

AETK Newsletter



Vol. 10, No. 2

The Association of English Teachers in Korea

March, 1991

Starting off the year: workshop on testing

AETK will sponsor a testing workshop on March 16. Barbara Wickham, E.T.O., from the British Council, will introduce basic testing principles and types, such as differences in proficiency and achievement tests, followed by workshop activities. This is a hands-on workshop open to all language teachers (Korean and international). The workshop is being hosted by the Seoul Area Language Teachers (SALT) with help from the British Council and the American Cultural Center Education Advisor.

The workshop will be held from 1:00 to 6:00 at the Kohap Building, Suite 403, 89-4 Kyongundong, Chongro-gu (the Korean-American Educational Commission, Fulbright Program Center). This is near the Secret Gardens (Biwon); take the #3 subway line to the Ankukdong/Biwon station. (See the map on page 7.) Call William Drummond at 732-7922 (the Fulbright Center) if you have any questions.

AETK members may attend free of charge; non-members will be asked to contribute ₩2,500.

In this issue...

Korea Calendar	2
Secretary-Treasurer's Note	3
Two views on Koreans' English:	
Language Learning is Hard	4
Is Koreans' English Really Bad?	5
Book review: Crazy Quilt	7
Job Announcements	9
International Conferences	11
AETK Membership Dues and Application	13



T E S O L



AS AN INTERNATIONAL FAMILY

March 24-28, 1991

AETK

The Association of English Teachers in Korea was formed in November 1981 and is an affiliate of TESOL International. Membership is open to all persons interested in language teaching in Korea.

President

Dina Trapp, Kangnung National University

Vice President

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Secretary-Treasurer

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Kim Byoung Won, Pohang Institute of Science and Technology

Member-at-Large 1990-92

Gail Clarke, Yonsei University

Past President

Marie Fellbaum, Chungang University

The *AETK Newsletter* is published as a service to AETK members and may be obtained by joining the Association.

The editors welcome articles in English concerning all aspects of foreign language teaching and learning, especially those with relevance to Korea.

Send all articles to be considered for publication to: Robert Brown, CPO Box 9432, Seoul.

Send all job announcements to: Jake Aller, *Korea Daily*, 55-1 Chongno 2-ka, Chongno-ku, Seoul 110-122.

Editors: Robert Brown
Cha Kyong-Whan

Production: John Holstein

Publishers' Liaison: Gail Clarke

Membership Mailing List: Ethel Swartley

Job Announcements: Jake Aller

AETK, the designated national affiliate of TESOL, focuses its efforts on national conference organization, affiliation with other nations' affiliates of TESOL, publication of the *AETK Bulletin* and *Newsletter*, and Korea program development. There are also regional groups of English teachers in Korea (SALT, PALT, KATE, etc.), who have their own organization and plan their own activities.

Korea Calendar

March

- 16** AETK/SALT QUARTERLY WORKSHOP:
"Language Testing - Part I"
Barbara Wickham, British Council
1:00 - 6:00; Kohap Bldg.
- 23** Seoul Area Language Teachers - Higher Education
Special Interest Group (SALT-HESIG)
Discussion/Workshop: "Composition: Using the
Peer Review Process"
3:00; British Council, 2nd floor
- KATE (Taejon): To be announced

April

- 6** PALT (Pusan) Call: Mike Duffy, (H) 051-248-4048
- 20** SALT "Drama and the ESL Classroom"
Dr. Raymond Lee, University of South Carolina Ex-
change Professor at Pusan National University
David Doughan, Yonsei University Foreign Lan-
guage Institute
3:00; Sogang Institute for English as an International
Language (IEIL)
- 27** SALT-HESIG Workshop: "Common Korean Errors in
English Composition"
Cha Kyung Whan, Chungang University
Time and Place to be announced
- KATE Topic, time and place to be announced

May

- 4** PALT Topic, time and place to be announced
- 18** SALT Topic, time and place to be announced
- 25** SALT-HESIG Discussion/workshop
"Correcting and Scoring ESL Compositions"
3:00. Place to be announced
- KATE Topic, time and place to be announced

As evidenced in this *Newsletter*, we are in need of volunteers from each regional English teachers group to submit meeting announcements to the editors for inclusion in the *Newsletter*. Please select a liaison to contact either Dr. Brown or Dr. Cha with meeting announcements at least six weeks in advance of the meeting.

