

# AETK Newsletter



Vol. 10 No.4

The Association of English Teachers in Korea

October, 1991

## AETK's November Conference: A professional's perspective on Korea

November 16, 3:00--5:00, at the Fulbright Commission.

Dr. Soo-Hyang Choi, from the Psychology Department of Chungang University, has recently returned from Canada after seven years at the University of Alberta. Dr. Choi has as major interests communicative patterns and the indigenous social psychology of Koreans. Noting they often remain passive and reticent in formal, public intercultural situations but become active and enthusiastic in small, personalized group situations, she will relate this to the concepts of *nunchi*, *chemyon* and *uri*, and seek from participants their views from an 'exogenous' perspective.

Take the No. 3 (blue) subway to the Ankuk station. For further information, contact Bill Drummond at 732-7926.

## Elections coming up!

At the Pusan Conference you will have the chance to determine the leadership and direction of AETK. President, vice-president, secretary/treasurer and member-at-large will be elected. Nominations can be made at the annual conference. However, you don't have to wait until then, and we will have a stronger stable of candidates if we can get nominations prior to the convention.

So the AETK Nomination Committee is calling for nominations now. Put your name or someone else's in for the nomination.

If you want to know the duties of each position, consult the Constitution and Bylaws on page 15.

To nominate, call or write Gail Clarke or Robert Faldetta (see Council and Staff on the last page).

## AETK Activities Report

AETK members in Seoul got together for their first meeting after the summer break at ESL Chongno, August 24 to discuss organization and plan activities for the autumn. The consensus of the meeting seemed to be that SALT, in name if not in substance, should be dissolved. The activities planned at the meeting have become the Seoul program for the next three months, at the Fulbright Commission, third Saturday of the month, 3--5 p.m. People surveyed at the meeting supported a teacher-swapping scheme, middle/high schools visits and the publication of a members directory. Contact Bob Faldetta for details.

### Hot Flash! USIS news item.

The books promised by Damon Anderson for the USIS Library in Seoul are finally on the shelves. The 140 titles include methodology, applied linguistics, and activity books by such names as Levine, Byrd, Azar, Brumfit, Rinvolucri, McKay, Krashen, Morley,

Wong, Devine, Graham, Porter Ladousse, Nation, Winn-Bell Olsen, Raimes, Wright, Richards, Widdowson, Tarone, Stevick, Oxford, Nunan, Allwright, Harmer, Brown, etc.

Greg Matheson

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## 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

Mike Duffy, DongA University

### Secretary-Treasurer

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### Member-At-Large 1989-91

Kim Byoung Won, Pohang Institute of Science and Technology

### Member-At-Large 1990-92

Gail Clarke, Yonsei University

### Past President

Marie Fellbaum

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. The *Newsletter* editors reserve the right to edit articles which are accepted for publication. Please send a your rticle to the editor.

Editor: Cha Kyoung Whan

Managing Editor: Robert Faldetta

Production: John Holstein

See "AETK Council and Staff" for contact information.

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

## A rejoinder

Greg Matheson

I welcome Pat Hunt's pointing the finger (June *AETK Newsletter*) at my unidentified editorializing in a report on the KATE November conference. Only through the give and take of argument from different points of view can there be any progress in ESL.

First let me eat humble pie for saying Kim Haeng Jung's lecture proved you have to be a show-off. Although I was aware that I was trying to cultivate a strenuous (Quirk *et al*) journalistic style, I have to admit I was not really aware that I was not writing objectively. This makes me feel more sympathy for the writing I come across at the newspaper when they talk for example about unfair notions by foreign countries against Korea. They have no intention to accuse, they just don't know to write from the stance of the third party. How can you teach this? Is it basically avoiding calling a spade a spade? Meanwhile catch Kim Haeng Jung's occasional pieces in the *Korea Herald*. They lose in being fixed on paper.

I also want to apologize for saying people who suddenly had to teach writing could do worse than use the materials Pat Hunt presented in her workshop on process writing. The workshop had been my first encounter with process writing in the flesh, so to speak. I thought that if I had to teach writing I could use her series of hand-outs as a text because they were already inspiring fully-developed classroom material. It was my intention to suggest people like me contact her for a copy. I would still like to suggest this but perhaps she is already writing a textbook.

Where I do want to cross swords with her is on Brian Tomlinson and his discussion of the use of L1 in the classroom. While I actually didn't understand why or indeed whether he was encouraging Japanese in group-work, I tried not to let that interfere with a good story. Keeping an open mind on whether there is life after ESL, whether there are values that transcend ESL though, I recognized that we might want to encourage like him literary creativity if not awareness, responsibility, tolerance, self realization and self confidence. I can with more confidence report my overhearing of him say to Norman Harris that

what he doesn't like about talking to NS teachers is their misinterpreting of his message and telling him it doesn't work when he comes back six months later.

Meanwhile in *ELT Journal* 44(1), 1990, 25-37, he says methodology does not seem to be a crucial factor as long as it facilitates rapport, helps to create positive attitudes, involves students in the learning process and provides some experience of language in use. The attitudes and the personalities of the teacher are more important than methodology.

These are indications that we have gotten hold of the wrong end of the stick, but despite this and despite my own belief that the heat has gone out of the ESL debate on methodology, I think we have here an important issue: the use of Korean in the classroom.

I see a need to take off our direct method blinders (Rinveluori) as much as anyone. There are a lot of our students' buttons we haven't been pushing because we don't/can't speak to them in Korean. And fraternizing with the enemy is the only way we are going to take the war out of the hands of the generals back home.

I sometimes ask for translations into Korean to check understanding or to keep the lower level students up with what's happening when teaching mixed-ability groups. I also recognize the place of translation as the fifth skill.

I also wonder whether my usual forgoing of the chance to practice my Korean on my students in the classroom is less an indication of a commitment to the communicative approach than of a failure of nerve to follow through on my identification as a second language learner with them.

When my students do break out into Korean, I occasionally react with amused indignation but actually I have at last gotten my chance to at least practice my hearing, though I can't claim to enjoy listening to conversation I can't understand.

I can also see that if you were teaching in a very limited goal-oriented situation like where a Korean actor has to learn some lines in English or a Kore-

*Continued on page 23*

# Korea Calendar

## October

**1-25**

Nominations are being accepted for AETK President, Vice-President, Secretary/Treasurer, and Member-at-Large. Contact Gail Clarke or Robert Faldetta (See "AETK Council and Staff" at the back of this issue).

**19-20**

KATE 3rd Annual Convention, Hannam University, Taejon  
For further information, see the KATE CONVENTION ad in this issue.

**26-27**

AETK Annual Conference, Pusan National University, Pusan  
For further information, see the AETK CONFERENCE schedule and ad in this issue.

**30**

Deadline for your contribution to the December *AETK Newsletter*. (See page 11.)

## November

**16**

AETK Seoul Chapter Conference  
Fulbright Commission (732-7926), near the Ankuk station on the No. 3 (blue) subway line.  
Dr. Soo-Hyang Choi, Psychology Department, Chungang University (after seven years at the University of Alberta) on sociological and psychological aspects of Korea.

## *A job well done...*

In this issue we have to say goodbye to several people who have served AETK long and well, and without whose help the organization could not have developed into what it is today.

**R.A. Brown, co-editor of the *AETK Newsletter***  
**Ethel Swartley, membership committee chair**  
**John Harvey, special delegate**

We wish you the best of luck, and hope that you will do at least as well for yourself as you have done for AETK.

# **AETK**

**The Association of English Teachers in Korea**

**is proud to announce its**

## **ANNUAL CONFERENCE 1991**

**October 26-27**

**Pusan National University**

### **“Meeting the Needs of Korean Students”**

#### **Plenary Speakers**

**Dr. Kim Duk-ki (Korea University)**

**Dr. Kwon O-ryang (Seoul National University)**

**Dr. Carol Rinnert (Hiroshima University)**

**Prof. David Kosofsky (Hankuk University of Foreign Studies)**

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**• Dr. Ahn Jung-hun (051) 510-2032 (office)**

**• Micahel Duffy (051) 248-4080 (home)**

**...and see the schedule on another page in this issue.**

# SALT/AETK Annual Spring Conference

Exploring a new venue, we went south of the Han to the new Pagoda-Kangnam Foreign Language Institute in Apku-chong-dong, the poshest part of town, to gather out-of-town participants from Taejon, Chongju, Kangnung, Akita and other points for the SALT Spring Conference.

