NATIONAL CONFERENCE

"Meeting the Needs of Korean Students"

* WORKSHOP PRESENTERS

1. Patricia Hunt

English Language and Literature Dept.
Cheju National University

Ko, Kyounghee

English Education Dept.
Cheju National University

"Updating Curriculum for Freshman Reading and Laboratory Classes
in Korean Universities: From Theory to Practice"

Every freshman university student is required to take both an English reading course and an English laboratory course. Quality instruction given in these courses could have a positive impact on the English learning experience and attitude of English and non-English majors alike. Currently, however, professors' attitude toward the courses, the techniques and approaches used to teach the courses, and the curriculum and textbooks selected for use in the courses frequently combine to create a negative experience for a students and instructors. In this paper, we will examine how the reading and laboratory courses are currently being taught and explore both political/financial and theoretical reasons for this. Next, we will review current research in the fields of reading theory and listening comprehension and ways to update the curriculum and teaching methodology of these courses. We will share materials and apporaches we have piloted on a small scale in our classes and summarize student responses to alternative methods and materials. Finally, we hope to open up a discussion of the feasibility of making future curriculum and textbook changes in these two basis English courses which have the potential to impact every university freshman in Korea.

2. Marshall A. Kilinski

ELS, Pusan

"The Roadwarrior: Analogies and Impact"

The lecturer will present a seven minute video and distribute a sample lesson plan. The lecturer will explain elements of the video in relation to East/West cultural differences of perception and also in relation to the specific goals of the lesson plan. The audience will also be briefed on previous

classroom experiences in regards to student reactions, interests, and mastery of the lesson plan. Overall impact of the video will be discussed with the audience. A question and answer period will conclude the presentation.

3. Duane Vorhees

English Dept., College of Humanities, Korea University, Seoul

"A Defence of Cultural Imperialism as a Pedagogic Tool"

Although no culture is inherently superior to any other, different cultures place greater emphasis on various behaviors than others do. Western(i.e. American) educators in Korea are often frustrated about their students' lack of individualistic expression and personal responsibility. They can use their own foreign insights, however, to demonstrate to their students other, perhaps more dynamic attitudes, that can help the students maximize their educational and professional opportunities.

4. Carol Rinnert

Hiroshima University, Japan

"Practical Ways to Meet the Cultural and Linguistic Needs of Korean Students"

This workshop aims at developing teachers' awareness of practical ways to better meet the needs of their students in the classroom, focusing on the specific areas of concern expressed by the workshop participants themselves. The workshop leader will lead discussion and provide information on such topics as the following: (1) classroom management, including questions of cultural differences in expectations of students and teachers; (2) highly motivating techniques, such as video, music and tape and dialog journals; (3) extensive vs. intensive reading activities; (4) writing as process, including use of translation as opposed to direct writing in English; and (5) use of metaphors to teach English grammar.

5. George Bradford Patterson

Dept. of English, Chungbuk National University, Chungbuk

"Using Newspaper Articles to Teach English Language Skills in the Korean EFL Classroom"

While I have been teaching English in Korea, I have discovered the considerable value of newspaper articles for teaching English-language skills to Korean EFL students. I have used articles that range from half a page to a page; a half page article usually consists of 10 or more paragraphs. The content often relates to cultural activities in Korea and abroad: literature, painting, dancing, drawing, ceramics, sculpture, architecture, musical events(traditional Korean and classical music by famous musicians, ballet groups, and orchestras), etc. Other content consists of interesting domestic and international topics concerned with education, health, family, marriage, medicine, etc. For instance, one article from THE KOREAN TIMES dealt with the question of whether there are mercenary marriages in Korea. Another article in the same newspaper was concerned with a comparison of foreign-language education in Korea and Taiwan.

I also use these articles once or twice a week in my composition and conversation classes. I prepare them by making xerox copies from the KOREAN TIMES, KOREAN HERALD, and INTERNATIONAL HERALD TRIBUNE. In addition, I have prepared them by making occasionally xerox copies from the ASIAN WALL STREET JOURNAL and KOREAN DAILY.

6. Park, Nae-il

TLF Center, Pusan

"The Target Language Focused Method"

From the observation that many students fail to acquire communicative competence in the target language, recent literature stresses the importance of providing language learners with more opportunities to interact directly with the target language.

The current Korean case reveals that more attention needs to be paid to a classroom atmosphere in which learners are placed. For example, Korean junior high students generally take five hours of English class per week and hence the opportunity of speaking given to them is very limited, as compared with their counterparts of native English speaking children who are exposed to English about 100 hours per week. Furthermore, for Korean students learning English, even this limited amount of five hours per week is not spent entirely on acquiring the target language by using it, but on studying the language itself via the medium of Korean. Therefore, the result is lack of speaking opportunities from the part of students and consequently the students achieve a poor proficiency level of English.