A note from our Secretary–Treasurer

Dear AETK members,

During the last few years our AETK membership list has gotten out of control. Many of you have moved, or you are new, or you haven't given us accurate address and phone numbers. We are finally up–dating our master AETK Data Base.

Therefore I would like your assistance. When you receive this issue of the AETK Newsletter, please check to make sure we have the right address, and check to see if your membership is up to date. The address label has a membership number on it. All you have to do is check the last year listed. If your membership has expired, please send us your renewal as soon as possible. Our new membership dues are ₩20,000 won per year.

You can send membership renewals to me at the address listed below, or to our membership secretary, Ethel Swartley, also listed here.

I am at the Daily on Monday, Wednesday and Sunday afternoons, and at Kyung Hee University on Tuesday, Thursday and Fridays.

You can renew your membership by sending the renewal fee to me or to Ethel or, if you prefer, you can direct deposit the renewal fee to our AETK bank account at any Shin Tak (Bank of Seoul) Bank branch. Our account number is: 17301–2780606. If you direct deposit, please call me to let me know so I can credit your membership list.

And of course you can renew your membership at the AETK–SALT sponsored TESTING WORK–SHOP to be held on March 16, 1991 and later on in the spring. Check your Newsletter for details, or check the Korea Times, the Korea Herald or Korea Daily for more information.

Finally, I regret to inform you that due to increased postage, and other costs, we will have to

discontinue mailing the Newsletter and bulletins to former members. So please check your membership number, and renew now. Don't Delay, Do It Today. If we have not received your renewals by the end of April, we will remove your name from our active file and put it in the X file for those deceased, moved or otherwise no longer with us.

Also sometime in the next few months, I will be calling members to verify addresses, phone numbers and the like as well. I hope to hear from you soon.

Sincerely,
Jake Aller
AETK Secretary Treasurer

Jake Aller
c/o Korea Daily
55–1 Chongno 2–ga, Chongno–Gu
Seoul 110–122
O: 279–6621, ext 527
H: 511–8556 (leave message)
FAX: 511–8557

Ethel Swartley
Pagoda Language Institute
56–6 Chongno 2–ga, Chongno–Gu
Seoul 110–112
O: 277–8257
H: 795–0579

25 YEARS AS AN INTERNATIONAL FAMILY



SALT: Seoul Area Language Teachers

Seoul Area Language Teachers steering committee is looking for new members. If interested in helping with program planning for Seoul, please call Gail Clarke (H: 336-2498) or Greg Matheson (H: 724-2342). The next meeting is at 2:00 the third Saturday of April, the 20th. We are considering a name change to more clearly identify the nature of our group. TESOL has been suggested as a play on TESOL and Seoul. Come with your comments.

SALT-HESIG

Seoul Area Language Teachers Higher Education Interest Group will have a composition workshop on peer editing on March 23. If interested, please call Gail Clarke (336-2498) or Marie Fellbaum (362-1619).

AETK NEWSLETTER COMMUNITY LINE

If you have a question that's been bugging you, or something to offer, or any message you'd like to air, send it, along with your telephone or fax number, to the Newsletter (John Holstein, Department of English, Sungkyunkwan University, Seoul 110-745). We'll print it, and some of our 250 Bulletin or Newsletter readers will certainly pick up on it.

Language Learning is Hard

Robert Brown

Mastering a foreign language, any foreign language, is formidably difficult under the most ideal of conditions, and real world public school classroom conditions are seldom even minimally adequate, let alone ideal.