Robert Faldetta told us how he gets his students to involve themselves by giving them Maley and Duff's *Drama Techniques in Language Learning* (Cambridge), Porter Ladousse's *Role Play* and Nolasco and Arthur's *Conversation* (the latter two in the *Oxford Resource Books for Teachers* series) and asking them to prepare lessons. All he has to do is see them before and check that their activities have enough language and will go the distance.

Gail Clarke and Marie Fellbaum talked about panel discussions in the college conversation class context with a moderator and a panel of six divided or not into two opposing groups. With a series of handouts, they took the discussion from choosing topics to evaluation. Having over a number of years worked out the ins and outs of the activity, they advocated in follow-up sessions the panelists meeting with groups in the audience and countered claims that audiences would go to sleep.

Margaret Elliott, talking about vocabulary games, argued both against and for attempts to teach vocabulary but noted research that found more learning of word lists took place when students were asked to judge the importance the items would have on a desert island than when asked to study them for a test (Gairns and Redman, *Working with Words*, Cambridge). She introduced a pairwork Wheel of Fortune, a groupwork crossword puzzle, each person having different clues to the same items, and a treasure hunt in magazines for pictures to represent words from a list, with a traveler from each group moving around to display their finds.

Virginia Martin reported on her ongoing doctoral research into East Asian organization patterns in composition, namely introduction of the topic, generalization by, for example, examples, a foray into a related topic and a conclusion that may be a repetition. This is as opposed to the Western pattern of thesis, supporting statement(s) and conclusion. Using TWE guidelines to score the essays, her aim is to compare the organization of experienced writers in English and Korean and their use of referring expressions and transition words.

Ivanna Mann drew attention to the use of pictures to generate discussions. The key was with any picture to create two characters, a conflict and an emotion. With a picture of a woman doing dusting, for example, we had a grandmother and her grandson who was bringing his fiancée to meet her without forewarning her. The emotion was anger. This led to a dialog and vocabulary but also to topics spinning off from the discussion akin to free conversation. Then we chose our own two characters, conflicts and emotions for other pictures as a class and in groups. The value of one picture was seen to be a thousand words.

No overseas speakers this time. It was up to the participants. But isn't this what we're supposed to be getting learners to believe anyway?

## AETK's September Meeting

"You can't teach an old dog new tricks" is what I was thinking on my way to the Sept. 14 AETK Seoul chapter conference at the Fulbright Commission on "Coping in Korea." That was from the old dog's point of view: There was nothing new they could tell me, a twenty-year veteran in Korea.

But they hadn't told me who would be on the panel and in the audience.

Jennifer McLean, president of FOCUS (Foreigners' Community Service, 797-8212), was one of the panelists. After all these years, now I find out there's a service which offers advice and referrals by volunteers from the relevant fields for medical (including dental and psychological), legal and other professional services, and goods and commercial services available in Korea.

And Ahn Graphics' Gary Rector, who has lived in Korea for over twenty years, provided lots of helpful tips on such matters as repatriation of funds and currency exchange, medical insurance, obtaining affordable housing, and severance pay. Elaine Hayes, of Sogang, supplied background and details relating all this information to the teacher.

Seoul University's Professor Kwon O-ryang, KATE president, gave us the Korean perspective on health, housing, alien registration, contracts, severance pay, and other issues raised by the large audience.

This meeting, arranged by the Seoul chapter steering committee, was one of the most successful in a long time in terms of attendance and content, auguring well for a new trend of invigoration in AETK programs.

John Holstein

Greg Matheson

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with Jonathan Hull and Susan Proctor

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| ● Teach English A Training Course for Teachers | Doff, A.                 | 값 6,000원 |
| ● Poem into Poem                               | Maley, A. & Moulding, S. | 값 6,500원 |
| ● Inter Change Level 1                         | Richards, J.             | 값 6,500원 |
| ● Inter Change Level 2                         | Richards, J.             | 값 7,000원 |

 **종로서적**

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# Single Syllable Sentences

Barbara Enger, Han Nam University

It happened again in a class recently (I teach English to freshmen and sophomores). I had uttered one of my unrestrained "Oh" noises in response to a student's personal revelation (translation: the student said he had been partying the night before and didn't get his homework done; I was reacting to the news). At this, one of the humorists in the class did a totally accurate rendition of my "Oh" and the class roared. I was delighted, for this student had captured my intonation perfectly and illustrated what I like to teach as Single Syllable Sentences (SSS).

So what are they? For me, they reduce to the following:

Oh  
Ah  
Huh  
Hmm/Mmm  
Yes  
No  
Well

From these, and a few others you can probably think of, it is possible to create a multiple of sentences with familiar meanings. Any native speaker can express these with verve and charm, but a Korean student has to be taught. I like to teach the SSS--and it is a great way to loosen up a nervous group of beginners or even a very serious group of advanced learners who hadn't thought much about this element of spoken English.

Linguistically I am talking about what I learned in the 1960s to call "suprasegmentals" and what anyone taking linguistics today would probably term "intonation contours." I like the SSS name, or possibly Monosyllabic English for the Really Shy Learner.

So how do they work? I won't supply the line diagrams here; the translations should be sufficient. The speaker must supply the sound track.

Oh  
#1 Oh. (I hear you.)  
#2 Oh? (Really?)  
#3 Ohhh. (I'm really disappointed.)  
#4 Oh. (So you say... But I don't believe you.)  
#5 Oh-oh. (Watch out, the feds are coming.)

Ah  
#1 Ahh. (That's nice.)  
#2 Aha! (I figured it out.)

Huh  
#1 Huh. (You don't say... I have to think about that.)  
#2 Huh-uh. (No, not the case.)  
#3 Uh-huh. (Yes, that's right.)

Hmm/Mmm  
#1 Hmm. (I'll have to think it over.)  
#2 Mmm. (That's really nice.)  
#3 Mmmmm. (That smells wonderful!)

*continued on page 23*

# Who's Being Tested?

Shirley A. Dorow, Kyunghee University

The last test has been handed in. The room is empty. The last desperate attempts to glean some extra information from a neighbor's paper have been thwarted--I think. I feel a little sad as the last student bows, smiles, brushes his hair back in that familiar "That's over with!" gesture, and leaves.

Some students leave the test room confidently; some are dismayed and wish--Oh, how they wish--they had been more diligent during the semester. But "real life" beckoned them so cunningly and one absence made the following one seem easier. Happily there are only a few students like that.

Most of them are faithful, respectful and eager to learn, the kind of students teachers enjoy. The give and take so necessary in English conversation became easier each week of the semester as we got acquainted with one another. I learned who the class leaders were, who plays the guitar, who hates riding the school bus for an hour or more every morning and evening, who dotes on their little sister or brother, who comes from Pusan or Kwangju or Suwon or Seoul, who is pining away due to unrequited love, who always dresses fashionably, who eyes meet mine in recognition when I speak, whose ears understand the most English, which pairs work faithfully together even when my attention is focused on another pair, and so many other details that turned the classroom into a community.

Yes, the last test has been handed in. The tall stack of sixty-five papers for Freshman English Conversation student, A group and B group, looms large on my desk. But, I'm almost afraid to start correcting them. It is as if it is I, the teacher, who has been tested--not the students. Surely once again, for the umpteenth semester I will discover what I did not know about my students. Try as I may to "test what was taught," so much of English conversation at the college level presupposes prior accumulated English experiences. I know Mr. Kim has a very hard time with listening; I know Ms. Cho is forming the sentence in her head but the verb never comes out in the right place. I can see Mr. Lee's brain reaching for the right verb tense as he speaks, corrects himself and moves on to a fine, full expression. I rejoice with the whole class when short rejoinders become natural and they respond without hesitation when I meet them in the hall or on campus as well as in the classroom.

But how does one meet all the needs and test each student well? For the sophomores I prefer 15-minute individual oral exams in a quiet place like my office, face to face. There is real give and take and it is much easier to test at the level where each student is, plus a little beyond. I have taught them in their freshman year and we know each other a bit. We can feel each other out. We can exchange initiative in introducing new topics or continuing one that bears more exploration.

