

# AETK Newsletter

Vol. 11    *The Association of English Teachers in Korea*    No. 3

## *Keeping it in English*

Marc Helgesen

IT'S A PROBLEM MOST English teachers face from time to time. You design the perfect activity and students do it with great enthusiasm... in Korean. In EFL situations, students often have only distant (or even non-existent) goals for learning English.

This results in a lack of motivation—there is no real need to use English. Of course, many students are motivated either by the need to learn English for a job or just because they enjoy it. Those students, however, aren't the problem. They'll study, practice and keep themselves on task. It is that large group of students with vague or non-existent goals—the TENOR (Teaching English for No Obvious Reason) group we need to worry about.

Other learners just feel a bit strange speaking English to another person who speaks Korean. They know they'll have relatively few chances to use English outside of class and even in class. Even if they happen to have a native speaker for a teacher, class size usually limits the number of direct interactions with the teacher. Still, it's just too easy to slip into Korean, especially during pairwork and small group activities.

So how do we cope? We tell them to speak English but nagging just doesn't work. I honestly don't think that one teacher can keep 40, 50 or more students in English all the time. We're outnumbered. But that doesn't mean we should give up. Instead, we need to shift the responsibility from ourselves to the students. They can, and will, keep themselves in English, but to do that they need a reason and a way to do so. This article will share a variety of techniques for providing both.

From the onset, it is essential to make sure that the students perceive the activity as worth doing: they need to be interested in the task and understand how it will help their language growth. Even when they are involved and know why they're doing something, it is easy for students to revert to Korean either because they are so interested in the task that they "forget" or just because it is easier. When this happens, try one of the following.

**Monitor.** During group work, have one person in each group be language monitor. That student takes a piece of paper, draws a line down the middle, and writes an "E" for English on one side and a "K" (for Korean) on the other. Whenever anyone in the group says anything, in either language, the monitor makes a mark on the side for that language. At the end, let them compare how much English they used (either total uses or percent-

### **AETK/KATE Fall Conference**

*International Communication:*

*Meeting the Challenge*

**Taejon, October 24-25**



June 1992

*Peace education in  
the language  
classroom?  
see page 18*

### **Korea TESOL?**

On Saturday, April 25, Jack Large chaired the first meeting of the joint AETK-KATE "Umbrella Committee," formed to discuss the feasibility of AETK, KATE and other English teachers' organizations in Korea joining under a new umbrella organization tentatively called "Korea TESOL." See related stories on page 9.

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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 interested in language teaching in Korea.

**President**

Ahn Jung Hun, Pusan National University

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Dina Trapp, Kangnung National University

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The AETK Newsletter is published as a service to AETK members and may be obtained by joining the Association. It is issued four times a year, at the beginning of April, June, October and December.

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 your contribution to the Editor. Publication deadlines are as follows:

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June Issue	Apr. 15
October Issue	Aug. 15
December Issue	Oct. 15

**Editor**

John Holstein

**Managing Editor**

Robert Faldetta

**Design and Production**

Dwight Strawn

**Time to renew your AETK membership?**

**Moving?**

To make it easier for you we have provided some help on page 39. (And to make your membership renewal even easier, you can find your renewal date on the address label for the envelope this issue of the Newsletter arrived in.)

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**Notes**

**Serenity reigns**

On March 31 Serenity incarnate came to the world in the form of a 3.1-kilo girl with dark brown eyes and dark brown hair and "fingers and toes like her mother's."

Serenity's parents, whose nights are not so serene these days, are Frank and Jenny Tedesco. (They named the child *before* she arrived.) Frank relates that he was able to convince the doctor to buck policy and allow him to attend Serenity Gabriella's birth (of which he got video coverage) and keep the baby with Jenny during practically their entire stay in the hospital. Frank says Serenity is beautiful and unusually intelligent and... "Proud father" isn't the word for this father—we need something much stronger. His judgement, though, has been confirmed by more objective witnesses.

Whatever, we extend our warmest congratulations to Serenity, a very lucky daughter. And future TESLer?

**Boosters**

At the March 21 AETK Council Meeting, held at Hannam University in Taejon, it was learned that we have some very good friends. TESOL provided AETK with a US\$400 grant for attendance at the 1992 TESOL Annual Convention, along with complimentary registration (ordinarily US\$100) for one member. TESOL also gave us US\$800 to help us invite speakers to our conferences. In addition to this, Dr. Ahn, AETK's president, arranged a grant of US\$1,000 from the Korean Research Foundation for a Korean delegate to attend the TESOL Convention as a national representative of Korea.

## Looking Ahead

A calendar of events for language teachers in Korea

June	20	AETK monthly meeting, Fulbright Center, Seoul, 2:00 p.m.
July	18	AETK monthly meeting, Fulbright Center, Seoul, 2:00 p.m.
August		AETK monthly meeting (Details to be announced.)
October	24-25	AETK/KATE Fall Conference, Han Nam University, Taejon.

AETK monthly meetings in Seoul are held at the Fulbright Center in the Kohap Building. Take the #3 (orange) subway line to Anguk (Secret Gardens) station and walk toward Chongno. For further information on AETK activities in the Seoul area, call Greg Matheson (see "AETK Council and Staff" on the last page).

For information about KATE activities, phone Tom Ellis at his home (042-626-2428) or Margaret Elliott, either at her office (042-629-7330) or home (042-625-7098).

For information about PALT activities, contact Mike Duffy at (051) 248-4080 (H) or (051) 204-0171-5 x3162 (O).

Please let us know when your organization is planning something, so we can help spread the word. Contact John Holstein.

### Corrections

The editor expresses his apology for the mistake in monthly meeting dates, which appeared in last issue's Calendar. KATE meetings are not on the third of the month, they are on the third Saturday of each month.

The British Council has informed us "the Certificate and the Diploma in TEFL are not British Council exams." For details, see their letter in "Letters."

### To the rescue!

Christopher South, Troy Otwell, Frank Tedesco and Elizabeth Schuck have accepted our request to serve on the staff of the *AETK Newsletter* from June. Hey everybody, wait'll you see the next issue!

### Volunteers needed for AETK/KATE Fall Conference

Do you know of a company or individual who might want to advertise in the conference program? Would you mind spending a few hours during the conference working at the registration table? Or would you organize an Employment Clearinghouse or Swap Shop? Could you meet a speaker at the airport? Do you have ideas for special gifts for our international speakers? Can you help type the program, prepare name tags or signs? Could you be in charge of a Message Board? How about working with some people to plan the "Final Bash" or organize lodging arrangements?

KATE and AETK representatives met on March 21 to outline the tasks to be completed before the joint conference in October. Six

committees were formed and chairs were selected for each committee. If you would like to get more involved and help with the conference, contact one of the committee chairs listed on page 15 and volunteer your time. Your help is needed in order to make the conference a success!

Public Relations/Publicity Committee. Chair: Kwon Oryang. Tasks: advertisements, thank-you notes, gifts. 2 or 3 people needed.

Finance Committee. Co-Chairs: Chuck Mason and Tom Ellis. Tasks: fund raising, find advertisers.

Logistics Committee. Chair: Carl Dusthimer. Tasks: name tags, registration, receipts, book lottery, swap shop, copies, work with publishers, maps, signs, room arrangements, AV equipment, employment clearinghouse, etc. 20 people needed, with student help during the conference.

Social/hospitality Committee. Chair: Joo Hyunchul. Tasks: Saturday night activity, Sunday Final Bash, Saturday and Sunday lunch, refreshment table, hospitality rooms, hotels and homestays, general hospitality for speakers. 15 to 20 members needed, and student help during the conference.

Program Committee. Chair: Patricia Hunt. Tasks: typing, correspondence with speakers, introducing and keeping time for each speaker, preparing evaluation, organizing the opening. 12 members needed, with student help during the conference.

Whether you have one hour or several, time ahead of the conference or time during the conference, please pick up the phone or drop us a note and volunteer your time. Also, we need student helpers; the students who worked last year enjoyed meeting so many native speakers. So start thinking now which of your students might be interested.

## Letters to the Editor

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Dear Editor,  
(re. *AETK Newsletter* Vol. 11 no. 2:  
'AETK December Presentation'  
pp. 6/31)

Could I just point out to your readers that the Certificate and the Diploma in TEFL to Adults are not British Council exams? Rather they are jointly administered by the University of Cambridge Local Examinations Syndicate (UCLES) and the Royal Society of Arts (RSA). The British Council language schools worldwide look for these qualifications, among others, when recruiting teaching staff.

I apologize if I did not make this fully clear to your correspondent at the December meeting.

Yours sincerely,  
Antony Jones  
Deputy Director (English)

To the Editor:

In connection with Chris South's "Mitigating Circumstances," in the April issue of *AETK Newsletter*, *Korea Times* columnist Chang Young-hee has in her *Crazy Quilt* (Dongmoon Press, 1990) an essay, "A Teacher's Dilemma" about the problem of a student not fulfilling requirements but hoping (expecting?) not to be expelled. Chang bawls him out but remains agonized with the grade sheet in front of her.

It would seem to me that giving students a hard time like this is associated with accepting their requests. Kim Byong-kuk's Sept. 25, 1991 *Korea Times* call for a retightening of the rules at his and Chang's university would also indicate professors are prepared to let students bend them. Kim quotes a report which concludes, "School authorities have in fact lost control of students' affairs with the virtual abolition of the

scholastic (grade point) system following the growth of radical campus activism in the past five years."