The United States and the Republic of Korea have something in common in this regard. Sociologist Richard Lambert, writing in an issue of the AAPSS Annals devoted to foreign language education in America, could as well have been describing Korea: "We invest an immense amount of money in foreign language teaching... [yet] survey after survey documents how inadequate our current foreign language capacity is." The problems he delineates will be familiar to observers of language education in Korea: "the skills it imparts are too low and too scholastic...too limited time given to language acquisition; too many students dragging their feet in learning a skill whose utility to them is, at best, unclear; the low average competency of too many teachers; the (excessive) compartmentalization of instruction; the lack of a way to measure well just how much competency a student really has acquired."

Hanyang University Prof. Pae Yang-seo seems to agree: "Korea is notorious as one of the few countries which produce high-school graduates who cannot engage in an easy English conversation after six years of instruction." Dr. Cha Kyung-whan's description is even more

depreciative: "...only a few Korean college students who had studied English for nine or more years could respond to such a simple question as 'where were you born?'"

As Pae points out, the purpose of compulsory English language education is not to impart practical conversational skills (Education Ministry guidelines to the contrary, which specifically mention speaking, and hearing). Students do not learn to speak and understand spoken English because they are not taught to do that, and have few incentives to do so in any case. (The fact that some conversation institutes are so heavily enrolled as to require entrance exams is telling testimony to the desire of students to learn practical communicative English – and by implication, the failure of public schools to provide it.)

But matters are not quite as bad as they are often made out to be. Consider what "six years of (English) instruction" actually represents in Korea. Beginning in the first year of middle school (7th grade), students are given classes three hours a week (four 45-minute meetings), for 41 weeks a year for six years, for a total of 738 contact hours.

If 738 contact hours sound like plenty, think again. The Defense Language Institute (DLI) in Monterey, Calif., estimates that 1,410 hours of instruction under highly favorable conditions will be necessary to attain the fairly basic U.S. government proficiency rating of S-2 for Korean

Is Koreans' English Really Bad?

Cha Kyung-Whan

(47 weeks X 5 days X 6 hours of instruction per day (an additional 705 hours of outside homework is also assumed but not included in the figure above). This level corresponds to what Pae evidently has in mind when he speaks of "engaging in easy conversation," or perhaps even less (the U.S. Department of State Foreign Service Institute (FSI) description of S-2 mentions ability to "satisfy routine social demands and limited work requirements...[and to] handle with confidence but not with facility most social situations including introductions and casual conversations about current events...").

FSI and DLI programs pack into one year twice as much instruction (of much superior quality in terms of teacher qualifications, student abilities and motivations, teacher-student ratios, materials, methods, and facilities), as Korean middle and high schools do in six years. They are also designed to serve different purposes in Korea, that purpose is knowledge of grammar; at FSI and DLI, it is functional competence (students there are adults training to do their jobs in foreign countries, using foreign languages).

Korean Education Ministry objectives for English education are sensible, mandating that, among other things, students master the "basic skills of English usage" and "develop all-round skills of listening, speak-

(This article was written originally for students at Chungang University.)

I've often heard people say, "I'm poor at English," "English education in Korea has been fruitless," or "Most Korean college students find it difficult to speak in English with a foreigner and to write even a simple letter in English is an equally baffling chore." Is Koreans' English really as bad as most English teachers and students contend? This is an open question - could be yes, or no. My answer is definitely "No." In other words, English education in Korea has not been fruitless; most Korean college students' English is not poor, either.