The TLF Method aims at providing learners with more speaking opportunities via teachers who lead the class in as much English as possible, depending on the level of students. Similar to the case of the immersion program in Canada, the subject, English is taught in English. By facilitating a supportive classroom atmosphere of hearing and speaking English around them, the TLF Method proponents believe that students will be better motivated and learn English and real communicative processes better.

The presentation will be concluded by a model lesson which will be given to a class of ten students by Ms. Young-Ok Nam.

7. David Kosofsky

Hankuk University of Foreign Studies

"A Reassessment of the Role of Teaching Materials in the Korean Classroom"

Teachers in English conversation classes generally rely on 'teaching materials' of some sort. Typically these are textbooks, handouts, or charts which provide a visual, and usually textual input and reference for the students' classroom activities. There are many reasons why 'teaching materials' have become such a central part of the classroom experience: student expectations, teachers' lack of confidence and concern about image, commercial factors, institutional factors, and perhaps most significantly, the forces of habit and inertia. While teachers discuss and argue the relative merits of different 'teaching materials', they rarely seem to question the assumption that 'teaching

materials' provide a necessary anchor, a structure, or at very least a reference point for English conversation classes. It is that assumption which this presentation sets about questioning.

Korean high school graduates who study English conversation in universities or language institutes are veterans of many years of English 'book-learning'. To the extent, often considerable, that this learning has been successful, they have excellent English vocabularies, impressive reading comprehension, and a good knowledge of grammar and structure. They know a great deal about the language, and some are able to use that knowledge in forming English sentences. What they lack, however, is experience, and hence skill in using English as a medium of communication. English conversation teachers are faced with the project of breaking students of the habit of approaching the language as an object of study, and helping them to use it as a means of exchanging information. In this effort to replace metalinguistics with communication, 'teaching materials' are often more a problem than a solution because they reinforce the student's habit of studying, rather than using language. This presentation will illustrate ways in which 'teaching materials' tend to dilute and divert, rather than enhance the communicative use of English in the classroom.

Based on this critique, the presentation will offer a new conception of what constitutes 'teaching material' and the role it can play in the classroom. A variety of 'Ethereal-Material' classroom activities will be described and demonstrated.

8. John K. Blake

Dept. of English, Chungnam National University

"The Nuts and Bolts of English Language Teaching and Learning"

Many teachers and students today are missing the boat. They are lost. They have forgotten that old time religion of the teachers of the past. We will go back to basics: we'll sing a song, recite a poem, look at some things and tell about them. We will be amused, entertained and stimulated just that little bit. Above all, we will have a few laughs during the presentation and workshop. Nuts and bolts will be available for those who don't know what they are.

9. Ivanna Mann

ESL Instructor
Taejon Junior College

"An Innovative Way to Teach Grammar"

I will present an innovative way to teach grammar in the classroom. The game is based on David Kosofsky's COMMON PROBLEMS IN KOREAN ENGLISH and is therefore tailored to the specific needs of the Korean students. Grammar points presented in Kosofsky's book are used as the basis for the game. The student task is to discover grammatical errors, as well as hypothesize about the English grammar rule(s) which has/have been broken. After playing the game and discussing the students ideas about the grammar rules, the students are allowed to review the book's chapter and to clarify any misunderstandings by reading the

summary, which is written in Korean. Interest in learning the grammar point comes from the team competition (points are given and taken away depending on the group's answers.), lowered personal pressure, ability to use the native language in the planning stages, and the teacher's enthusiasm. Once the rules are understood, the game takes about 45 minutes.

10. Gary J. Boivin

Dept. of English, Cheju National University

"Heart Talk: Bridging the Values Gap"

One of the most fundamental differences between Koreans and Westerners is the process by which personal decisions are often made. Especially at the university level, Koreans tend to consider what they perceive as the position of their peer group, with considerable weight put on the attitude and thought of its senior member. North Americans and Europeans tend to be more independent in their decision making by the time they reach university age. Consultation with others is often a specially learned "skill" for the Western adult.

The body of research among both groups indicates that both extreme dependence on others (Suzuki, 1953) and (Watts, 1961) and extreme independence (Perls, 1961) and (Rogers, 1980) have led to social disabilities in the respective societies in which they are practiced. Indeed, the impartial observer can readily see the various crises of the spirit obvious among both group-dependent and hyperindependent societies.

Common needs seem to be held by all students, regardless of social system. These include love, respect, trust and a sense of belonging in the class. The teacher who fails to meet these needs, at least for a majority of students, ends up experiencing less success pedagogically than is optimally possible.

In the present workshop, the author wishes to present uses of such teaching tools as the English journal, topical panels and brainstorming as means of encouraging Korean students to develop self-sustaining decision-making abilities, without sacrificing the group-consultation skills which can be such a source of strength when put to constructive, prosocial use.