But I don't know if we have to go against the flow here. One thing that makes living in Korea interesting is the contradictions in the system, as exemplified in the saying, "Scratch a Confucianist and find a Taoist." These contradictions can be used to reflect on Western systems we do not question where similar problems(?) also lurk.

Which leads to another article in the same issue of the newsletter, William Burns' account [Another Kind of ESL: The PRPC] of the Overseas Refugee Training Program in the Philippines, identified by James Tollefson elsewhere as "American run" but said by his Center for Applied Linguistics critics to be operated by the host governments and UNHCR (*TESOL Quarterly*, Autumn 1990)?

Tollefson's "Alien Winds: the Reeducation of America's Indochinese Refugees" sees the aim of the policy makers in the program to be the provision of a politically and economically marginalized underclass to act as a buffer for boom or bust swings in the American economy. He repeats charges that administrators label question askers as trouble makers using a rigid hierarchical bureaucratic structure to prevent change from below, and that American teachers regard their Philippine colleagues and refugee students as inefficient, backward, ignorant and corrupt, while not denying there are individual efforts by staff members to provide effective instruction.

He also blows the whistle on "atrocious" conditions and "pervasive" human right violations in the camp.

This is in stark contrast with Burns' picture of sweetness and light. If Tollefson is a ratbag his work could have been summarily dismissed. The fact that he isn't mentioned in Burns' article suggests either Burns doesn't know about the book or Tollefson is right.

But perhaps more interestingly, both Burns and Tollefson are right. On second thought perhaps we should ask South to rip the lid off of the situation here.

Sincerely,  
Greg Matheson

Dear Editor and Readers,  
The *AETK Newsletter* is one of the few vehicles we have to network with one another in English while we are resident in Korea. It behooves us to use it to get to know one another better and assist each other in achieving shared goals.

I was impressed by the article by Darlene Larson in our last issue, Volume 11, No. 2, "Raise your hand if you've ever used 'the environment' as a theme for a language class," excerpted from *TESOL Matters*, October/November 1991. I am very interested in the content of the classes I teach and try to tie English practice with national and global issues whenever I get a chance. If I could not discuss matters of personal importance in the classroom I wouldn't be in the classroom. The environment is a subject I want to develop further in my classes but I find my students are uninformed and somewhat complacent about the world they live in, much like their parents. I have also had difficulty in obtaining decent information about the environment of Korea and groups concerned with its preservation. Can any readers help me connect

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with activists in this area? There are occasional articles about the environment in the English language newspapers but usually without sources, names and numbers.

By the way, there is a new-age type bookstore in Seoul on Taehakno near the Munye Theatre, which has an interesting collection of books in English. It is run by a publishing house called Chongsin Segye, "the World of the Spirit."

Frank Tedesco  
Dankook University  
(Home phone/fax: 793-9892)

To the Editor:

In the *Korea Herald* a few weeks ago was a letter to the editor which inadvertently brought to mind a couple interesting points. The letter was written by someone teaching at a university here in Korea who felt it necessary to put a Ph.D. after his/her name. I wouldn't be surprised if the writer is teaching English, since very few Korean universities will trust a foreigner to teach anything else.

The writer lists several mistakes in the Herald's "Aid to English Study," and towards the end states, "Steps should be taken to ensure that such blunders never make it into print." Then comes the conclusion, which begins, "Being a daily publication, I realize that..." So this daily publication can write letters to itself! On second thought, though, that's not surprising, since it has a Ph.D.

Point #1: There are a lot of native English speakers in this country who criticize English learners for both sloppiness and ignorance of grammar and writing conventions, yet cannot write well. And lots of these poor writers teach

(Continued on page 7)

## International journalism...

*the glamour,  
the excitement,  
the power,  
the glory!*

Now you too can have all this. And more!

A renowned international publication is expanding again. Join up now, while the following positions are still available.

- \* **Liaison Officer:** Maintain communications with the AETK Council, TESOL Inc., TESOL affiliate newsletters, and other organizations inside and outside Korea.
- \* **Events Coordinator:** Korea and international calendars and calls for papers.
- \* **Special Projects Director:** Improve the employment services section, provide English translation of laws relevant to foreign nationals, publish a membership directory, find a new name for the newsletter...
- \* **Review Autarch:** Review articles for mistakes and verify accuracy of information presented to the newsletter.

Contact John Holstein at 922-7718 or 760-0264. (Ple-e-e-ase!)

### ***New Secretary-Treasurer/Membership Chair***

Bob Faldetta is leaving Korea soon for graduate school (MBA) in the States. When Jake Aller lured Bob into accepting the triple job of Membership Chair, Secretary-Treasurer and *AETK Newsletter* Managing Editor, I asked Jake if he had told Bob the truth about all he was getting into. Having witnessed Jake's 100 mph 24-hour performance of the same three jobs, I couldn't believe any sane person would accept all that.

But now, though we all do still wonder at times about Bob's sanity, we certainly have no doubt about his energy and ability. The membership list and the treasury are in good order, monthly meetings are interesting and well-attended, membership is enjoying healthy growth, and the newsletter is getting put together and distributed according to schedule.

Some will remember Bob most for his work as Treasurer, and I will remember the many good times we had putting together and getting out the newsletter. But many more will remember him for the very successful string of Saturday meetings he, as Seoul chapter Steering Committee Chair, arranged with Greg Matheson and others.

More interesting about Bob's performance, though, is the way he accomplished all he did with such breezy ease and aplomb.

All of AETK wishes the best of luck to you, Bob. We suspect, however, you won't be needing it.

John Holstein

### ***From the departing Secretary-Treasurer/Membership Chair***

As AETK and KATE prepare to begin negotiations concerning the consolidation of the two groups

into a Korea TESOL, I would like to express my own opinion as to how the new organization should be arranged. Because I am leaving Korea, I have no particular self-interest in this matter and can view it with a fair amount of objectivity.

I would suggest that interested members form chapters in as many locales as they want and can maintain in accordance with TESOL regulations. Practically speaking, this most likely means three chapters in Korea: Pusan, Taejon and Seoul. Each chapter should have its own leadership and program. All chapters should be represented on the national council. Members who do not live near a local chapter could belong to an at-large chapter so as to have representation on the national council. In this three-plus-one organization, national council decisions should be made by consensus. The national council should be composed of representatives of each chapter, a treasurer (non-voting), and a publications coordinator (non-voting). The presidency of the council could rotate among the four chapters. The treasurer would liaison with chapter treasurers and be responsible for membership dues and council-generated expenses. The publications coordinator would liaison with chapter information coordinators and be responsible for the publication of a national newsletter and flyers. The national council should work primarily to disseminate information to members and set national policy. The representatives of each chapter on the council should determine the rotation of conference sites as well as conference themes and scheduling. The conference-hosting chapter should have the major responsibility for the conference.

I believe that this kind of system would be the most democratic and preserve local autonomy. Council decisions could and should be made unanimously. Each chapter could have veto power. Consensus and compromise would be the linchpins. On the local level, each chapter should decide local issues by themselves.

I am sure that objections to my opinion will be forthcoming. I would hope so, as it would be the start of a healthy debate on an issue that has eluded resolution for many years. I wish all English teachers the best of luck in finding a system that reflects your ideals.

On that note, I bid you all farewell. I enjoyed working in many roles within AETK and the Seoul Chapter. I hope that others will find the work as rewarding as I have, both professionally and personally. I especially thank all the members who helped make AETK Seoul an exciting place to meet. You too, Greg. And John Holstein for his ability to counsel and otherwise deal with a sometimes raging Italian-American Scorpio from "Bahstan." My hometown address (don't all write at once):

Robert Faldetta  
86 Turner St.  
Brighton, MA 02135  
USA  
Tel: (617) 254-4520

### ***Our new Secretary-Treasurer/Membership Chair***

AETK extends its warmest welcome to its newest council member, Robert Charles Mason. Chuck was born in Key West, Florida and grew up in San Diego, California, just a few years ago (in '61!). Though born late, he got started in TESOL early, getting his B.A. in Ap-

## Letters to the Editor

(Continued from page 5)

composition. The difference between the learner and the native speaker is that the learner has an excuse.

Point #2: If even a Ph.D., along with a lot of other native speakers, can make dumb mistakes, I am going to try a lot harder to cool it when I come upon those "careless" mistakes in my students' assignments. These elementary errors may well be the result of carelessness, but they may also be the result of a focus on something else—the point of the assignment, for example. Something like not seeing the trees for the forest.

John Stronrock

Myoungryundang University

Dear Sir,

I have great difficulty establishing any valid connection between the points raised in a letter from Carol Kim in your March issue, and the paper delivered at the Third Annual Convocation of KATE by Professor Oryang Kim in Taejon on 20 October, 1991, which is the object of her criticism. This in itself may not be of any particular significance, but I think that it is important to make the point that Carol Kim, in making her criticisms, is not speaking "for the typical English teacher in Korea," since it would be my assumption that typical English teachers would demand a much higher standard of critical analysis from their spokesperson.