Some of you [students] may not agree with me in that you can't give a well-organized, moving half-hour address in English; nor can you write an impromptu essay in English; nor can you read the high-brow publications such as *Newsweek* or *Time* without looking up words in a dictionary. If you think your English is poor only because of the reasons above mentioned, you are not alone. Let's look at some internationally known figures' English as examples of foreigners' English. Juan Antonio Samaranch, International Olympic Committee President, doesn't speak perfect English. How about Pope John Paul II's, Yasser Arafat's, who is the Palestine Liberation Organization leader, or the 1989 Nobel Peace Prize winner's English - the Dalai

Lama. I can go on and on giving you examples. Their English is just as good as yours, if not worse. Sometimes these personages produce sentences which have grammatical mistakes or awkward expressions, not to mention their pronunciation. However they communicate functionally well in English. Their far-from-perfect English has never diminished their international roles.

It seems to me that most Koreans tend to have a very high expectation in every aspect, pursuing only the best, such as Harvard, Oxford, or Sorbonne for a foreign university, or a Rolls-Royce, Mercedes-Benz or BMW for a passenger car. Actually the Pony-2 is a passenger car as well; moreover, it might be a good one for beginners to start driving with. As far as learning English is concerned, you had better not set your aim too high at the beginning. Since you are not a native speaker of English, making mistakes is quite natural when you speak or write in English. You have to take it for granted, for learning a foreign language without making mistakes is impossible. As you improve your English, you can upgrade or escalate your aim according to your needs.

As a matter of fact, as a non-native speaker of English, it is extremely difficult to acquire native linguistic competence. Especially those who speak Korean as their mother tongue

(continued on page 6)

(continued on page 6)

Language Learning is Hard

(from page 5)

ing, reading, and writing." But as professors Pae and Cha point out, this seldom eventuates.

Korean secondary schools do an excellent job of preparing a few students to pass entrance exams by demonstrating their ability to memorize English vocabulary and grammatical rules. One may nevertheless wonder whether Korea's educational resources are judiciously spent force-feeding students information that they do not need (to speak or understand English) and will never use (except to answer test questions). Students who will not be proceeding to universities (the majority), who may not even aspire to (a minority) but who could nevertheless benefit by some sort of solid, if terminal, practical foreign language training, are simply out of luck (the same points incidentally were made

27 years ago by Horace Underwood. The more things change,...).

Chungang University Prof. Cha Kyung-whan, an ESL specialist, suggests in his 1987 University of Kansas dissertation a highly practicable solution. Students would learn useful, though circumscribed, skills (emphasis on "skills") which however could still be objectively tested. His proposal has the additional and essential merit of rocking relatively few boats; whether he will be listened to is another matter.

Korea and the United States are in more or less the same linguistic boat. The crucial difference is that Korean is not yet an "international language," and that day is nowhere in the offing. If therefore, as Prof. Cha has recently argued, Koreans "positively must" learn English, the questions remain, which Koreans and which English?

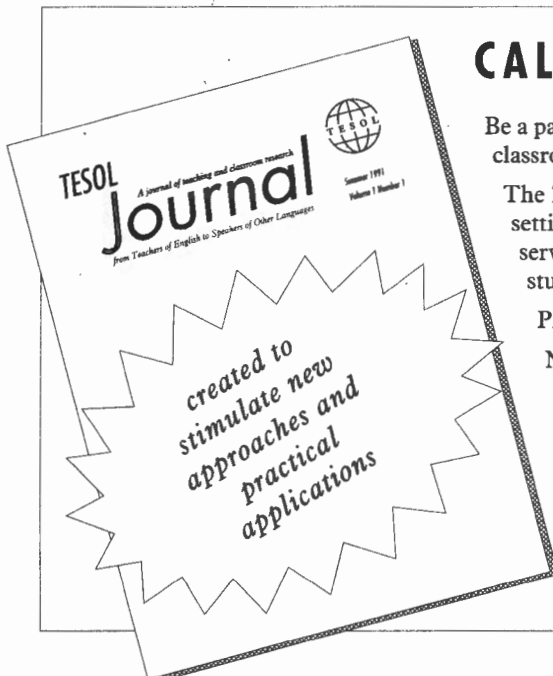
Is Koreans' English Really Bad?