*continued on page 24*

**NEW**  
**LANGUAGE FROM THE BODY**

DAVID KOSOFSKY

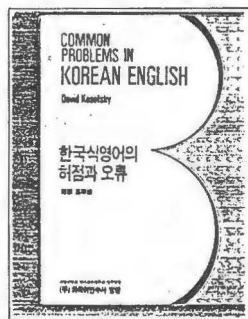


**A SYSTEMIC, COHERENT METHOD OF TEACHING IDIOMS TO FOREIGN-LANGUAGE STUDENTS**

Although idioms make languages colorful and expressive they make languages extremely difficult for non-native speakers to master.

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**NEW**  
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English spoken by Koreans is striking for its uniformity. Yet it differs in many respects from the English of native speakers. As a result, certain problems continually recur when Koreans use English as a medium of international communication. 'Common Problems in English' narrows the communicative gap by identifying these common

problems and helping Korean speakers of English to overcome them.

For each problem the author presents 'Typical Problem Sentences' showing the common Korean -English pattern, followed by corrected versions of the same sentences showing how native English speakers express the same ideas.

**LISTEN FOR IT**

Jack C Richards,  
 Deborah Gordon, and  
 Andrew Harper



**HIGH-BEGINNING TO INTERMEDIATE**

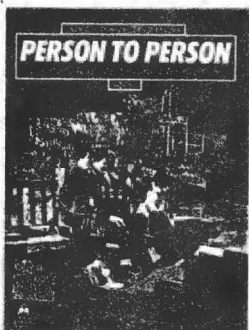
*Listen for It* develops basic listening skills needed for understanding and participating in conversations on common topics. Through guided tasks students will improve such general comprehension skills as listening for the topic and main ideas, while increasing their comprehension of mechanical features such as contractions, stress, and intonation.

Daily life themes covered include health, shopping, travel, entertainment, employment, and getting directions. All 17 units are based on functions, topics, and situations that have immediate value outside the

classroom. *Listen for It* can be used as the core of an intensive listening or conversation/listening course and also as a complement to other kinds of courses.

**PERSON TO PERSON**

Jack C Richards and  
 David Bycina



**HIGH-BEGINNING TO INTERMEDIATE**

*Person to Person* is a two-book speaking/listening course for adults and young adults who already have some background in English but want to develop conversational fluency.

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participation. Review units help students consolidate previously practiced material.

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# AETK Annual Conference

## Tentative Schedule

### October 26

- 9:00 - 9:50 Registration  
9:50 - 10:00 Opening Address: Dina Trapp, AETK President  
10:00 - 12:00 Preconference Workshops (concurrent)  
10:00 - 10:45 Park Mae Ran, Marshall Kilinski, Duane Vorhees  
11:00 - 11:45 John Blake, Gary Boivin, Andy Kim, Margaret Elliot  
12:00 - 13:30 Lunch  
13:30 - 14:30 Keynote Address: Dr. Kim Duk Ki  
"Meeting the Needs of Korean Students"  
14:30 - 15:20 Plenary Address: Dr. Kwon O Ryang  
"Assessment of TEFL in Korean Secondary Schools and Suggestions for Improvement"  
15:40 - 16:30 Plenary Workshop: David Kosofsky  
16:50 - 18:50 Panel Discussion: Dr. Ahn Jung Hun, moderator  
"Meeting the Needs of Korean Students"  
19:00 Reception, sponsored by Mr. Kim Dae Chul, Director, ESS

### Commercial Presentations

- Steve Maginn, Cambridge Publishers  
"Interchange: English for International Communication"  
Karen Chiang, Prentice-Hall Publishers

### October 27

- 9:00 - 10:00 Registration  
10:00 - 11:00 Plenary Address: Dr. Carol Rinnert  
"Practical Ways to Meet the Cultural and Linguistic Needs of Korean Students"  
11:00 - 12:30 Workshops Chung Gil Jong, Park Nae Il  
12:30 - 13:30 Lunch  
13:30 - 15:30 Workshops (concurrent)  
13:30 - 14:15 Ivana Mann, Steve Maginn  
14:30 - 15:15 Pat Hunt and Ko Kyoung Hee, George Patterson, Karen Chiang  
15:45 - 16:00 Closing Address: Dr. Ahn Jun Hun, Conference Chair  
16:00 AETK Business Meeting: Voting on Constitution Amendments, Election of Officers

### Guest Speakers

- Dr. Kim Duk Ki, Korea U: "Meeting the Needs of Korean Students"  
Dr. Kwon O Ryang, Seoul National U: "Assessment of TEFL in Korean Secondary Schools and Suggestions for Improvement"  
Dr. Carol Rinnert, Hiroshima U, Japan: "Practical Ways to Meet the Cultural and Linguistic Needs of Korean Students"

### Speakers and Workshop Leaders

- John K. Blake, Chungnam National U: "The Nuts and Bolts of English Language Teaching and Learning"  
Gary Boivin, Cheju National U: "Heart Talk: Bridging the Values Gap"  
Chung Gil Jong, Korea Teachers' U: "How to Teach Reading Comprehension"  
Margaret Elliot, Hannam U: "Teaching with Video"  
Patricia Hunt and Ko Kyoung Hee, Cheju National U: "Updating Curriculum for Freshman Reading and Laboratory Classes in Korean Universities: From Theory to Practice"  
Andy Kim, Kijeon Women's Jr. College: "Weekend Workshops"  
Marshall Kilinski, ELS Pusan: "The Roadwarrior: Analogies and Impact"  
David Kosofsky, Hankuk U: "A Reassessment of the Role of Teaching Materials in the Korean Classroom"  
Ivana Mann, Taejon Junior College: "Grammar Teaching Games"  
Jack Martire, Sogang U: Panel Discussion participant  
Park Mae Ran, Pusan National U of Technology: "Cross-cultural Communication"  
Park Nae Il, TLF Center: "The Target Language Focus Method"  
George Bradford Patterson, Chungbuk National U: "Using Newspapers to Teach English Language Skills"  
Duane Vorhees, Korea U: "A Defence of Cultural Imperialism as a Pedagogic Tool"

# The Newsletter and our readers

## Letters to the editor

Dear AETK Editor,

I've arrived in Washington, D.C.. I was quite surprised to find that quite a few of my fellow State Department trainees are former ESL people--at least six out of the forty-four people in my class! And four of them have been in Korea (though not for ESL); one taught in Taiwan for a few years, one worked as a program administrator in England, and one taught in Central America. So there is a future for ESL professionals thinking of a career move!

Also, Washington, D.C. kinds of reminds me of Seoul, in that the old town is on one side of the river and the new town is across the river in Virginia. I live in a huge apartment complex that could be the Hyundai Apartments complex in Seoul, but it's much, much cheaper. It's \$1,300 per month, all paid for by the Government.

That's about all for now. I would love to keep in touch with people, so if you want to write to me please do so. You can contact me at the following address (until mid-December, 1991):

Jake Aller  
U.S. Department of State  
Foreign Service Institute  
1400 Key Blvd.  
Arlington, VA 22209

Until December 12, 1991:  
Apartment East 1142  
River Place Apartments  
1120 Arlington Blvd.  
Arlington, Va. 22209  
Phone: 703-908-9141

Fax: 703-908-9141 (transmit after message)

Please keep in touch and good luck to everyone.

Jake Aller

*Jake was AETK Secretary/Treasurer, troubleshooter, and shaker from 1989 to 1991. -editor*

Dear Editor,

Could someone explain why there are so many English teachers' organizations in Korea? I would also like to know what relationship, if any, they have with each other.

John Hamilton  
Seoul

*Glad you asked. Please see the article on the last page.  
-editor*

## Community Line

For some reason there are few tapes available in Korea and in the States which help students develop the skill of listening to English language radio and television. But so many of my advanced students, when I ask them whether they watch anything like ABC's *Nightline*, say they can't understand it and so have given up on it. And I haven't been able to find anything, in Korea or in the States, with audio and scripts of discussions on issues of global concern (except for *Talk Radio*, which is even more difficult than *Nightline*.)

I'd like to work with a few native speakers on developing an audio program of several unscripted discussions on current issues (International, Korean, or a combination). If you are interested in getting a team together to develop something like this, in a long-range project (one year or more for planning and production), let's get together.

Call me at home (926-6776) or my office (760-0264), or fax me (926-6776).

John Holstein  
Sungkyunkwan University



Teachers of English to Speakers of Other Languages, Inc.

25? Big deal.

We're going on 10!



Our 10th Anniversary  
is in 1992.