Carol Kim has misunderstood Professor Kwon's stated intention, which was to facilitate "an exchange of views and mutual expectations between Koreans and international teachers of English, so that both parties may make the most of the cross-cultural interactions." This, in fact, is what happened. In the discussion which

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plied Linguistics, from Old Dominion University in Norfolk, Virginia. On his first tour in Korea (1984-85) he taught at Kyoungsang National University in Chinju. Then he taught in San Diego for a year, and came back to Korea in 1990 to start where he is now, at Yeungnam University in North Kyoungsang Province. He's married and has a five-year-old daughter in kindergarten. If anyone would like to see North Kyoungsang on foot, Chuck enjoys hiking and jogging.

Chuck, we all promise to help in our own way to make your term of service to AETK an absolute delight, by renewing on time, letting you know when we move, and even giving you our postal code.

### From the New Secretary-Treasurer/ Membership Chair

Dear AETK Member,

Thank you for the chance to work with you on improving English teaching here in Korea. I would also like to thank Robert Faldetta for all the time and hard work he has done setting up and maintaining records for AETK, both financial and membership records. As Koreans are fond of saying, beginning is half the battle. Thanks to Robert, we have a good beginning. I, as the Membership Chair and Secretary-Treasurer, will do my

best to help improve on that beginning.

I would like to start a membership recruitment drive. As Vice-President Steve Bagaason asked, extend the hand of AETK to others so we can double or triple membership over the next year. I would like to join with Steve and ask each of you to gather an address or two from friends and associates interested in joining AETK. Please send the address to my attention. If you send an address, I will send your perspective member a small packet containing: a letter outlining all the exciting benefits of membership—benefits you, of course, will have already explained—a copy of the latest *Newsletter*, a stamped envelope, and a membership application form. If your friends are like me, the packet should make it easier for them to join. If you have any suggestions or comments, I would be happy to hear from you. Remember what Steve said: Be sure to share your sailing tips.

I look forward to getting to know you better and welcome the opportunity to learn and share ideas with all the AETK members during this exciting time in AETK development. Thank you for the chance to help, and thank you for your interest and support.

Sincerely,  
Chuck Mason

### Chair, site, theme needed for 1993 Fall Conference

Marshall Price, AETK's 1993 Conference Chair, has resigned due to a change in his career plans, and we are all on the look-out for a replacement. Ideas? The deadline to apply for the speaker's grant

from TESOL for the 1993 Conference is October 1, 1992; hence, plans for the conference need to be well underway by that date. Volunteers? Ideas? Contact Patricia Hunt.

## Association Activities

### MIXED REVIEW:

#### *Seoul chapter's March panel discussion*

"Motivation in the ESL Classroom" was the subject of the AETK Seoul chapter's panel discussion at the Fulbright Center in Seoul March 21. Chris South of Seoul Woman's University spoke first. He asked, "How do we get problem students—our quiet students who rarely speak in class—how do we get them out of their shell?" "How do we get them to speak without alienating them or the entire class?" He also asked how we motivate students to practice English in class without threatening their "language ego."

Chris related that some of his students are "reserved, respectful, but unresponsive." The most reticent ones are impervious to his attempts to get them to speak using the teaching techniques he has found to be successful in the past. Is it that Chris' American style of teaching is an obstacle to Korean students who have a different style of learning? Should the students conform to the teacher's style or the teacher change and adapt to the students for forty hours a week, contrary to his hard-earned education in language pedagogy?

The second panel discussant, Mr. Yeung Shik Park, a language teacher in private institutes in Seoul, seemed to emphasize the teacher's obligation to accommodate the cultural differences of students. He challenged Chris to become more aware of Korean cultural patterns and gave examples of their cultural sensitivities and propensity to misunderstand the good intentions of their foreign instructors. One wished that this panelist had organized his own presentation in a more systematic way so that his insights could have been more readily appreciated by

our members. Along with our third panelist, Mr. Park seems to have lost track of time and the focus of our discussion. A moderator, in this case Bob Faldetta, can only do so much to rein in the enthusiasm of speakers on the floor.

George B. Patterson of Chungbuk National University was the third panelist. George mentioned how he has been able to break the ice with his students by creating a humanistic environment where even the shiest coed can drop her fears and avoid the domination of aggressive students in the classroom. Following the "caring and sharing ideas" of Temple University's Dr. Gertrude Moskowitz, George tries to keep long range goals in mind so that students will be able to benefit from interactions with the native instructor many years after the class encounter. Motivation to learn English varies radically from culture to culture, according to George, and teachers may have to spend a lot of time outside the classroom to create a mood which will facilitate cooperation and learning during limited classroom hours.

Motivation and cultural differences are key issues in the ESL classroom. There are no easy solutions to the problems they present. The teacher is in dynamic interaction with groups and individuals who have their own strategies for learning English. The inconclusiveness of this meeting's panel discussion exemplifies our need to reflect more deeply on these challenges. I hope future panelists will try to provide solutions to questions raised at this meeting.

Frank Tedesco  
Dankook University

### THE AETK SEOUL APRIL MEETING:

#### *Conferences: from proposals to presentation*

Virginia Martin and William T. Burns infected participants with their enthusiasm for conferences at the April meeting. Virginia talked about the mind-blowing sensory overload of the 7,000-person, 4-day TESOL conference and the buzz, after the initial nervousness, of presenting. The conferences are always at 5-star hotels but for food and a place to stay you can get by for a couple of hundred dollars for the whole conference by booking early into the cheapest, sharing rooms and taking your own food in.

She led us through the steps of submitting proposals and showed how even rejected proposals could lead to requests to present in other areas. Growth areas where proposals were seen more likely to succeed in the stiff competition are empowering students, pronunciation, listening, contrastive rhetoric and others. She presented at the early hour of 7 a.m. in the morning but still got an audience of 16.

William Burns had a similar brush with scheduling problems at a JALT conference at 4 p.m. on the last day. He felt bad getting only nine but then felt good when noted Hawaii U. Professor Richard Day got only two. William put this JALT conference in between the American TESOL conference (burdensome) and the British conference IATEFL (not so burdensome) in terms of cost, size, theoretical orientation, competitiveness, documentation and the earliness of proposal deadlines.

He likes the IATEFL conference because it is always held at a university, which allows the opportunity to interact in a more intimate atmosphere with people teaching in EFL.



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After many years of just attending conferences he realized a lot of the presentations were not so great and he could do as well as the other presenters, so that in the last couple of years he has become an active presenter. He finds it broadens understanding and is of tremendous value in recharging the spirit, which in turn has a positive influence on those one is working with back home.

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### *Umbrella committee formed*

Soon there may be an umbrella TESOL organization, which would at least channel the rain of the myriad organizations for English teachers in Korea. Conference planners for 1992, Patricia Hunt and Carl Dusthimer, requested at the AETK-KATE conference planning session on March 21 at Han Nam University that a committee be formed to explore this issue. Members of the joint planning session suggested that the executive committees of the two national English teacher's groups each nominate two members to serve in this capacity. AETK's Council nominated Kim Nam-Soon and Myra Ingmanson. KATE's Executive Committee nominated Kwon Oryang and Jack Large. All nominees accepted and Jack Large agreed to chair the committee.

The committee will explore the financial logistics of the co-sponsorship of the '92 Conference and solicit ideas from members of both national and local English teacher's groups in Korea about the formation of an umbrella TESOL organization. Should members wish to form a Korea TESOL group, the committee will explore how and when to do so. Anyone wishing to help with this

committee or suggest ideas can contact Jack Large over his home phone/fax at 0653-54-8529.

### *United we stand*

Hopes are growing that various English teachers' organizations in Korea may be able to get their act together by the AETK-KATE fall conference in October and the show officially on the road by the beginning of 1993. This is what Jack Large, Committee Chair, had in mind when he convened the AETK-KATE Committee for Reorganization Study on April 25 at Hannam University.

Jack Large, Oryang Kwon, Margaret Elliott, Chuck Mason, Robert Faldetta and Tom Ellis discussed, in general, "ways and means of reorganizing...national English teacher organizations into one administrative entity for the purpose of eliminating redundancy and inefficiency in the structures and functions of each." Some specific points included in the discussion were the name of the organization; the nature of its relationship with TESOL; formation of local chapters; the new organization's publication; mailing and membership lists; funding for reorganization; and, once reorganization is accomplished, contributions from local chapters to the national headquarters.

### *Any ideas?*

What are your ideas for the proposed "umbrella organization" which may be formed to serve the needs of AETK, KATE, and other local English teacher groups?

Some ideas being tossed around are:

- Dissolve existing groups and start fresh with a new name

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## *Letters to the Editor*

*(Continued from page 7)*

followed the presentation of the paper, it was clear that no one present had drawn the inference that Professor Kwon's intention was to set out a list of unreasonable demands to which English teachers must subscribe in order to meet the expectations of their Korean students.

It is similarly mistaken to infer from his paper that Professor Kwon believes that all English native-speaking teachers should emulate the example of a teacher known to him, and to whom he refers in the paper, who made himself available for discussion with students from 8 a.m. each day. Indeed, Professor Kwon explicitly states that "This teacher may be the exception." The thrust of the point he was making was simply that "...for the students, the usefulness of the native speakers increases in proportion to their availability for the practice of English in cross-cultural communicative interactions." What's unreasonable about that?