11. Margaret Elliot

Hannam University

Mark Isham

Hannam University

Ivanna Mann

Taejon Junior College

"Video: Breaking the Communication Barrier"

In this presentation, the focus will be on three different approaches to using video as a language teaching aid. One shows the interest generated when students produce a video with themselves as stars. Another shows several 'recipes' for active listening in language classes. In these short activities, suggestions are given for using short video sequences to develop all four language acquisition skills. The third shows how to use video for an analysis of language development. Because of the limited time, only a few activities will be demonstrated, but it is hoped that they will provide teachers with ideas that can be adapted to their own particular classroom situations.

12. Marie Fellbaum

Minnesota State Univ-Akita, Japan

Gail Clarke

Yonsei University

"Panel Discussions"

In this workshop, we will demonstrate different objectives which can be achieved through the preparation, presentation, and follow-up of the panel discussion activity. Depending on the objective of the teacher, students can develop such skills as research, outlining, writing, presentation, pronunciation, questioning, or responding. Panels may take the form of a debate with pro and con argumentation or alternatively presentation/ discussion of one topic. Approaches for background preparation to adapt panels for use at all levels of language instruction will be presented.

13. Andy Kim

Kijeon Women's Jr. College

"Expectation of English Workshop"

14. Damien Tunnacliffe

Longman

"Making the Most of your Textbook"

15. Karen Chieng

Prentice-Hall International

"Are You Listening?"

At the recent TESOL Convention in New York City, it is interesting to note that only a handful of presentations were devoted exclusively to listening skills. This is surprising as research indicates that listening is the most frequently employed skill in daily language use; in fact, listening occupies 50% of our time.

This presentation will address the promise of language acquisition through listening and include examples of listening exercises for pre-beginners to advanced learners. A brief survey of the various categories of listening and guidelines for teaching them will be included.



AETK extends special thanks to Mr. Kim, Dae-chul, PETA Consultant & ESS Director, for providing us a wonderful reception. AETK also wants to express heartfelt thanks to Pusan National University for providing us beautiful conference sites and facilities.

* GUEST SPEAKERS

1. Dr. Kim, Duk-ki

Professor, Dept. of English Education, Korea University

"Meeting The Needs of Korean Students"

Korean students certainly have instrumental needs for English: They need to pass entrance examinations, obtain highest possible TOEFL scores if they ever want admission to American universities, or later on pass employment tests where English is increasingly an important variable. I would call such needs belonging to their short-term goals.

Their needs for long-term life goals would be quite integrative: They need to be able to communicate effectively with people from other parts of the world, including those from English speaking cultures, since the world is rapidly growing smaller and future Koreans can no longer be confined to this tiny peninsula. Our future generations will be world citizens, and we must all admit that English will remain the lingua franca at least for a foreseeable period of time.

Studying English for short-term goals, that is, for various examinations, often conflicts with meeting the needs of the integrative goals. This is particularly so with language teaching and testing in schools and colleges. A quick glance at some test items will tell us what kind of efforts our students are expected to make, at least until they finish formal education. They are forced to worry about language forms only rather than with the message, usage rather than use. Why not direct their efforts towards effective language use skills rather than involve them in unnecessary academism? We will review some facts to suggest that valid testing will induce valid language teaching, which will then induce valid textbook compilation and teacher training programs. Such changes will, hopefully, exercise pressure on the government to invest more to language education. Only then will our students' needs be better met.

2. Dr. Kwon, O-ryang

Professor, Dept. of English Education, Seoul National University

"Problems of English Education in Korea"

This paper adopts a view different from the wide-spread negative assessment of TEFL in Korea. The speaker maintains that the teaching of English in Korea has not been a total failure, as many believe it has, but has fulfilled part of its goal. Then the necessity for the improvement will be considered from a broader perspective of English teaching. After illustrating several changes already made in the teaching of English in Korea in the direction that weighs the importance of spoken language, the speaker will present some practical suggestions and thoughts for the teachers.

3. Dr. Carol Rinnert

Professor, Dept. of English, Hiroshima University, Japan

"Practical Ways to Meet the Cultural and Linguistic Needs of Korean Students"

* PANEL DISCUSSANTS

Meeting the needs of Korean Students

Moderator: Dr. Ahn, Jung-hun(Pusan National University)

1. Dr. Kim, Duk-ki(Korea University)
2. Dr. Kwon, O-ryang(Seoul National University)
3. Mr. Jack Martier(Sogang University)
4. Mr. Lee, Han-soo(Kaekum Highschool)
5. Mr. Kim, Young-tae(Sokpo Girl's Middle School)
6. Dr. Carol Rinnert(Hiroshima University)
7. Mr. Park, Nae-il(Pukok Middle School)
8. Dr. Park, Mae-ran(Pusan National University of Technology)



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