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# The world is waiting... for YOUR contribution to the *Newsletter*

One of the major functions of the *AETK Newsletter* is to disseminate the ideas of members of AETK. You, our reader, have valuable experience and ideas which we can all benefit from, and we hope that more of you will share them with us by contributing to the *Newsletter*. So we are sending out the call for articles, long or short, on proven classroom procedures, theory, research, book reviews, reports on conferences, seminars, workshops, and practical information (getting a book published in Korea, bookstores with good selections of TESOL materials, and so on).

Please send your contribution to Prof. Cha Kyung Whan (see "Council and Staff" on page 24).

The *Newsletter* is published four times a year, in early April, June, October and December. The deadline for articles is one month before publication of the issue in which you want your contribution to appear.

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## *Newsletter exchange*

Now AETK has formal newsletter exchange agreements with organizations in the following cities and states throughout the world:

Athens, Greece; Tokyo, Kyoto and Hiroshima in Japan; Tel Aviv, Israel; California, New York, Illinois, Wisconsin, Utah, Washington, DC and Arizona in the United States.

The *AETK Newsletter* is also sent internationally to several who have kept up their membership and to many other organizations and individuals on an informal basis.

If you know an organization or individual outside of Korea who we ought to send the *Newsletter* to, please contact Robert Faldetta (see "AETK Council and Staff" for contact information).

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## *English signs in other countries*

Japanese hotel: You are invited to take advantage of the chambermaid.

Hong Kong supermarket: For your convenience, we recommend courteous, efficient self-service.

Zurich hotel: Because of the impropriety of entertaining guests of the opposite sex in the bedroom, we suggest that you use the lobby for this purpose.

Moscow hotel room: If this is your first visit to the USSR you are welcome to it.

## **Busy?**

Then you can sympathize. As usual, this issue of the *AETK Newsletter* is a few days late, not the masterpiece it was going to be (that missing comma on page 13!), and the Freshmen are wondering why their teacher has been having them do activities on job interviews.

The *Newsletter* needs help with soliciting and editing of articles, production, and distribution. If you'd like to take advantage of this opportunity of a lifetime to make your big splash in the glamorous world of international publishing, please *por favor chaebol* contact Robert Faldetta or John Holstein (in "AETK Council and Staff") to join the crew.

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## *A few changes...*

Just to point out that these changes and additions have been made to the AETK Council and Staff list.

Dina Trapp: (H) (0391) 42-7019

Marie Fellbaum: 194-6 Oku-Tsubakidae, #B-101 Yuwu-michi, Akita-ken, 010-12 Japan; (H) (0188) 86-3694, (O) (0188) 86-5124, fax (0188) 86-3400

Gail Clarke: (O) (02) 361-4711

Robert Faldetta: (O) (02) 913-2001 x426, (H) 706-0462, Fax (O): 913-0731

John Holstein: (O) (02) 760-0264

# **KATE**

## **The Korean Association of Teachers of English**

**A professional organization for those concerned with the teaching of English as a foreign Language**

**Invites you to participate**

**in our**

## **3rd Annual Convocation**

**Oct 19--20, 1991**

**Han Nam University, Taejon**

### **“Bridging Cultures and Languages”**

**Paper Presentations Workshops Swap Shop: Ideas That Work  
Panel Discussion Publishers' Exhibit Meet the Speakers Dinner  
Macintosh Computer Exhibit**

### **Topics**

**Cultures in TEFL  
The Role of Teachers  
Cross-cultural Communication**

**by national and international EFL experts and  
teachers**

**For further information contact:**

**Oryang Kwon (02) 888-5215 (H) Fax: (02) 889-8791**

**Jack Large (0653) 54-8529 (H) Fax: (0653) 54-8529**

**Margaret Elliott (042) 625-9807 (H) Fax: (042) 625-5874**

**Come and share ideas,  
network and learn about new resources.**

# INTERNATIONAL CONFERENCES and Calls for Papers

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## October 4-6

Michigan State University. Call for papers for the 1st Applied Linguistics at Michigan State (ALMS) Conference, "Theory Construction and Methodology of SLA," East Lansing, MI. Deadline April 1, 1991. Contact Alan Beretta or Susan Gass, Conference Co-Chairs, Department of English, 201 Morrill Hall, Michigan State University, East Lansing, MI 48824. Tel: 517-353-0800. Fax 517-336-1149.

## November 2-4

JALT '91 International Conference: "Challenges for the '90s."

Host is the cosmopolitan and international city of Kobe. The conference promises a weekend with distinguished plenary speakers: Marianne Celce-Murcia from UCLA, Christopher Brumfit from Southampton University, Anita Wenden from City University of New York, and other well-known luminaries of the language teaching world. And plan for an intellectual feast focused on specific challenges TODAY...and TOMORROW!

The JALT '91 Social Chair, Beniko Mason, promises participants a number of social events. First to be scheduled is the Sunday Night Banquet; make your reservations when you pre-register to insure your ticket. Saturday night, Dinner-on-the-Town is planned at Kobe's gourmet restaurants. Local JALT volunteers will guide speakers and groups to their favorite eateries.

For more information, contact Dina Trapp (in "AETK Council and Staff").



## December 2-4

Chulalongkorn University Language Institute. International conference, "Explorations and Innovations in English Language Teaching Methodology," Bangkok, Thailand. Call for papers. Contact Assoc. Prof. Malinee Chandavimol, Director, Chulalongkorn University Language Institute, Phaya Thai Road, Bangkok 10330, Thailand. Tel: 66-2-250-0982. Fax 66-2-252-5978

## December 17-19

Institute of Language in Education. 7th annual ILE international conference, "Quilt and Quill: Quality in Language Teaching and Quality in Language Learning," Hong Kong. Contact Verner Bickley, Director, Institute of Language in Education, 2 Hospital Road, Hong Kong. Tel: 803-2401. Fax 852-559-5303

## March 3-7, 1992

TESOL. "Explore and Discover," '92 Convention and Expo, Vancouver, BC, Canada. For information on registering, write to TESOL, Inc., 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314 USA. Tel: 703-836-0774, Fax 703-836-7864. See the ad below.

*Explore  
&  
Discover*

# TESOL '92

Teachers of English to Speakers  
of Other Languages, Inc.

**26th Annual  
Convention & Exposition  
March 3-7, 1992  
Vancouver, British Columbia,  
Canada**

# Book Reviews

*Breaking the Language Barrier: Creating Your Own Pathway to Success.* H. Douglas Brown. Yarmouth, Maine: Intercultural Press, Inc., 1991. Pp 184.

Reviewed by Stewart Paul, Chungang University English Institute

This may be a book which will defeat its own purpose. It is written apparently to buoy up the learner who is reluctant, lacking in confidence, or (actually or self-judged) inept in approaching a foreign language.

But how far is that diffident learner likely to get past an early chapter outlining the present sad state of language learning in the USA, a second chapter dealing with L1 learning, and a third comparing L2 learning in children and adults? These chapters are admittedly brief (the whole volume including notes and index is but 184 pages) and the author does finally draw some encouragement from the theory presented but, falling into the familiar trap of teaching about his subject instead of teaching the subject, he risks losing his chosen audience along the way.

Indeed, with later chapters dealing with left and right brain learning styles and a survey of historical language-teaching methods, the book often reads like a watered-down textbook for an education department course with some title like "Education 104: Language Learning Theory for ESL Teachers." Even here quibbles are easily found. Neurolinguists may well take issue with the citing of the Japanese ultrachauvinist Tsunoda as one of the two authorities on brain hemisphere functions. Devotees of communicative teaching will not be happy to find their method mentioned only briefly at chapter end as "...a general approach...in many ways an ideal blend of methods, both current and past."

These drawbacks are unfortunate since there are sections of encouragement and guidance, although they tend to be theoretical and general rather than practical and specific. There is also an interesting short battery of self-evaluation tests to help the student to understand his own learning preferences and to choose an appropriate course and teacher. This latter, however, presupposes a wide range of available learning situations and the experience and maturity to choose wisely among them, unlikely for our reluctant student. For the highly motivated student the discussion in this small volume may well provide interesting background and ideas, but this statement merely brings the argument full circle.