Carol Kim claims, "Professor Kwon complained that native English teachers were not encouraging their students." I cannot find any support for her use of the word 'complain' in the prose, and the Professor's tone during the presentation of the paper was friendly towards, and supportive of native-speaking teachers' endeavours.

The remaining points Carol Kim develops in her letter are less significant. Suffice to say, then, I found her principal assumptions to be mistaken, and her tone to be carping. My main cause for concern, however, is that our Korean teaching colleagues may infer that she is speaking for the community of native-speaking teachers here.

This could not be further from the truth in my case, nor I expect, in the case of the majority of my

*(Continued on page 13)*

## *A response to Carol Kim's critique of Oryang Kwon's article*

Jack D. Large

Carol Kim's critique (*AETK Newsletter*, 4/92) of Oryang Kwon's summary of "Koreans' Expectations, etc." (*AETK Newsletter*, 12/91) contains a number of negative inferences and assertions which need to be examined more closely. Several issues are raised which deserve positive consideration and response, while several may be clearly refuted or dismissed, being based on erroneous assumptions or excerpts taken out of context.

Kwon's paper was originally presented at the 1991 convocation of the Korean Association of Teachers of English (KATE), at Han Nam University, Taejon, last October. It was the keynote presentation for the meeting and was followed by a panel discussion with audience participation. At that time, there was no hint that Kwon's suggestions were unreasonable in the ways Ms. Kim claims, although there was some mention of various kinds of bad conditions and experiences faced by foreign teachers in Korea.

The discussion at the time, and Carol Kim's subsequent critique, was and is so generalized that it lends itself too easily to a kind of logical fallacy, e.g. "because bad conditions for expatriate teachers can be found in Korea, no Korean educator's expectations of, or suggestions to, said teachers can be considered valid, or deserving of respectful consideration."

The result, however well intended, appears as an *ad hominem* and largely (no pun intended) in-temperate attack on Prof. Kwon for having failed at something it had never been his intention to accomplish. And he surely must be scratching his head in frustration over Ms. Kim's barbed rejection of

his use of the word "reasonable" to characterize his suggestions.

I hope I may save further embarrassment to all parties by acknowledging that the word was added to Kwon's original text at my suggestion. It was one of several minor editorial suggestions I made as his proofreader and colleague on the KATE executive and convocation planning committees. I found his contribution generally positive, useful and valuable. Nothing in Kim's critique convinces otherwise.

It does appear, in hindsight, that Kwon's use of the word "expectations" in his title may have been unfortunate; it didn't really represent his material fairly or accurately. A better title might have been "Suggestions to help foreign teachers foster sympathetic support from Korean institutions and colleagues." At least that is the spirit in which I have studied his proposal.

Kim's critique contains several examples of what may be called "straw man" criticisms, which seem to proceed from a general misunderstanding of that point, viz that Kwon's article is written in the spirit of helpfulness. Hers is a point-by-point scrutiny, finding little to praise, and that only faintly.

Kim scolds Kwon for his suggestions that we spend office hours with our students, taking him to mean that he would have us "behave as [a teacher he knows] who" keeps office hours from 8 to 9 a.m., and between classes every day. In the case of someone who teaches consecutive morning classes, that would come to 5 hours per week. Since Kwon's suggestion clearly allows for such a low threshold, and since he nowhere states, as Kim implies, that every hour spent in the office should necessarily be spent with students, his suggestion is reasonable, or at least it is not unreasonable.

But Kwon says only that "I know someone who" behaves in this exemplary way, concluding "This teacher may be an exception, but it is clear that students really appreciate a teacher's willingness to talk with them." Amen to that. Students are, indeed, entitled to expectations of this sort; both because they are our students, and because they and their families, through tuition and taxes, provide for all our salaries ("tenure and full university benefits" notwithstanding), Korean and foreign teachers alike.

Kim concludes, "Yet, Prof. Kwon prefers that native speaker English teachers Konglize [sic] vital English survival skills such as making appointments with their teachers, simply because students don't expect it." While I agree that it would be a good thing to teach our students about the customary language of making appointments, it does not follow from his pointing out Korean students' unfamiliarity with such a system, that Kwon prefers we do otherwise.

Kim's second point of criticism is the false and unfair assertion that Kwon is "complaining" that we expatriate teachers are not encouraging our students. However, the section of Kwon's article she cites was not a complaint, and it was not about encouragement at all. It was a simple and straightforward statement of hypothetical relationship between a teacher's expectations and positive appraisal, in the sense of affective polarity. The cited passage seems curiously out of place, if her intention is, by including it, to support her case against Kwon's argument, in that Kwon's formulation is logical, and axiomatic of cognition as understood and applied in at least one social science (anthropology).

Kim's third criticism of Kwon is that he "...would have us spend every available second talking to students in English" and therefore

have no time left during which we might attempt to learn the Korean language. Kim is presumably not opposed to our learning Korean, so there seems little reason to rebuke Kwon for suggesting we do so.

One implication of her polemic so far is that no opportunity exists to learn Korean, teach English, and consult with our students all at the same time. The notion ignores the abundance of opportunities for interaction and communication between native English speakers and students of exactly the kind Kwon is really promoting in this context.

I am just a marginal speaker of Korean myself, but lack of time to learn is not the reason for my limited ability. I count among my "foreign" friends here three colleagues who have become sufficiently competent to pursue graduate studies in Korean universities while working full time as university English teachers. They have been in-country for approximately the same amount of time as I (and Carol Kim).

Kim finally objects to Kwon's practical recommendation that teachers leave copies of their records of teaching activities, again because there is no time to do so. One must ask, "How long can this take?" The rationale for such records seems no different from that for any professional's report. Process-oriented activities such as program and lesson planning, and performance evaluation are facilitated by them, and they will help our successors in ways many of us may wish we had been helped ourselves.

Kim's suggestion that Korean institutions need to provide better adjuncts and supports for foreign teachers, especially newcomers, is a good one. The recurrent theme in her letter, and one that will resonate clearly with every teacher, is of the lack of available time to do any of the things Kwon has suggested. Prof. Kwon is not person-

ally responsible for any of our difficulties in this domain of personal time management.

As to the question, "When?" will we have time to form friendships with Korean colleagues and others, it will suffice most of us to say we have made some quite wonderful friends here, sometimes in spite of ourselves. My own circumstance in Korea has been one of virtually complete reliance upon the good will and friendship of Koreans in many walks of life.

It is no exaggeration to say that I will not live long enough to repay all the kindness, forbearance and hospitality that have been bestowed on me. An imperfect man, I forget these things too easily when faced with one of the exceptionally unpleasant, disagreeable encounters and experiences every expatriate, in every country, occasionally faces.

Oryang Kwon's suggestions may not fit every foreign teacher's

idea of reasonable guidance in their own trying circumstances. But there is a special place in the history of human development ideas (Kwon's) which have had the effect of acting as a lightning rod for close scrutiny and criticism (Kim's).

The result has usually been better understanding of complex problems and interactions; solutions and coping strategies often follow. My concluding hope, in consideration of Prof. Kwon's and Prof. Kim's contributions, is that the subject will continue to attract further consideration, backed up with some objective interpretations of reliable data, that it clearly deserves.

**About the author:** Jack D. Large (MA-Anthropology) is an instructor in the Department of English Education at Won Kwang University, in Iri City, North Cholla Province.

Nothing ventured, nothing gained.

It takes two to tango.

No such thing as a free lunch.

Newsletters don't grow on trees.

If the shoe fits, wear it.

Please send your AETK Newsletter contribution to John Holstein.

## AETK: the beginning

Dwight J. Strawn

THERE IS AN OLD SAYING that during the course of a decade even mountains and rivers may change places. Certainly the Association of English Teachers in Korea has changed a great deal during the past decade, and as we look forward to AETK's eleventh anniversary in November perhaps we should also look back and remember how it began.

### The context

AETK was established on November 6, 1981. It was by no means the first association for English teachers in Korea, for there were others which had been established many years earlier. The two major associations for teachers at the university level were the English Language and Literature Association of Korea (ELLAK) and the College English Teachers Association (CETA). The existing associations welcomed participation by foreign teachers, and there were several (including some of the AETK founders) who were members of them. On the other hand, with the number of foreign teachers increasing, conversations had been going on for some time about the possibility of forming a new association which would conduct its activities in English.

The idea was not to create an association for foreign teachers, but to include all teachers who wanted to meet together in English. Interest was

*(Continued on page 25)*

### Piper McNulty to speak at Fall Conference

Piper McNulty, author of *Culture Puzzle*, will speak at the AETK-KATE Fall Conference on the topic "Preparing Korean Students to Communicate in International Settings: Methods and Techniques." Currently McNulty is working for The Clark Consulting Group, a U.S. company that develops materials in the field of cross-cultural communications. Recently her company completed a program entitled "Working with Koreans."

McNulty's MA degree is in Teaching English as a Second Language from the School for International Training in Brattleboro, Vermont. She has worked as a corporate business English and Intercultural communications skills specialist with IRA International in Redwood City, California and as a cultural orientation/cross-cultural communication consultant for several San Francisco Bay Area refugee training programs. She has

taught ESL to adults in New York City, the San Francisco Bay Area, Japan, Mexico and Hong Kong. As a teacher-trainer/field representative for the Center for Applied Linguistics she developed curricula and trained teachers for the United Nations High Commissioner on Refugees Intensive ESL and Cultural Orientation Program in Hong Kong. One of her specialties is analyzing intercultural miscommunication in the workplace.