(from page 5)

are worse because the Korean language has very distinctive differences in phonetic and syntactic patterns compared with those of the English language. In addition, most Korean students have not been taught English to listen, speak or write in a natural setting.

There are many positive phenomena of English education in Korea. First, although most Korean college students still habitually think their English proficiency is poor, I've noticed that their English has significantly improved in pronunciation, reading, and writing compared with the students of ten years ago. Secondly, a large percent of Korean journalists and businessmen converse in English fluently. They may not be able to lecture in English for an hour, but

(continued on page 8)



CALL FOR PAPERS

Be a part of TESOL's new refereed journal devoted to teaching and classroom research!

The *TESOL Journal* will help practitioners at all levels and in diverse settings understand the whys and hows of successful teaching. It will serve the daily needs of educators dealing directly with ESL/EFL students.

Please see the call for papers on the opposite page.

Note: Book reviews of published classroom textbooks/materials are needed.

Editor: Elliott L. Judd
Department of Linguistics M/C 237
Box 4348
University of Illinois at Chicago
Chicago, Illinois 60680 USA
Telephone: 312-996-5158
312-996-5334 (messages)

Crazy Quilt: a Collection of Essays
by Chang Young-hee

Reviewed by Robert Nechols

About a year ago, when Chang Young-hee mentioned that she was discontinuing her popular *Korea Times* column, "Crazy Quilt," I remember feeling disappointed. Many of the essays which have appeared in that column, and which have long been clipped and shared by readers here, are now available in book form with the publication late last year of *Crazy Quilt: A Collection of Essays*, Dongmoon Press, paper, 282 pp.

For those not familiar with her candid stories, recollections, and observations, Prof. Chang's essays are unique for their clear, reflective and unpretentious expression of felt experience. Writing often about topics well known to Korean readers - Korean superstitions, dying customs, struggles in education, social changes and anxieties -

Prof. Chang's sensitivity to current thoughts and moods is enhanced by her openness about personal experience, and close attention to the lived moment. She writes, "...even the most gross and crass slice of reality suddenly assumes grace and meaning when you take time to look carefully into it and ponder it." This lesson of seeing, of "accidentally capturing the eyes of a female vendor with a strong will to live," is one that offers to stay with the reader.

As a non-Korean reader, I have been impressed by the perspective that Chang Young-hee brings to the role of cultural migrant, one who has lived, studied, and worked in another country, and returned home with insights, and a fair-mindedness far above the usual pedantry and cultural combativeness. For me, the essays, "A Beggar's Defense," "Sexy? You?" and "Party

Dress" provide meaningful thought on some of the ironies of appearance, prejudice, and expectation involved in international crossings.

Other favorites, set locally, are "Tear Gas and Lilies" and "Stories of Modern Times." The first offers a psychological reflection of an evening of a demonstration day, when the author, her father and her sister mistake the smell of stale flowers and the sound of water from a neighbor's garden hose hitting a window pane, for the faint odor of tear gas and the rhythmic chanting of protestors. The second is a parable of real mistrust and misidentification occurring at a time when fears of deception and crime take over our perceptions of one another.

Finally, the role of teacher enters and informs Prof. Chang's essays in episodes that are in-

(continued on page 8)

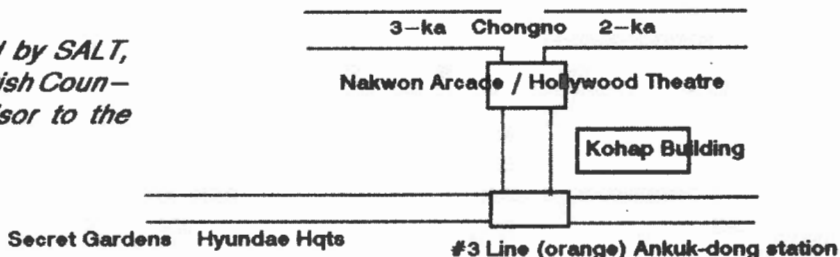
LANGUAGE TESTING – PART I
1991's first AETK quarterly workshop

Barbara Wickham, ETO at the British Council

Enjoy a Saturday afternoon meeting others in the profession at this hands-on workshop in testing.