For the particular needs of overseas learners and teacher the book, written for English speakers in the USA, is of limited value. There is little for the overseas student, who probably has minimal control or choice in his learning situation, nor access to the many American contacts mentioned. The trained teacher of English working abroad is likely to find in these pages only an echo of former education courses, and for the neophyte there are here no quick practical answers for the constant question of how to make tomorrow's lessons lively and informative. --

*Language from the Body.* David Kosofsky. Seoul: Foreign Language Ltd., 1990. Paperback, pp 432.

Reviewed by George Bradford Patterson II, Chungbuk National University

In the introduction of the book, *Language from the Body*, the author, David Kosofsky, who is a Professor of English as a Foreign Language in the English Department at the Hankuk University of Foreign Studies in Seoul, Korea, discusses the usefulness of parts of the body in making new expressions. For example, he points out that when people are looking for familiar, concrete terms to utilize in making new expressions, they frequently start with what is closest: their own bodies.

The author explains that people are inclined to comprehend and comment about phenomena by drawing analogies to their own bodies. Therefore, they refer to the top of a printed page as the head of the page, and they allude to the bottom as the foot. These terms are obviously founded on an analogy to the uppermost and lowermost parts of their own bodies.

In addition, the author mentions that emotional responses and subjective ones, being inner, personal phenomena, are always hard to put into language. But such inner experiences are frequently externalized through physical activity and expressive gestures involving the actions of people's bodies. Thus, language frequently describes inner, subjective phenomena by alluding to their physical manifestations or expressions, that is, the manner in which they affect the body.

Each section of the book concentrates on a different part of the body and clarifies the various concepts associated with it, all by means of explaining and teaching the related English idiomatic expressions. Therefore, rather than appear as arbitrary peculiarities of language, the idioms are arranged according to a very concrete pattern, the human body, and are shown within the context of associations and analogies from which they have been derived.

Along with explaining idioms, *Language from the Body* gives numerous examples of sentences and lively natural dialogues to illustrate their application in current English. At the beginning of each section of the book, there is a part of the body that is written in black capitalized letters at the top of the page. Underneath it, there is a vivid illustration of an idiom that represents that particular part of the body. Below that illustration, there is the idiom in black letters with the more important words of the idioms in black italics. Finally, there are exercises at the end of the book for each section, which give students an opportunity to test their comprehension. There is also an index at the end of the book, following the exercises, which consists of all the sections entitled with the appropriate part of the body in black capital letters and its corresponding number and Roman numerals which are also typed in black. Underneath each entitled section, there are the appropriate idioms with

*continued on the next page*

their corresponding page numbers. These sections are organized numerically.

One of the things that I do not like about this book is that there are too many idioms and that they are very exaggerated. For example, there are too many idioms in the dialogues. Also, there should be more examples of each idiom in the dialogue. In addition, the dialogue should be shorter. Even more, instead of having only one long dialogue in each section, there should be at least three or four short dialogues that use a few idioms and that use them frequently in order to give the students a chance to understand them. In other words, they should be given maximum exposure to each of the idioms in short, simple dialogues. Besides, there should be a logical progression of dialogues that start from the most simple ones to the more complicated ones. Likewise, these dialogues should begin with the most simple idioms and become progressively more difficult. Moreover, the author makes the mistake of providing a Korean translation for each of the dialogues. This is unwise because the student must learn to think in the target language. If they translate too much from the target language into the mother tongue, this will be not only an impediment to thinking in the second language, but it could interfere in their reading skills, which could transfer to their aural-oral skills and maybe to their writing skill. If there is any translation of the dialogues, it should be minimized. Maybe a limited number of the idioms could have Korean translation. The student should learn to figure out the meaning of the idioms through understanding the context of the dialogue. The same principle should be applied to their understanding the idioms in the explanatory sections. The teacher can guide the students in understanding these idiomatic expressions by using visuals and pantomimes, especially since the dialogue and explanatory sections are so lacking in illustrations.

All of these dialogues are written in the context of American culture. Since this book of idioms is written for the student of English as a Foreign Language, it is culturally and linguistically inappropriate for it to be written entirely in the framework of North American society. This book is not specifically for ESL students in America, it is primarily for EFL students in Korea. Therefore, most of the dialogues should be written in the context of Korean culture. A few of them should be written in the context of American culture. Moreover, almost all of the idioms in the sentences in the explanatory sections are written in the context of American culture. Very few of them are written in the framework of Korean culture. Finally, there are no role-playing exercises that follow these dialogues in the dialogue sections.

In the dialogue section, demonstrating the use of that particular part of the body in the idiomatic expressions, the idiomatic expression which employ that part of the body are written in black italics which enable the reader to recognize the expression immediately. In addition, in these dialogues, the author wisely demonstrates the use of the special idiomatic expressions in different grammatical forms, which enhances the communicative skills, including survival communication skills, of the English language learner, especially if he or she is in the country of the target language. Fur-

thermore, he provides various meanings for the particular idiom.

Moreover, Kosofsky uses a visual technique or device to facilitate the student in understanding the idiomatic expressions by writing them in explanatory section in cask italics and light italics in the paragraph that explains the idiomatic expression and in the sentences that demonstrate the application of these expressions. For example, the main part or the most important part of the idiomatic expression is written in bold italics whereas the less important part is written in normal italics. The purpose of this is to enable the student to distinguish between the more significant and less significant parts of the idiom so that he will understand it fully.

#### Recommendations.

I would recommend this book in particular for either EFL/ESL teachers or professors who are teaching English Composition, English Conversation, and Reading Skills courses. Also, I would recommend this book to professors of English Language and Literature, Sociolinguistics, Applied Linguistics, Foreign Language Education, and English Education. In addition, this book would be very useful to professors and teachers, especially EFL professors and teachers, who are teaching courses to prepare high school and college students for the Scholastic Aptitude Test, the Test of English as a Foreign Language, and the Graduate Record Examination. Moreover, I would definitely recommend this book to those who need or wish to improve their communicative competence and survival communication skills, especially for those persons who are going to live in the USA. I guess this amounts to a blanket recommendation to students, teachers, professors, scholars, and anybody who wants or needs to comprehend American English and American Culture.



# Employment Opportunities

## Job openings

(from the *TESOL Placement Bulletin*)

### Dong-A School Foundation.

Position: ESL instructors. Duties: maximum of 22 teaching hours/week, curriculum development and lab duties. Requirements: BA/MA in TESL or related fields. Salary: \$14,000-\$18,000/year. Benefits: RT air fare, furnished apartment and low-cost medical insurance. Starts: January 1, 1992. Contact: Dal-young Lee, Dong-A School Foundation, 226-2 Jayang-dong, Dong-ku, Daejon 300-100. There is a deadline of September 30 on this, but you might try them anyway.

### Pusan

Position: English instructors. Duties: teach conversational English to Korean adults (businessmen and college students). Requirements: BA degree in English or related fields. Deadline: year-round. Salary: between \$1,300-\$1,400/month. Benefits: RT air fare, medical insurance. Contact: John Shim, 1625 Gregory, Ypsilanti, MI 48197. Tel. (0011) 313-485-1848. Fax 313-485-0213.

### Pagoda Language School, Seoul

Positions: ESL instructors. Duties: teaching conversational English. Requirements: degree in TESOL. Deadline: continual. Salary: commensurate with experience, performance review twice a year. Benefits: RT airfare, furnished apartment, medical insurance, etc. Start: new term begins every month, positions open throughout the year. Send: resume, a photo, photocopy of diploma to J. Lee, Director, 56-6 2nd St., Jong-ro, Seoul. Tel (02)-274-4000.

### English Training Center, Seoul

Position: ESL instructor. Duties: 6 hours/day teaching. Requirements: MA, BA in TESOL or related field. Qualifications: 2 years ESL teaching, overseas experience. Deadline: open. Salary: W1,200,000/month. Benefits:

housing subsidy, RT air fare, 50% health insurance, 4 weeks' paid vacation. Starts: open. Send resume, diploma, first page of passport, transcript, references to: Graham Dutfield, Head Coordinator, English Training Center, 646-22 Yoksam-dong, Gangnam-ku, Seoul 135.

### International English Institute, Seoul.

Position: English instructor. Duties: teaching English conversation, maximum 5 contact hours/day. Requirements: degree in EFL/ESL, or related field. Qualifications: minimum 2 years teaching experience. Deadline: any time. Salary: W1 million (about \$1,400)/month after taxes. Benefits: individual housing. Starts: mid-July, January 1992. Contact: International English Institute, 826-26 YeokSam-Dong, Kangnam-Ku, Seoul 135-000.