Karen Chiang, ELT Sales Manager for Simon & Schuster, has arranged Ms. McNulty's visit and The Clark Consulting Group will pay her air fare. According to Karen, Piper McNulty is the godchild and namesake to Margaret Appenzeller Huyler, whose father, Dr. Appenzeller, was a well-known missionary in Korea. Ms. McNulty would like to travel in Korea, and if you can offer your home for homestay or if you would like to serve as a guide, contact Patricia Hunt.

## Letters to the Editor

*(Continued from page 9)*

colleagues in this part of the Peninsula, because KATE has plans afoot to distribute copies of the paper to all newly-arrived teachers of English. I found the paper to be stimulating and informative. It certainly expanded my understanding of my students' expectations of my performance, and for this, I am deeply grateful to Professor Kwon.

Yours sincerely,  
Arch Gilchrist,

Chungnam National University

Dear Editor,

Congratulations and thanks to those who put on the 18 April AETK meeting!

The place was very comfortable (as usual—thanks to the Fulbright people). The speakers (Virginia Martin and William T. Burns) gave presentations as intelligent, interesting, and clearly organized as any I've seen in my ten years of attending AETK meetings. The audience was, as usual, a pleasant group, but this one seemed to work better with the presenters and come up with a greater number of quality questions and remarks. And it was great to see more of the old-timers there than at other meetings.

Even the post-meeting gathering at the beer-or-coffee place seemed specially enjoyable. Now, after several in a row, this may be turning into a welcome tradition.

Bob Faldetta and Greg Matheson have done it again, but even better this time.

Jeremy Baines

Department of Education  
Kwanung Teachers' College,  
Seoul

# AETK/KATE

## 1992 Fall Conference

### *International Communication: Meeting the Challenge*

October 24-25

Han Nam University  
Taejon

Call for Papers

Abstract Deadline: June 27

Papers discussing the following topics are requested:

- ☛ Methods and techniques for preparing Korean students to communicate in an international setting.
- ☛ Cross-cultural issues impacting English education in Korea; factors for teachers and administrators of different cultures to consider when working with each other and with students.
- ☛ Incorporation of global issues (such as peace studies) in the EFL curriculum.

A form to send in with your abstract was mailed to all members in May. If you do not have that form, please use the one provided on page 14. Please submit two abstracts, one to AETK and one to KATE:

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Cheju City, Cheju 690-121  
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Association of English Teachers in Korea (AETK)  
Korean Association of Teachers of English (KATE)

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# Building expertise through sequenced writing assignments

Ilona Leki

*This is a summary of an article from TESOL Journal, Winter 1991-1992. We present this as a general idea, and leave it to you to adapt the individual sequence steps to the allowances and restrictions of your circumstances.*

**I**N RECENT YEARS English as a second language (ESL) pedagogy has been moving away from atomistic views of language learning, in which language skills are divided up and taught separately from each other... Even at the earliest stages [of writing], teachers are encouraging students to write as much as they can to tackle the problems of fully developing ideas in essays of several paragraphs, even if they are short ones (Edelsky, 1986).

Another recent concern in the teaching of writing has been to help inexperienced writers become familiar with and capable of meeting the demands of the academic discourse community that will be reading their writing. Critics of the personal history or personal opinion essay maintain that students will not be called on to produce this type of writing during either their academic or their professional careers, and have called for assignments emphasizing the writing skills students need to succeed in their writing tasks at the university and beyond (Horowitz, 1986a, 1986c; Johns & Connor, 1989)...

In typical writing classes, the teacher assigns a topic, suggests a range of topics, or at least establishes a deadline date for a more or less final draft of a piece of writing. Even [in the] process approach to teaching writing... at a certain point the assignment is considered finished and students move on to a new topic unrelated to the previous one. This process is repeated until the students have collected a half dozen or so different completed papers on the same number of different subjects.

A potentially more profitable and appropriate structure for both ESL and native speaker writing classes avoids the atomism implied by asking students repeatedly to gear up for different topics and seeks instead to link together all the writing assignments. In this way the work done for each assignment serves as the basis for the next assignment, building students' skills (including vocabulary and editing since the same terms and structures are likely to appear in subsequent papers). More important, such an approach permits the content of students' writing to build, thereby developing students' knowledge base and expertise in a particular subject.

## Selecting a topic

The first step in this approach to sequenced writing assignments is topic selection... Younger writers are naturally interested, as we all are, in the big issues of the day, the moral conundrums of our societies...

In the sequenced writing assignments I describe here, students are encouraged to select any topic they find stimulating, but with two provisions. First, they must select a topic they feel can sustain their interest for a full term because they will be exploring only that one topic. Second, and more importantly, they must have had some personal experience with the topic they want to write on. In other words, unless they have had an abortion or unless they have been close to someone who has, I discourage my students from selecting that topic. Unless they know someone under a death sentence, they should not select the issue of capital punishment... A student from Yemen who had spent 2 years trying to win the financial support to come to the United States to study continued to worry a great deal about money even after he was here. He decided to write about the kinds of financial problems international students had on our campus and about the aid available to them...

Students must select topics for this type of writing class carefully, because they will be examining the same topic from different angles for quite a long time; they should also choose their topic in consultation with the teacher, who may need to advise students on the likelihood of finding information on their topics. The topics the students ultimately choose cover a wide range of issues, reflect the students' individual concerns, and are rooted in their personal experiences.

## The sequence

### Current knowledge: The first assignment

The sequence includes five writing assignments, all done within the context of a process approach in a workshop-style class. That is, students learn to use heuristics, engage in continuous peer responding, write multiple drafts of each paper, and work together to edit their writing. In the first assignment students recount everything they currently know about the topics they have selected, including the significance of the topic and the students' personal involvement in it.

Given these instructions, students have often described their personal involvement in an introductory paragraph, thus first establishing a personal interest

*(Continued on page 23)*

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expand the number of universities through the world that have begun to include aspects of peace studies in their curricula. In a 2-page declaration, the participants acknowledged that the task of universities is to nurture life through the creation and transmission of knowledge and, therefore, concluded that they would support research and teaching programs that increase our common understanding of the problems that violence spawns in the world.

We can also look into the traditions of the teaching and learning of other languages. As part of the humanities curriculum of a college or high school, such study is expected to help students develop an appreciation of and empathy for other cultures including our emerging global culture. Perhaps we have become so caught up in the instrumental purposes of our work that we have overlooked or forgotten its humanistic goals, quite compatible with peace education.

Finally, in trying to determine why we should teach peace education, we need to consider whether or not social responsibility is intrinsic to our professional goals. Does social responsibility follow from the specialized knowledge we possess and/or from the needs of the students we teach? In his research on the communication of racism through informal talk, Van Dijk (1987) states that such research is the responsibility of linguists because they possess the skills and methods to do it. What about foreign and second language teachers? Classroom teachers? Teacher educators? What specialized knowledge and skills do they possess that carry a responsibility to teach peace education?

The answer to these questions must be provided by educators themselves. We need to think further and discuss with colleagues why and how teachers and researchers of foreign and second languages should incorporate peace education into their teacher education programs, research agendas, and language curricula. Then we should address the implementation challenges remaining.

*Peace education...is the communication of knowledge about problems resulting from violence so that learners, whether adult or children, understand the causes and effects of violent behavior.*

**About the author:** Anita L. Wenden teaches in the Department of Foreign Languages and ESL, York College, City University of New York, New York, USA.

## JALT 1991

Pat Hunt

**A**N INTERNATIONAL audience of more than 2,000 gathered in Kobe, Japan for the 17th Annual JALT International Conference on Language Teaching and Learning last November 1-4. Four days of plenary sessions, workshops, colloquia, roundtables, concurrent sessions, and poster sessions addressed the conference theme "Challenges for the 90's."

This annual feast for TESOL professionals included plenary speakers Marianne Celce-Murcia, "Integrating Form, Meaning and Function in Language Teaching"; Christopher Brumfit, "Does Communicative Language Teaching Have a Future?"; and Anita Wenden, "Learner Strategies for Learner Autonomy." Twenty "Featured Speakers" (sponsored by JALT and its Special Interest Groups) included D'Arcy Adrian-Vallance, H. Douglas Brown, Kathleen Graves, Jack Richards, Barry Tomlin, Kip Cates and others. An extensive range of topics was covered including teacher training, peace education, globalization and corporate training, conflict resolution, use and development of ELT videos, special issues relevant to EFL in Japan (presented by distinguished Japanese scholars), and a roundtable of Russian perspectives on English education.

Some of the challenges for the '90's addressed were: the return to teaching grammar (but now in a holistic way), creating global awareness, fostering host administrators' and "guest" teachers' understanding of each other's needs and empowering students instead of creating dependence on the teacher.

In 1991, over 400 presentations were given, with 18 to 22 sessions scheduled concurrently every hour of the conference. In addition, extensive publishers' displays covered large sections of two floors of the Conference Center, providing teachers with a chance to meet with authors, consult with textbook representatives, and to receive more sample materials than possible to carry. Many materials not yet produced in Korea were available for purchase. The job information center posted positions and arranged interviews for jobs both inside and outside Japan. (Korean universities seeking qualified professionals would do well to advertise at JALT.) Social events and sightseeing tours were also available for those interested in seeing a bit of Japan.