March 16, 1:00 – 6:00, at the Fulbright Center (Kohap Bldg.)

*Sponsored by AETK, hosted by SALT,
with the assistance of the British Council
and the Education Advisor to the
American Cultural Center*



Is Koreans' English Really Bad?

(from page 6)

they can use English adequately. I have also seen on TV a number of Korean lawmakers who spoke English handsomely in English interviews. Thirdly, more and more Korean students start their graduate studies in the United States or English speaking countries without taking any special English courses.

Since English is a foreign language, you don't have to speak or write like an English native speaker. Aim at a reasonable level of English and use your English boldly; don't worry too much about making mistakes. You have enough vocabulary and grammatical knowledge to speak or write decently in English. What you need is the chance to practice English as often as you can. Practicing English with confidence is a good stepping stone for guaranteeing gradual improvement of your English proficiency. It's time to look at the positive side of your English. At the same time, do not pinpoint others' mistakes; nor use derogatory words, such as "Konglish" or "ōng-t'ō-ri-yōng-ō" for their minor mistakes. "He who makes no mistakes makes nothing." "Use your English boldly; your English is not that bad."



Crazy Quilt

(from page 7)

structive and recognizable. In one essay she writes about a familiar teacher's dilemma concerning an activist student. "Throughout the semester he didn't come to class; he didn't take any tests; he didn't submit his term paper. Naturally, I should fail him." But the true teacher weighs, deliberates and resists a confident conclusion.

A writing teacher herself, Prof. Chang occasionally turns her essays into a kind of English writing and communication workshop. Often she features and comments on her university students' texts; speeches, conversations and essays. On occasion she presents outside texts as well, as she does with one of her more poignant essays, "One Bowl of Udong," in which her translation of a delightful Japanese story is framed by an account of a street vendor in the Sinchon area of Seoul.

Fortunately, Chang Young-hee has continued writing her column for the *Times*. The lesson of how to value and encourage students' work was demonstrated in a recent essay in which she printed the text of one of her academic writing student's essays and explained the simple but elusive goal of writing with meaning. I look forward to seeing this essay among many others bound in a second volume of *Crazy Quilt*. Meanwhile, the first volume is certainly worth having and reading.

TESOL Journal Call for Papers

The *TESOL Journal* will begin publication in May 1991. The journal editor welcomes submissions on matters relating to ESL/EFL methodology and techniques, materials/curriculum design and development, teacher education, program administration, and classroom observation and research. The *TESOL Journal* is a refereed journal. The following types of submissions are encouraged:

Full-Length Articles

An article that

- 1) presents new ideas or information on one or more of the topics listed above; or
- 2) reviews and/or discusses the application of research findings for classroom ESL/EFL teachers; or
- 3) trains practitioners to engage in their own research.

Articles should be between 1,000 and 3,000 words in length.

Reviews

A review of recently published EFL/ESL classroom materials such as textbooks, curricula guides, computer programs, and videos. Reviews should be between 500 and 750 words.

All submissions must be previously unpublished manuscripts and should use the following format:

- 1) Three copies of each submission; all references to the author's identity should be deleted.
- 2) Typed, double-spaced, 1" margins top, bottom and sides.
- 3) Source citations and bibliography using APA guidelines.
- 4) On a separate page, a biography of up to 50 words for each author, and the name and address to which correspondence may be sent. A telephone number is also requested.

All submissions will be acknowledged within a month of their receipt. The review process will commence in October 1990.