### ELSI/Korea, Seoul

Position: ESL instructor. Duties: plan, teach, and evaluate assigned classes according to established curriculum. Requirements: 30 hours/week with split shift probable. Contract: 12 months. Qualifications: BA/BS degree plus 1 year full-time ESL teaching experience or degree in TESL/TEFL. Prefer advanced degree in TESL/TEFL plus 2 years ESL experience. Deadline: ongoing openings. Salary: W1,015,000/month. Benefits: furnished housing, RT airfare, shipping allowance, completion-of-contract bonus, medical coverage, paid vacation, sick leave and on-site orientation. Contact: Recruitment Officer #4B, ELS International Inc., 5761 Buckingham Parkway, Culver City, CA 90230.

## What employers want in an ESOL teacher - Part I

(from *TESOL Placement Bulletin*, May, 1991)

*This is the first part of a two-part report. The second part will appear in our next issue.*

What do employers look for in a prospective ESOL teacher? What skills and knowledge do they expect a graduate of a TESOL teacher-preparation program to possess? And, addressing essentially the same issue from a different perspective: What aspects of their professional training do graduates of such programs value most highly after they have experienced the real-world challenges of teaching English to speakers of other languages?

To get answers to questions like these, two surveys were conducted under the auspices of the TESOL program at Brigham Young University-Hawaii. The information gathered is both interesting and useful--for teachers looking for a job in ESOL, or for people trying to find a teacher-training program that will provide suitable professional preparation.

### Survey One: TESOL Educators and Employers

The first survey gathered opinions from 153 TESOL educators and employers in 30 countries around the world. The questionnaire asked them to evaluate the importance of four general areas and specific topics in the preparation of teachers of English as a second/foreign language.

The four general areas were educa-

Job notices are accepted from institutional 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 Robert Faldetta or John Holstein (see "AETK Council and Staff").



tion, literature, linguistics, and TESOL methods and materials. Overall, as well as within various sub-groupings of respondents, the methods and materials category received far and away the highest rating. Literature, on the other hand, was consistently rated least important, while linguistics and education shared the middle positions.

These findings lead to a pair of simple recommendations: Whatever teacher-preparation program you enroll in, be sure to get ample training in the methods and materials used in teaching ESOL. Then, as you present yourself to prospective employers, emphasize those aspects of your preparation.

In addition to the four general areas, a large variety of specialized ESOL teacher-preparation topics were also rated. The pattern of responses to these items provides more particular information which can help you make informed decisions regarding your preparation to enter the TESOL job market.

Of the 60 items dealing with specialized topics, the top ten overall were:

1. specific training in how to teach listening comprehension,
2. training in TESOL materials selection and evaluation,
3. intercultural understanding,
5. student teaching experience,
6. specific training in how to teach ESOL writing,
7. specific training in how to teach conversation,
8. specific training in how to teach pronunciation,
9. an understanding of the language-learning process, and
10. a knowledge of general, introductory linguistics.

"Specific training" items in how to teach particular language skills clearly dominated this list. In fact, half of the top 10 items were of this type. Job-seeking ESOL teachers' employability should increase as they make their expertise in these areas known.

At the bottom of the list, seven of the 10 items rated least important by prospective employers dealt with literary topics, such as American literature, British literature, Shakespeare, literary

analysis and criticism. The unavoidable conclusion is that, interesting and humanizing though they may be, literary studies (which have traditionally formed the core of many English teachers' preparation) carry little weight in the world of TESOL.

The rankings of particular items within topical categories were also revealing. For example, in the linguistics category, language learning and general introductory linguistics shared the top two positions, followed by phonology, syntax, and language acquisition.

*Part II, in our December issue, will present Survey Two: TESOL Program Graduates and Parting remarks: Limitations and General Recommendations. -editor*

## TESOL Employment Information

TESOL assists job seekers in finding employment or other opportunities in the EFL/ESL/SESL/bilingual education field in the *TESOL Placement Bulletin* and the Employment Clearinghouse at the TESOL Convention.

The *Placement Bulletin* is a bi-monthly 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 befriend with employers directly.

The Employment Information 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 Employment Information Service, please contact the Placement Director at the TESOL Central Office.

TESOL Employment Information Service, 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314 USA. Telephone 703-836-0074

## The ESL/EFL Job Search is now available!!



Adapted from various sources, including the Career Planning and Placement Center of the University of Michigan and TESOL, this booklet includes interviewing dos and don'ts and a variety of interviewing tips. Both the seasoned professional and the newcomer to TESOL will find this booklet invaluable. Order your copy now! Please contact: TESOL Field Services, 1600 Cameron Street, Suite 300, Alexandria, VA, 22314, Tel. 703-836-0774.

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# AETK business:

## Minutes of the June 8, 1991 Council Meeting

Present at meeting: Dina Trapp, Jake Aller, Marie Fellbaum, Mike Duffy, Gail Clarke (voting members); Greg Matheson, Virginia Martin, Ethel Swartley, and Robert Faldetta (non-voting).

1. Meeting called to order by President Dina Trapp.
2. Motion made by Jake Aller to approve minutes of 4/21/91 meeting, to be summarized for publication. Motion seconded by Gail Clarke. Passed unanimously without additions or corrections. (Mike Duffy absent.)
3. Motion made by Marie Fellbaum to re-title minutes of 4.21.91 to "AETK Association Planning Committee Meeting," and publish intact in next AETK Bulletin. Motion seconded by Jake Aller. Discussion led by Dina Trapp, who pointed out that the previous meeting had been both a council and a planning meeting. Motion passed by Gail Clarke, Jake Aller, and Marie Fellbaum; declined by Dina Trapp. (Mike Duffy absent.)
3. Presentation of AETK budget by Jake Aller. On pages 3 and 4, motion by Marie Fellbaum to change name of item from "Seoul June Conference" to "SALT Spring Conference"; seconded by Jake Aller. Motion passed unanimously.
4. Motion made by Marie Fellbaum that all items in budget that are reimbursed expenses be arranged under appropriate category rather than under names of individuals. These revisions of existing budget were to be discussed and confirmed with the treasurer after the meeting. Seconded by Jake Aller and passed unanimously.
5. As a result of a general discussion of reimbursable expenses and their appropriate budget item line, motion by Marie Fellbaum that projected newsletter costs as presented by Treasurer be accepted and used as budget until end of membership year (October 1991). Motion amended by Jake Aller to include guidelines for individual reimbursements. Additional amendment to motion by Marie Fellbaum that the line on page 3 of budget, "projected costs," be approved after addition of special line items.  
Jake Aller amended the motion so that budget expenses would include divisions for officers and membership Secretary's running expenses. Amended motion seconded by Marie Fellbaum and passed unanimously. Jake Aller made the motion that figures for expenses of Vice-President and Secretary/Treasurer be included in September meeting and the budget be accepted without further amendments. Motion not carried.
6. General discussion of percent of budget allowable for "professional council expenses." Discussion led to motion by Jake Aller that reimbursable amounts for Vice-President and Secretary/Treasurer be set at 50,000 won each, with 15,000 won for Membership Secretary, and 150,000 for President. After discussion led by Marie Fellbaum, motion amended by Jake Aller to make a limit of total as of yet unincurred Council expenses to be set at 150,000 won for the period of June to the end of October, 1991. Motion seconded by Marie Fellbaum and passed unanimously.
7. Motion made by Marie Fellbaum that Ethel Swartley

(and the position of Membership Secretary) be made Chair of Standing Committee on Membership. Seconded by Dina Trapp and passed unanimously. This will allow Membership Secretary's expenses to be included as part of Council expenses.

8. Presentation of Jake Aller of model form for reimbursement of expenses. Motion by Marie Fellbaum for acceptance of form after following revisions:

- 1) "Please submit this form to the AETK Treasurer when expenses exceed 10,000 won" to be changed to "Please submit this form to the AETK Treasurer for all expenses."
- 2) "For Phone and FAX please attach bill with numbers dialed underlined" to be changed to "For Phone and FAX please attach bill with numbers dialed underlined and the specific purpose of phone, FAX, or letter. Please include receipts for mail."

Motion seconded by Jake Aller with the amendment that no expenses be reimbursed without this form. Motion passed unanimously.