Six people from Korea attended the conference: Dina Trapp, Kangnung University; Ahn Jung-Hun, Pusan National University; Kim Dae-Min, ESS, Pusan; Judith Johnson, Pusan University of Foreign Studies; Patricia Hunt, Cheju National University; and Perry Carter, visiting scholar of Cheju National University on sabbatical from Richland College, Dallas, Texas.

1992's JALT conference, "Teacher to Teacher," will be held in Tokyo November 20-23. Advice for those who might be interested in attending:

1. Save your money. Although worth every yen, the JALT conference is an expensive professional "investment." The four-day trip, including JALT membership, conference registration, business-class hotel, meals and air fare, can easily cost 600-700,000 won.

2. Register early. It's cheaper and you can avoid standing in line with 1,000 people and thereby

missing presentations.

3. Reserve a hotel room in advance. While *yogwans* in Korea are available without reservation, lower cost hotel rooms in Japan are booked far ahead.

4. Change your currency before you leave; it's virtually impossible to exchange Korean currency in Japan. Credit cards are easy to use, however.

Non-members of JALT can obtain information about next year's conference by contacting the JALT Central Office, Shamboru Dai 2 Kawasaki #305, 1-3-17 Kaizuka, Kawasaki-ku, Kawasaki 210, Japan. (Tel: 044-245-9753; Fax: 044-245-9754)

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### CALL FOR PAPERS

#### SLA-FLL III

The Third Conference on Second Language Acquisition and Foreign Language Learning

#### "Classrooms and Classroom Language Acquisition"

February 26-28, 1993

Purdue University Memorial Union

#### Keynote Speakers:

Susan Gass, Michigan State University  
Teresa Pica, University of Pennsylvania

Albert Valdman, Indiana University  
Bill VanPatten, University of Illinois

**Deadline for abstracts: Nov. 15, 1992**

Please submit 3 copies of an anonymous 1-page abstract and a 3" x 5" card giving name, title of paper, affiliation, address and phone number (email address also if applicable) to:

SLA-FLL III  
120 Stanley Coulter Hall  
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For more information contact:

Rodney Bransdorfer  
(317) 494-3867  
rbdorfer@mace.cc.purdue.edu  
Robert Hammond  
(317) 494-3873  
hammond@vm.cc.purdue.edu



## *International Conferences and Institutes*

1992

- June-July** June 25-July 3 (Session 1), July 6-July 15 (Session 2) Mediterranean Institute, Barcelona; Courses for Language Teachers. Jointly organized by Institute of Education, University of London; Teachers College, Columbia University (New York); University of Barcelona; ESADE, Barcelona. Write for institute brochure and information on associated MA programmes: Mediterranean Institute, ESADE, Avda. De Pedralbes, 60-62 08034, Barcelona Spain. Telephone number: (Spain) 34 (Barcelona) 3 203-6404; Fax number: (Spain) 34 (Barcelona) 3 204-8105
- July 6-9** AFMLTA 9th Biennial Conference. "Towards Language Excellence in the 21st Century." Darwin, Australia. Contact Language Teachers' Association of the Northern Territory, PO Box 42446 Casuarina, Northern Territory, Australia.
- July 6-20, 18-31** 1992 TESOL Summer Institute, Bratislava, Czechoslovakia. "At the Crossroads: Teaching English in a World of Challenge." Organized by the Institute of International Education in conjunction with the Ministry of Education, Youth and Sport of the Slovak Republic; Comenius University, Bratislava; and Hunter College, City University of New York. For more information write: James O'Driscoll, Placement and Special Services Division, Institute of International Education, 809 United Nations Plaza, New York, New York 10017-3859, USA. Tel: (212) 984-5501; Fax: (212) 984-5395.
- July 20-August 22** The OPIE Summer TEFL Institute, Ohio University in Athens, Ohio. The Ohio Program of Intensive English is again offering the OPIE Summer TEFL Institute (OSTI), a one-summer (5-week) intensive TEFL training program. The program offers EFL teachers an opportunity to examine the relationship between the theories of language learning and their practical applications to teaching English in an EFL environment. Course offerings are appropriate for junior through senior level teachers. Special courses focus on the need to adapt materials and teaching strategies to the needs and conditions of the work place and the expectations of the students. As part of the program students also work on projects tailored to their specific needs, developing possible solutions to real situations. For a complete set of application materials and a brochure providing more information about the OPIE Summer TEFL Institute (OSTI) contact: OSTI Program, 201 Gordy Hall, Ohio University, Athens, Ohio 45701 USA. Phone 614-593-4575. Fax 614-593-4577
- October 23-26** 26th International IATEFL Conference (International Association of Teachers of English as a Foreign Language), Lille, France. For more information contact: IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent, England CT5 2DJ).
- December 27-30** Modern Language Association (MLA) Annual Conference, New York, New York. Contact MLA, 10 Astor Place, New York, New York 10003-6981. Tel. 212-614-6370.
- 1993
- January 7-10** Linguistic Society of America (LSA), Annual Conference. Los Angeles, California. Contact Mary Niebuhr, 1325 18th St., NW, Washington, DC 20036-6501. Tel. 202-835-1714.
- April 13-17** The Twenty-seventh Annual Convention of Teachers of English to Speakers of Other Languages, Inc. "Designing Our World: TESOL '93." Atlanta, Georgia, USA.
- June-July** TESOL 1993 Summer Institute, California State University, San Bernardino; Sponsored by TESOL and California State University, San Bernardino School of Education, School of Humanities, Office of Extended Education and the American Culture & Language Program.  
Session I: June 28-July 9 (First session); Management Institute for International Affiliates: July 12-14; Emergency ESL Workshop: July 15; English for Academic Purposes Workshop (CATESOL): July 16, Session II: July 19-July 30  
For more information, contact: Mendy Warman, Office of Extended Education, California State University, San Bernardino, 5500 University Parkway, San Bernardino, CA 92407-2397. Fax: 714-880-5907.

## ***Building expertise through sequenced writing assignments*** (Continued from page 17)

in the topic, which they then broadened into a description of the greater significance of the topic. For students who select this strategy, a narrative introduction evolves naturally from the content of the material to be discussed rather than being artificially tacked on to the beginning of a piece of writing as a response to a textbook's advice to engage the reader through a strong introduction.

### **Summaries: The second assignment**

Students are asked to find three pieces of publicly available information on their subject and to summarize those items. Most of the students look for published articles, but other items also appear. For example, the man from Yemen found pamphlets at the financial aid office; [a] woman writing on teenage pregnancy used publications from the county health department; others used movies they had seen. The directions for this assignment require the students to summarize the three documents together in an essay format. Students must therefore find a way to link the summaries together, to introduce them, and to draw conclusions from them. They are also encouraged to use anything from their first writing assignment that might help them to develop this one.

This class assignment gives students the chance to develop and practice the summarizing skills...

### **The survey: The third assignment**

Next students gather more information on their topics from another source—a survey based on questions evolving from the topic. They develop survey questions or a written questionnaire, receive feedback from the teacher on the instrument they create, and then must survey at least 20 people about feelings, opinions, or experiences related to the selected topic. The sample might include people particularly involved in the selected topic or simply the "person on the street." The Yemeni man, for example, questioned other international students about their financial situations here, asking how they were managing to pay for their schooling...

In this assignment the students also write a report of their survey findings. By this time the students are usually quite excited about what they are learning and are eager to share their information with their classmates. Each student begins to be a genuine expert on the topic. Furthermore, as readers, the students become very interested in their classmates' topics and eagerly await the next installment of their peers' explorations. As the teacher, I too find I am eager to read these papers.

### **Interviews with an expert: The fourth assignment**

...Each student is asked to identify and interview an expert on the topic. The students make an appointment, draw up interview questions, record or take notes on the interview, and write up the information they find into an interview report. It is not unusual for ...students to be intimidated by this assignment...because they may generally feel intimidated by authority of any kind. Nevertheless, the interviews usually prove to be successes... What is the purpose of education if not to help students to understand better the world they live in and, through that understanding, to be able to control their environment rather than be victims of it? This assignment allows students to confront problems affecting them and to realize that they are capable of investigating solutions and entitled to look to others for help...

### **The final report: The fifth assignment**

The last assignment calls for students to write up a final report on the topic they have been exploring all term. They may use any or all of the information they have been gathering. But this time they have a substantial amount of information, and most students have become truly knowledgeable about their topics. In this last assignment they synthesize their information into a coherent, fully developed report. Because they have a great deal of information and usually have become quite interested in each other's findings, the problem of underdevelopment of ideas so typical in younger writers simply does not appear. The problem of lack of expertise disappears, as does lack of commitment to their texts. The problem of how to organize the great amounts of material that the students have obtained must be addressed, but such questions of organization are now contextualized, growing directly from the rhetorical context of the writing rather than being sterile, mystifying exercises in accommodating a teacher's requirement for clear organization.

For this last report, students must also credit their sources, written or live, and thus they learn how to cite a variety of sources, but in a way much more meaningful than merely citing pages in books. At least some of the time they must cite their own unpublished manuscripts, that is, the questionnaires or interviews they have already written. Citing their own manuscripts not only delights the students but also infuses the process of learning how to cite sources with reality.