Send all submissions and inquires to:

Elliot L. Judd, Editor
TESOL Journal
Department of Linguistics (M/C 237)
University of Illinois at Chicago
Box 4348
Chicago, IL 60680

The Breadline

TESOL Employment Information

TESOL assists job seekers in finding employment or other opportunities in the EFL/ESL/SESI/bilingual education field in four ways; the TESOL Placement Service and *TESOL Placement Bulletin*, and the Employment Clearinghouse at the TESOL Convention.

The *Placement Bulletin* is a bimonthly listing of positions, teacher exchanges, and grant announcements received at the TESOL Central Office. The listings in the *Bulletin* are from all over the world – many are for continuous recruitment. Applicants contact and negotiate with employers directly.

The Placement Service maintains applicants' resumes on file. Employers and recruiters seeking qualified professionals may review the resume file or request a computer list based on applicants' registration cards and take copies of the resumes with them. Employers contact the applicants directly.

To register for the Placement Service (available only to members of TESOL), please contact the Placement Director at the TESOL Central Office. The fee to register is \$12 for TESOL members in the USA, Canada, and Mexico (\$18 for TESOL members outside the USA, Canada, and Mexico).

TESOL maintains an Employment Clearinghouse at the annual TESOL Convention. Employers and recruiters conduct interviews on site for positions, as well as collect resumes for future contacts. All registered

convention attendees are eligible to take advantage of the employment opportunities now available at the Employment Clearinghouse.

The Field Services Director at TESOL Central Office is also available to provide career information for newcomers entering the field or for more experienced members wishing to enhance their career options.

TESOL Placement Service
1600 Cameron Steet, Suite 300
Alexandria, Virginia
22314-2751

(Use the cut-out application form on page 10.)

Hanshin University (Suwon campus)

...is looking for someone to teach English conversation and composition from the first semester (March) of 1991 on Tuesday (1:30 to 5:20 PM) and Thursday (9:30 AM to 5:20 PM), a total of 11 hours.

Qualifications: M.A. in TESOL or linguistics preferred; Bachelor's degree required.

For more information, contact either Professor Kim Young-Sun or Professor Choi Chun-Taek at the university (phone: (02) 233-9438-9; ext. 343 for Prof. Kim, ext. 341 for Prof. Choi) or Professor Choi at home, at (02) 602-6896. You can also fax them at (0339) 72-3343, or write to either of them at the Department of English, Hanshin University, 411 Yangsan-dong, Osan, Kyonggi-do, 447-791.

GoldStar Co., Ltd.

To fulfill globalization plan of our company, possession of cross-cultural manners and foreign language proficiency are required for our employees. ... Applicants should be qualified for the following job descriptions:

1. Cross-culture education and English instruction for international business related workforce in Seoul H.Q.
2. Preparation of teaching manuals.
3. Writing and proofreading of international business related documents.

Salary and fringe benefits will be negotiable at job interviews.

Applicants resumes for preliminary decision must be sent to us in advance.

Y. W. Koo, General Manager
Overseas Planning Department
Lucky-Goldstar Twin Towers
20 Yoido-dong, Young-dungpo-gu
Seoul, 150-721

Tel: 787-5281

ETC English Training Center

The English Training Center in Seoul is inviting applications for qualified people with an M.A. or B.A. in TESOL or a related field. The school services businessmen, college students and the general community at large.

(continued on page 10)

THE BREAD LINE

(from page 9)

SALARY: The starting Salary is ₩1,000,000 per month.

is about \$125 – \$170. There are four weeks of paid vacation each year.

HOUSING: The institute will pay the deposit and the instructor will pay the rent and utilities. On a 2–bedroom apartment shared with one other person, the rent would be no more than ₩150,000 per person, with monthly utilities approximately ₩35,000 per month per person. Single, studio efficiencies are available. The institute will pay a deposit of up to 2.5 million Won while instructors choosing this option are responsible for their own rent and utilities.

TRANSPORTATION: Round-trip airfare will be provided.