9. Motion by Jake Aller that Robert Faldetta be accepted and approved as new Treasurer/Secretary at point of current Secretary/Treasurer's resignation. Seconded by Marie Fellbaum and passed unanimously.

10. Motion by Marie Fellbaum that resignation of Jake Aller, current Secretary/Treasurer, be accepted effective June 30, 1991. Seconded by Gail Clarke and passed unanimously.

11. Motion by Marie Fellbaum to establish nomination committee for Fall election of new Council officers. Seconded by Dina Trapp. After a discussion of whether committee should be called "nomination and election committee," motion was passed unanimously to call new committee only "nomination committee."

12. Motion made by Marie Fellbaum that constitutional amendments regarding appointed positions of Recording Secretary, Membership Secretary, and Annual Conference Chair, as well as Nomination Committee, be written up formally and five signatures of approval be collected in time for publication in AETK Newsletter sixty days prior to Fall Conference (August 26, 1991). Motion seconded by Jake Aller and amended by Marie Fellbaum that amendments will be written up and sent out within week and sent directly to John Holstein for publication. Each letter will be sent directly to John with signature. The motion was passed unanimously.

13. Motion by Jake Aller to set date for next AETK meeting for September 7, 1991 in Pusan. Seconded by Dina Trapp. Motion amended by Jake Aller that Mike Duffy be responsible for meeting arrangements. Motion passed unanimously.

14. Motion by Marie Fellbaum that meeting be adjourned. Seconded by Dina Trapp and passed unanimously.

Minutes respectfully submitted by Virginia Martin, Recording Secretary, June 25, 1991.

# ExpressWays:

English for Communication

Steven J. Molinsky and Bill Bliss

*Beginning/Intermediate/Advanced*

## PROGRAM HIGHLIGHTS

THIS INNOVATIVE PROGRAM FOR ADULTS AND YOUNG ADULTS OFFERS THESE MAJOR BREAKTHROUGHS IN ESL SYLLABUS DESIGN:

*ExpressWays* offers distinctive features that have become a trademark of language texts by the author team of Molinsky & Bliss:

- dynamic, student-centered conversation practice
- a clear and easy-to-use format
- imaginative and light-hearted illustrations
- rich opportunities for student creativity
- flexible and adaptable materials that can be used as core or supplementary materials

### STUDENT COURSE BOOKS OFFER:

- intensive conversational practice integrating functions, grammar, and topics.
- a broad range of relevant contexts—community, employment, academic, home, and social settings.
- open-ended exercises where students create original conversations based on their own experiences, ideas, and imagination.
- Interchange activities where students create and act out “guided roleplays.”
- Scenes and Improvisations activities for roleplay practice which reviews the language from previous lessons.
- chapter-end summaries, providing a detailed summary of each chapter’s instructional focus.

### COMPANION WORKBOOKS

The *Companion Workbooks* offer a range of learning activities for grammar, reading, writing, and listening comprehension practice—fully coordinated with the *Student Course Books*. Check-up quizzes are also included.

### GUIDE BOOKS

These teacher’s guides provide step-by-step instructions for each lesson, background notes, and answer keys for *Workbook* exercises. Expansion activities offer valuable suggestions for reinforcement and enrichment.

### AUDIO PROGRAM

*Student Course Book Tapes* are specially designed to be used interactively. *Companion Workbook Tapes* contain all listening comprehension exercises in the *Workbooks*. All tapes are designed to be appropriate for use in class, in the language laboratory, or for individual study at home.

### PICTURE PROGRAM

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# Consultation

## A Problem Solving and Discussion Method for the Classroom and Beyond

M. Higgins  
Yamaguchi University, Yamaguchi, Japan

### Purpose and goal of consultation:

The primary purpose of Consultation is to find the TRUTH without being concerned with 'face.'

The secondary purpose of consultation is to foster the bonds of love and unity. This is accomplished in two ways. First, all of the participants have an equal voice and responsibility within the group. The leader's only job is to make sure that everyone shares their ideas and opinions or feelings and that the group stays 'on task' and doesn't become side-tracked into irrelevant issues. Second, all the ideas or opinions are offered in an atmosphere of courtesy and thoughtfulness. It often happens that a small, incomplete idea can become the key to another idea (or two) becoming workable, but unless the feeling of trust is present, people are reluctant to say what they think or feel.

Before beginning to consult on a problem, each person should thoroughly understand the purposes and rules of consultation and look upon the other members of the group with the utmost respect and consideration. When these pre-conditions are met, then the consultation will be able to proceed smoothly.

### The rules of Consultation:

There are seven basic rules to the process of consultation. They are:

1. Agree on the specific problem to be discussed.
2. Agree on the principles or policies involved.
3. Gather facts and opinions.
4. Share ideas for the solution to the problem.
5. Decide on the solution (unanimously if possible; if not possible then a simple majority prevails).
6. Put decision into action.
7. Review the decision and change if necessary.

Each step after step 1 implies checking for 'continuity' with all previous steps. For example, "Do these facts agree with the perceived problem, or are these facts not pertinent to the problem at hand, or do these facts demonstrate that our perception of the problem was not correct?" "Does this solution address the stated problem? Does it conform to the agreed upon principles or policies involved? Does it create more problems? If so, how can those problems be resolved (e.g., go back to step 1 and start again on the new problems)?" "Is the decision working the way it should or should we try to adjust it? Do new facts indicate that our decision was inadequate or not valid?"

Consultation teaches a systematic approach to communication and conflict/problem resolution. Discussions are held in the objective while subjective feelings can be easily shared. Consultation depends upon the willing cooperation of all of the participants in the process to learn how to ask the right kind of questions to find out the facts, how to assess the value and meaning of the information received,

and, how to apply their creative and logical reasoning powers toward solving the problem.

This form of consultation is currently being used by millions of people from every conceivable cultural, class and national background in business, community life and at all levels of government. It will become an invaluable tool for your future.

## TESOL Matters Writer's Guidelines

*If you're thinking about contributing to TESOL Matters, here's the information you'll need.*  
-editor

1. Articles should be of interest to the widest possible segment of the TESOL membership. Consider the reader who lives and works far away from you.
2. Articles should be written in a simple, nonacademic style. Avoid footnotes.
3. Articles should have a practical focus.
4. The shorter the article, the more likely it will be published: from 300 to 750 words, and at times up to 1,000 words.
5. Accepted articles (unless they are especially timely) are used on a "space available" basis. Their use depends on the amount of space available in any given issue, and they may be edited to fit the amount of space available.
6. Articles should have a tight focus, and be concise, accurate, and timely.
7. Articles should be typed and double-spaced.
8. Black and white photographs may be submitted with articles, when appropriate. In fact, they are welcome.

Rather than submit an entire manuscript to TESOL Matters, you may want to submit a brief outline of the proposed article for guidance as to whether or not your idea is suited for publication. Send inquiries to: Helen Komblum, Director of Publications, TESOL, Suite 300, 1600 Cameron Street, Alexandria, Virginia 22314-2751 USA. Tel: 703-836-0774, Fax 703-836-7864

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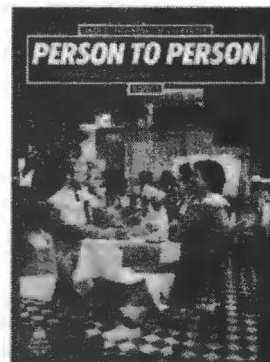
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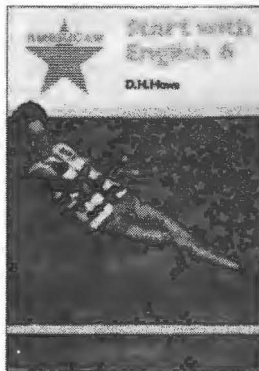
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**Setting the standards**

an government minister has to practice a speech or even where students have to pass a test, the lesson might be better conducted in Korean.

Despite all this, I am opposed to Korean in groupwork as a regular practice. I think Politzer's economic principle, that the value of any activity has to be assessed against the value of others which might be substituted for it at any given moment, applies. Linguistic analysis or planning or task management carried out in Korean are valuable but have less surrender value than rehearsal of the task in English.

I'm not taking a Krashenian line here. Language can be incorporated into the learner's automatic repertoire from conscious, monitored learning. There is a place for talk about language and this talk could be in Korean. But a nod is as good as a wink to a blind horse. I mean most of this talk will go in one ear and out the other. This is only the position of the communicative approach, to do it rather than to talk about it.