\*\*\*\*\*

The sequencing of writing assignments addresses many of the concerns of writing teachers and researchers. Students gain experience with academic forms of writing but do not lose the commitment they might

*(Continued on page 25)*

## ***Building expertise through sequenced writing assignments***

(Continued from page 23)

more likely feel toward the personal experience of personal opinion essays. They do not confront the problem of lack of authorial expertise because they develop the expertise required to produce the writing for this course. More important, they come to feel like class experts—not on a personal experience topic of little concern to the rest of the class, but on topics that excite the writers' imaginations. They can see the progress of their own growth as thinkers from the first assignment, in which they describe their then-current state of knowledge about their topic, to the last assignment, which is informed by weeks of gathering information from a variety of sources. Most important, they are not asked to wait until their skills and knowledge base develop piece by piece before addressing important issues. Rather, they are allowed a voice in public debates on important issues and learn that they can contribute to those debates.

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**About the author:** Ilona Leki, associate professor of English and director of ESL at the University of Tennessee, does research on teaching ESL writing. Her textbook, *Academic Writing: Techniques and Tasks*, is published by St. Martin's Press.

#### **FOCUS: Foreigners' Community Service**

Ensuring a healthy, happy and safe adjustment to expatriate life in Korea means making informed decisions about domestic matters, medical concerns and daily activities. Computerized files in the Foreigners' Community Service office have updated information pertaining to all aspects of life in Korea; from braces to spices, pet care to churches.

The medical facilities listed with Foreigners' Community Service are regularly visited by our consultants. And FOCUS also offers professional, confidential counselling for families, couples and individuals. They address all aspects, including marital, cross-cultural, vocational and family counselling.

The annual membership fee of ₩20,000 (life-time membership ₩50,000) per family includes access to services, a Newcomers' Package with a list of selected hospitals, a quarterly newsletter, and information on forums, workshops and seminars.

For more information, phone 798-7529 or 797-8212; a volunteer who is a native speaker of English will handle your call.

## ***AETK: the beginning*** (Continued from page 13)

also expressed in having programs offering practical suggestions for new teachers, and in establishing links with TESOL and IATEFL.

### **The events**

With such ideas in mind, a group of teachers met at the Yongsan Education Center in Seoul in the spring of 1981 and decided to proceed with plans for starting a new association. They appointed a committee to draft a proposal for a constitution to be presented later in the year. If I remember correctly, the spring meeting was called by Carol Ischinger (then at Myongji University) and Karyl Hemminger (then at Seoul International School), who had been encouraged by Janet Cameron Fisher to think about starting a TESOL affiliate in Korea (Janet was a TESOL officer then working in Japan).

The committee charged with drafting the constitution was composed of Carol Ischinger, Karyl Hemminger and Dwight Strawn. They worked over the summer and into the fall, and when they were ready to present their report a meeting was announced for November 6, to be held at the American Cultural Center in Seoul.

At this meeting, several changes were made in the committee's draft, then the Constitution and Bylaws were approved to bring AETK into existence, and officers were elected to serve until the first Annual Meeting. The founding members of AETK were Barbara Mintz, Soone Harm, Lee Hee-sook, Janet Cameron Fisher, Karyl Hemminger, Benjamin Weems, Moneta Prince, John Holstein, Dwight Strawn, John Graber, Charlotte McAleer and Carol Ischinger.

The first officers were Dwight Strawn (President), Moneta Prince (Vice President), Carol Ischinger (Secretary), Karyl Hemminger (Treasurer) and Benjamin Weems (Member-at-Large). The officers met on November 19 and chose Barbara Mintz and John Holstein as the members of the first Publications Committee. The first issue of the *AETK Newsletter*, with Barbara Mintz as editor, was published in January 1982.

### **After that**

Membership in AETK rose to 26 at the December meeting, and by the summer of 1982 had grown to about 70. In 1982 AETK also became the first TESOL affiliate in Korea.

Two highlights during the 1980's were the visits by Peter Strevens and Jodi Crandall. Strevens, representing IATEFL, spoke at the February 1986 AETK meeting, then carried greetings from AETK to the 1986 TESOL Convention in Anaheim, California. Crandall,

(Continued on page 39)

## Keeping it in English (Continued from page 1)

ages) with the groups around them. Most groups enjoy competing to use the most English. A variation is to have students keep their own monitor sheets, making a mark any time they say anything in English. Hint: Don't collect the tally sheets. If you do, you'll be making the monitors your "spies." The technique won't work again.

The purpose isn't to threaten them; it's to make them aware of how much (or little) English they are using. It shifts the responsibility from you to them.

**The chip trick.** When points are (or can be) awarded during the task, give poker chips as counters for each point. Before the activity, give 3-5 chips to each student. During the activity, when any student hears another use Korean, she can say "Give me a chip." That chip goes into the requesting student's pile. It counts the same as a "winning" answer during the activity. The technique can be added on to any game. For example, if the students are playing "20 questions," each "yes" response earns a chip. The technique is adaptable. When it is not practical to give chips for each point, it is possible to combine points and chips. For example, if the students are doing a "Find someone who..." looking for someone who can say yes to any of a series of questions, each person found equals one point. These points are added to the remaining/collected chips to determine total points.

It isn't really necessary for the task itself to include points at all. When students are doing a non-competitive information gap pairwork, for example, the activity can run parallel: all of the A's constitute a team, all of the B's are the other team.

They do the pairwork while monitoring their partners. At the end, each team's total chips are counted. While the pairwork itself isn't a game, the "chip trick" is. The team with the most chips wins.

**Stand up!** At the beginning of the activity, tell the students that they can use Korean if they have to. However, if they want to do so, they must stand up. As long as they are sitting down, they can only use English. The inconvenience helps them stay in English. A variation of this technique is to establish a "Korean corner." In one corner of the room they are permitted to speak Korean. If there is something they want to say but don't know how, the student and a partner go to that corner of the room.

**What percent?** After explaining a task, each student writes down the percentage he will use English and the percentage he will use Korean. They do the activity and, when finished, write the percentages they feel they actually used. Collect the "contracts." Because they've set their own goals, they are more aware of their language use and tend to use a lot of English.

These activities assume that the students can do the task but they "forget" and use Korean. At times during more communicative activities, students may use Korean because they want to say something but don't know the English. It is important to provide them with a way to find out how to say it in English. To introduce clarification phrases (How do you say \_\_\_ in English? What does \_\_\_ mean? How do you spell it?, etc.), make copies of Figure 1 below and cut them into strips. You'll need one copy for every six students. In class, each student gets one phrase strip. They copy their sentence on a blank or nearly blank page (e.g., the inside cover) in the textbook, then circulate, collecting the other five through peer-dictation.

Finally, go over the meaning of the phrases to ensure they understand when to use each. You may want to hang a wall poster with the phrases. Having the sentences in their books as well as on the poster ensures that they have a means to access the language they need.

I should make it clear that, even though I'm looking at ways to keep the students in English, I'm not suggesting that the mother tongue has no role. Using the students' native language is a tool. Like any tool, it can be used effectively. However, if our students are going to become competent English speakers, they need to be using English a lot.

Our students can stay in English. To do so, we need to give them a reason and a way... and trust them with the responsibility of doing it themselves.

What does ___ mean? _____
How do you spell it? _____
Could you repeat that? _____
I don't know. _____
I don't understand. _____
How do you say ___ in English? _____

Figure 1. Useful language for the classroom

**About the author:** Marc Helgesen is Associate Professor at Miyagi Gakuin Women's College in Sendai, Japan and author of *New English Firsthand* series (Lingual House/Longman).

## TESOL Convention 1992

Dina M. Trapp

THE 26TH Annual Convention of TESOL took place in beautiful British Columbia from March 3-7, 1992. There were an estimated 7,000 participants with well over 1,000 presentations to choose from and over 200 exhibitor's booths to visit. TESOL '91 in New York had only 557 presentations. Although this was not my first TESOL Convention, it was definitely overwhelming.

Each day, which began at 7 a.m., was divided into overlapping time slots varying in length from 45 minutes to 2 hours and 45 minutes. At times 40 or more concurrent sessions were taking place simultaneously. Some of those sessions continued until 9 p.m.

As in previous years participants could choose to attend plenary sessions, interest section discussion groups, newcomers' orientation, symposia, featured speakers, vanguard breakfasts, poster sessions, or affiliate meetings. One could also visit and browse for hours through the exhibitors' booths. And there is the visit to the Job Clearinghouse Center, where worldwide employment opportunities were posted and where, for a small fee, volunteers advised on job skills.

Various social events were scheduled throughout the week, including the opening fanfare, a world affiliate auction, as well as a President's Banquet. Morning strolls in and about Vancouver could also be included in your program. During the week some publishers held cocktail parties and provided TESOLers with yet another chance to get together.

Numerous local tours and special ticketed events were available for those who had the inclination to attend.

Educational opportunities for those who could afford to miss the presentations included visits to schools, institutions, and non-profit organizations in the greater Vancouver area. Vancouver is host to a large population of Chinese and East Indians, a fact easily observed in the educational visits. There were many other Asian populations as well as Europeans evident, as a visit to Vancouver's famous Robson Strasse attested.