OTHER BENEFITS: Health insurance will be partially paid by ETC. Blue Cross International of Hong Kong (not USA) is used. The institute pays 50% and the instructor pays 50%. The average cost per teacher per quarter

TEACHER'S RESPONSIBILITIES:

- a) Up to 5 hours a day teaching. Most instructors teach a split shift and are sometimes asked to work overtime.
- b) Attendance at regular faculty meetings and training seminars/workshops.
- c) Other related activities.

If interested, please send a resume if not already sent, a copy of the first page of your Passport, Diploma, Transcript, and References to:

Fred Linkenhoker
Head Co-ordinator
English Training Center
646-22 Yoksam 1-Dong,
Kangnam-ku,
Seoul. 135-081 Korea

Job Notices

Job notices are accepted from insitutional members of AETK (or an individual member employed by and representing an institution). Notices of openings for foreign teachers are accepted only for institutions which provide visa support. *AETK Newsletter* does not publish announcements by teachers seeking employment. Send notices to Jake Aller (contact information is provided on page 3).



Yes! I want to be aware of employment opportunities and trends in EFL/ESL by using TESOL's Placement Service and automatically becoming a subscriber to 6 issues of the *TESOL Placement Bulletin*. Please send an application form to:

Name _____ Member ID No* _____

Address _____

Telephone _____ Fax _____

*To be eligible for this service, you *must* be a member of TESOL. If you are not, check here _____. Send this coupon to TESOL Placement Service, 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314-2705 USA

INTERNATIONAL CONFERENCES

1991 TESOL CONVENTION

March 24 – 28, at the New York Hilton and Sheraton Centre

Plenaries, papers, workshops, colloquia, educational visits, job placement

Publishers' Sessions
Publishers' Exhibits
Business Meetings
Breakfast Seminars
Escorted Dinners
Special Events

LANGUAGE EDUCATION: INTERACTION AND DEVELOPMENT in Hue, VIETNAM 30 March - 1 April 1991

This conference provides a unique opportunity for those in the field of language in education to meet in Vietnam to exchange ideas. Its themes – interaction and development – refer to language specifically, to educational theory and practice, and to sociocultural exchange generally. Its aims are to promote international understanding and to stimulate new approaches to the teaching of languages, especially through the appropriate application of new technologies in developing countries.

Conference themes include: Language and education in its social and cultural contexts; cross-cultural understanding and language learning; recent technology in language learning; materials for language learning; discourse analysis and its educational application; language policy; modern language teaching for Asian students; language assessment; language and international understanding.

TRAVEL: The official travel consultants and agents are Australian Airlines in connection with Jetabout of Qantas. The venue, Hue, is one of the most charming cities of Vietnam, with its famous Perfumed River, its Imperial temples and palaces, its beautiful surrounding countryside and its adherence to traditional ways. Although travel for tourists in Vietnam has improved recently, should circumstances arise that guaranteed delegate access to Hue becomes impossible then Ho Chi Minh City will be the alternative venue.

Plenary speakers:

Emeritus Professor Michael Halliday, University of Sidney
Professor Christopher Candlin, Macquarie University
Professor Michael Clyne, Monash University
Professor Jonathan Anderson, Flinders University

Registration Fees (including volume of abstracts, morning and afternoon teas): \$Aust 320

Write to:

Mr. Mike McCausland, Co-convenor, Language Education Conference, School of Education, TSIT, P.O. Box 1214 Launceston, Tasmania, Australia 7250.

Phone: 003 26 0245 / Fax 003 26 3664

Membership Dues

Individual Membership: ₩20,000 per year
Student Membership: ₩10,000 per year (for full-time university students)

Institutional Membership: ₩50,000 per year
 (This entitles the institution to two subscriptions to the *AETK Bulletin* and *Newsletter* at one address. Additional subscriptions at the address are available at ₩3,000 each. It also entitles the institution to place advertisements in the *Bulletin* and *Newsletter*.)

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