In the normal conversation class where the students' needs cannot be clearly foreseen and met and the enormity of the undertaking cannot be overstated, every minute has to be devoted to speaking or listening. This was the reason groupwork and pairwork were introduced into the language classroom, to maximize speaking and listening time.

And while I recognize there are elements to groupwork like negotiation of meaning which also warrant its use in first language classrooms, this is only all the more reason to make sure the procedure takes place in English in the second language classroom. At the same time there are drawbacks to groupwork, as seen in the expression 'designed by a committee,' and this would encourage us to try and prevent students from displaying these by urging them to forgo Korean.

Students who use Korean are taking the easy option, driver education instead of math, but their teachers may have misjudged the difficulty of the tasks.

I asked some business students (in English) whether they thought groupwork should be in English or Korean and they were adamant it should be in English because it was necessary to change thinking and because it was more interesting. They recognized that discussion in Korea promoted understanding but that once you started to use Korean you would use it more and more. They went on to comment to each other in Korean. Another student liked the light-hearted feeling generated by occasional Korean from the teacher.

So I think we have to accept Korean if it occurs but not encourage it, except when it comes from the teacher. Is this all beside the point? Have I overlooked something? Have other teachers had any interesting experiences with Korean? Can we get a debate going about methodology? Is Tomlinson right about methodology? --

Yes

- #1 Yes. (I know. I agree.)
- #2 Yes? (What do you want?)
- #3 Yes... (I hear you, but is that all?)

No

- #1 Nooo. (No way!)
- #2 No. (That's not true.)
- #3 No? (Are you sure?)

Well

- #1 We-ell. (I'm not sure about that.)
- #2 Well! (I knew it!)
- #3 Well? (What are you going to do?)
- #4 We... (That's certainly a surprise.)

I realize that I may have missed a few of the possible monosyllable sentences, or some of the above may simply be more intense versions of other ones. I offer them not as the result of methodical linguistic research, but rather as something to use as filler in an odd five minutes or so when the regular stuff runs out, or the class is a little late in assembling.

I usually say something about how meaning is carried by intonation, not unlike the tones in Chinese. Then to put it to further use, other than giving models to hear and imitate, I provide a few utterances to which the class may respond with a monosyllable:

Here comes the teacher! Oh-oh.  
You didn't win the prize. Ohhh.  
Can you loan me \$1,000? We-ll.  
Dinner's almost ready. Mmmmmmm.

Then one student can give the utterance cue while another responds. And so on.

For all the times I resorted to this activity, I have yet to find a group that didn't find it fun. Anyway, I have a good time and I get to hear a lot of the "music" of English. --

**And now...**

**there's something  
we wish you'd check  
out on the last page.**

tion. We can actually shape a conversation rather than just ask or answer "yes-no" or "information" questions.

But for the freshmen I still prefer a written test because most of them are not ready to converse without quite a bit of discomfort. So, a written test with conversation-like components seems suitable. It usually includes about one fourth listening, one fourth highlights of certain patterns and usages, and one half dialog writing--conversation written down in answer to a choice of one or two situations described by me in the test. Dialog writing, of course, has the advantage of the speaker-writer controlling both sides of the conversation. And each time the tests come back, I see a pattern of what the class as a whole understands about a certain conversational situation, and I also see, unfortunately, what they did not understand about conversational give and take, grammar, level of formality and verb usage, not to mention the pesky two-word verbs.

And so, I hesitate to begin correcting this stack of test papers, for it is my teaching that is really being tested here.

Did I strike the right level of ability with the questions posed? Did I make it interesting enough to enliven their answers? Did I lead them beyond where they were when they entered the class? Did they grow? I feel a little fear in finding out. But, like my students, I am curious; I want to know and I need to know what the test results show me. So, I will begin my own "grading paper," jotting down items that appear to be common problems, as I grade their tests...and my own.

The students know they are being tested; I also know I am being tested. Could it be that the community-type classroom would have it no other way? Truly we are all being tested for the sake of growing together. If it was a fairly good test, the results will teach us just a little bit more about how to continue our quest for better conversation in English.

Here's to next semester and the insights both students and teacher can work with, thanks to testing.

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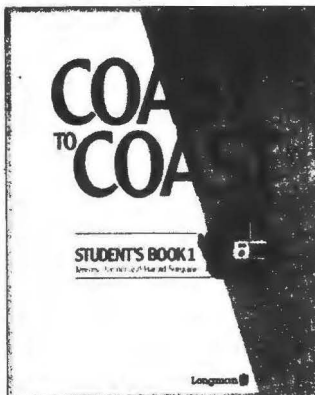
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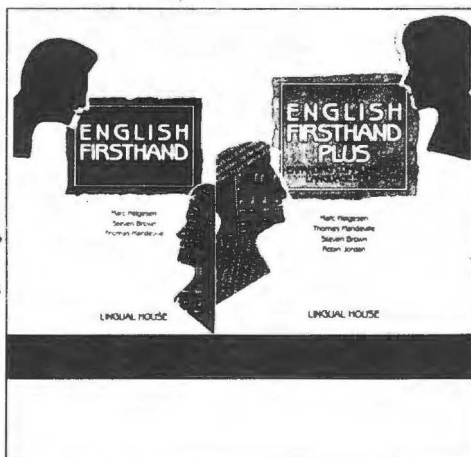
- Transparent, so that it is clear to teachers and students how to use Coast to Coast
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# *Let's get together!*

## **AETK, KATE, PALT, PETA...**

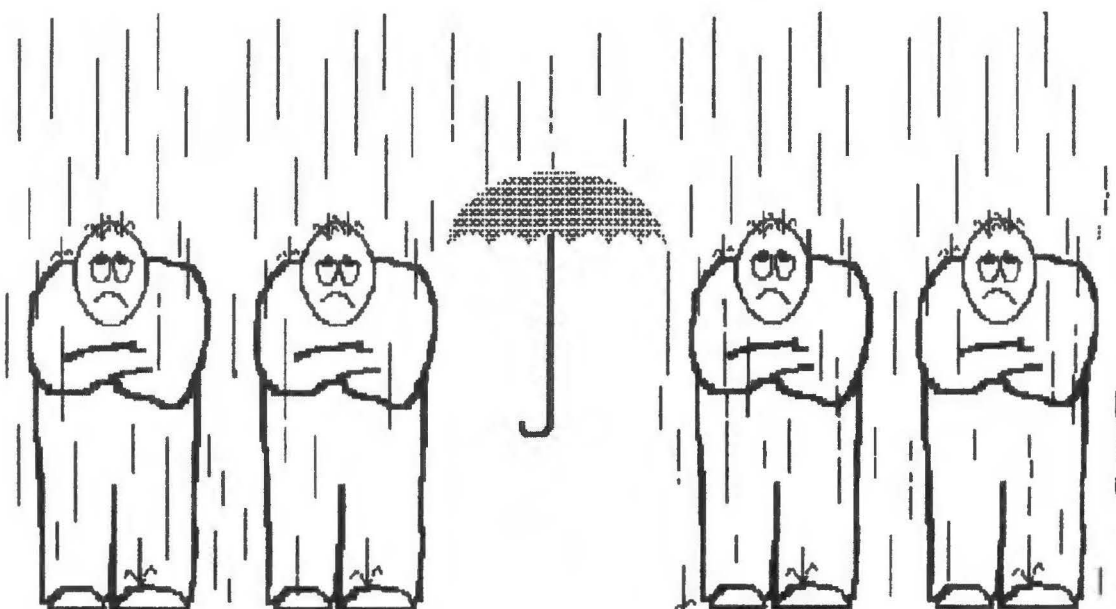
Many English teachers in Korea are wondering why it sometimes seems we have almost as many organizations as we have teachers. They are wondering whether all the energy and organizing talent and funding power in these separate organizations couldn't be put to better use with the coordination which one inclusive organization could give.

How about some discussion at the KATE (Taejon) and AETK (Pusan) conferences on getting the various English teachers' organizations in Korea under one umbrella?

One idea is that the existing organizations would join a loose confederation under the auspices of TESOL-Korea, as Korea's official TESOL International affiliate.

This is just one possibility. There must be some other good ideas out there, so let's get together and talk about them.

The *Newsletter* is another good venue for discussing this. Please send us your idea. In the December issue we'll devote as much space as is required to publication of all the letters or articles we get from our readers.



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