To enumerate the presentations at the concurrent sessions would be an impossible task. Topics covered every imaginable aspect of ESL/EFL and more. There was applied linguistics, computer assisted language learning (CALL), content-based teaching at all levels, bilingual education, teacher training, teaching the deaf, ESP, English in the workplace, social linguistics/culture, peace education, global issues, and MORE. Some sessions focused on particular regions of the world (or specific language groups) such as Czechoslovakia and other Eastern European countries, Brazil, Japan, Korea, China, and Vietnam, and addressed the challenges teachers find in these different regions of our globe.

The presenters' list read like a TESOL Who's Who; there were such renowned personalities as James Alatis, Damon Anderson, Donna Brinton, H. Douglas Brown, Lydia Stack (President of TESOL) and so many, many more.

Korea was represented among the presenters. Min Byong Chul of BCM Language Education Center presented a paper with Richard Orem of Northern Illinois University on improving pronunciation through computer graphics. Virginia Susan Martin of Inha University chaired a panel on employment opportunities in Asia and also presented a paper, "Korean ESL Learners: Cultural Aspects of Composition." She also took part in a discussion group entitled "Native Speakers in EFL Settings: What Is Their Role?" As the official AETK representative to TESOL, Dr. Ahn Jung Hun attended a myriad of affiliate meetings and networked with TESOL affiliate leaders from around the globe. I personally attended seven hours of affiliate meetings, including an Editors' Workshop, and represented China, Nepal, Hong Kong and Korea in the EFL/EOUS Interest Section panel chaired by Virginia Susan Martin. William T. Burns, of Sogang University, used his experience as director of a refugee program in the Phillipines as a basis for his presentation, "The Community Library: Venue for Refugee Education and Orientation." Ethel Swartely, who just last fall returned to the U.S. from Korea, was seen surrounded by interested TESOLers in her poster session entitled "ESL Through ISD: Developing a Business-like Curriculum." I counted only five participants from Korea, but there may have been more. (My apologies to anyone inadvertently omitted from this list.)

**Special Offer!**  
**To introduce TESOL to non-members**  
**Subscribe to *TESOL Matters***

Members of AETK who have never been members of TESOL may subscribe to *TESOL Matters* for one year (six issues) at a special yearly rate of US\$25.00 surface mail outside the US, Canada, and Mexico.

This bimonthly publication promotes the self-development of English language educators and networking among the membership and includes news, information, and articles with a broad educational appeal and a practical focus. Timely coverage makes it easy for affiliate members who may not be members of TESOL to keep up with the latest activities of the TESOL organization.

This offer is available on a one-time-only "introductory" basis to affiliate members who have not been members of TESOL.

With our turquoise blue and peach embossed book bags, conference participants were easy to spot in downtown Vancouver. On the edge of the Vancouver waterfront participants could be seen scurrying from the Pan Pacific Hotel in the Vancouver Trade Center to the neighboring Waterfront Hotel hoping to hear as many presentations as possible as the week came to an end.

In spite of the hectic pace one could set at such an international conference, the Canadian (BC TEAL: British Columbia Teachers of English as an Additional Language) hosts of this 26th Annual Convention were well organized and very helpful in making TESOLers feel very much at home in Vancouver. Thank you BC TEAL!

If you are brave enough to experience such a hectic and exhausting but rewarding conference, mark your calendars for next year's annual TESOL conference from April 13 to 17, 1993, which will take place in Atlanta, Georgia (home of the 1996 Olympics). See you in Atlanta!

For more information please contact: TESOL Inc., Conventions Dept., 1600 Cameron St. Suite 300, Alexandria, Virginia 22314-2571 USA.

**About the author:** Dina Trapp teaches at Kangnung National University in Kangnung, Kangwon-do.

***TESOL Matters* Special Introductory Subscription Offer**

I am a member of the Association of English Teachers in Korea (AETK), a TESOL affiliate, but I am not a member of TESOL. I would like to receive an introductory subscription to *TESOL Matters*.

Name (Print) \_\_\_\_\_

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Card Number \_\_\_\_\_ Expiration date \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Send this form and payment to: TESOL Membership Department, 1600 Cameron Street, Suite 300, Alexandria, VA 22314 USA. Please allow six to eight weeks for delivery of your first issue.

## Publications for English Teaching

In addition to *TESOL Matters* (see subscription offer on page 29), here are the names of a few other publications for English language teachers:

*EFL Gazette*. "The world's only truly international news medium for the ESL industry." The *Gazette* features international developments in ESL, reviews of most recent ESL/EFL publications, students' pages with innovative new ideas for teachers, reviews of teacher training courses worldwide, reviews of summer schools, international recruitment pages, articles on ESP and EAP, exam reviews, information and tips. *EFL Gazette*, 1001 Papermill Court, Washington, DC 20007. Tel/Fax: 202-338-5731

*Hands-on English*. "A [bimonthly] periodical for teachers and tutors of adult English as a second language...[which] contains practical, useful ideas that you can apply to your teaching." \$26 per year (including shipping and handling). *Hands-on English*, P.O. Box 589, Dewitt, NY 13214 USA. Phone: 315-445-0785.

*Practical English Teaching*. As the title indicates, this is a quarterly which provides methods, techniques, hints and tips for teaching and classroom management. £22.50 per year. Mary Glasgow Publications, Ltd., 131-133 Holland Park Ave., London W11 4UR, UK.

*ELT Journal*. The quarterly *English Language Teaching Journal* is similar to the *TESOL Quarterly* but not as research-oriented. Its articles aim at helping ordinary teachers understand and apply current approaches, methods, and research. It is considered the journal of IATEFL (International Association of Teachers of English as a Foreign Language) and is available to members at a reduced rate. For a subscription or information on IATEFL, write: IATEFL, Kingsdown Chambers, Tankerton, Kent, UK CT5 2DJ. (Tel: 0227-276528; Fax: 0227-274415.) The Journal is also available from Oxford University Press; contact Ms. Kwon, Oxford University Press Korea representative, by fax at (02) 735-0376 or 515-1056.

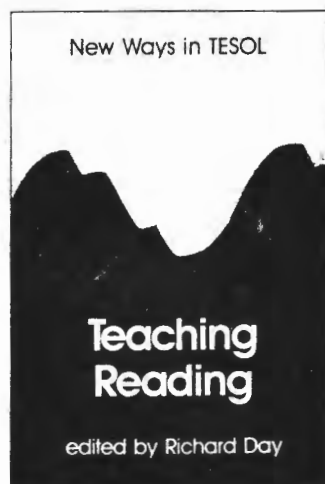
## Contributions sought for new series

Here are excerpts of a letter just received from the editor of *New Ways in Teaching Reading*, one volume in a methodology series which TESOL is now preparing. Your contribution would be approximately the length of one of our *Newsletter's* "Techniques."

Thank you for your prompt response to my letter and for the contribution to *New Ways in Teaching Reading*... There are over 70 contributions to the volume. Our goal is 100, which I hope we can reach in the next couple of months... I would appreciate the names and addresses of colleagues who might be interested in making a contribution.

If you have something to contribute, contact John Holstein for more information (see AETK Council and Staff on the last page).

# New Ways in TESOL



TESOL invites contributions to a new series of practically oriented books which contains techniques and activities for the classroom teacher. Each book will be a resource book of classroom-tested teaching techniques, which can be implemented or used with little adaptation.

Each volume in the *New Ways* series will be edited by a well known specialist in the field. The following are the editors for each title:

- Kathleen M. Bailey *Teaching Speaking*
- Richard Day *Teaching Reading*
- John Esling *Teaching Pronunciation*
- Donald Freeman *Teacher Training*
- Paul Nation *Teaching Vocabulary*
- David Nunan *Teaching Listening Comprehension*
- Martha Pennington *Teaching Grammar*
- Linda Schinke-Llano *Teaching Young Children*
- Ron White *Teaching Writing*

### Guidelines for contributors

TESOL members are invited to contribute to one or more of the series. More than one contribution may also be submitted for a particular book in the series. Contributions should be short (1-4 pages), and will consist of descriptions of techniques or activities. Contributors will not be paid, but contributors' names will be included. Proceeds of the sale of the series will support TESOL's publication program.

### How to contribute

Contributors should first send in the following form to TESOL Central Office. Detailed guidelines on how to prepare submissions will then be provided. Contributors will then send their articles to the individual editor concerned.

To: TESOL Central Office  
New Ways Series  
1600 Cameron St., Suite 300  
Alexandria, Virginia 22314-2751 USA

I would like to contribute to the following title(s) in the *New Ways* series:

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Please send me guidelines for the preparation of my contributions(s). I enclose a self-addressed envelope for mailing.

## The world according to student bloopers

*One of the fringe benefits of being an English or History teacher is receiving the occasional jewel of a student blooper in an essay. I have pasted together the following "history" of the world from certifiably genuine student bloopers collected by teachers throughout the United States from eighth grade through college level. Read carefully, and you will learn a lot.*

Richard Lederer  
St. Paul's School

**T**HE INHABITANTS of ancient Egypt were called mummies. They lived in the Sarah Dessert and traveled by Camelot. The climate of the Sarah is such that the inhabitants have to live elsewhere, so certain areas of the dessert are cultivated by irritation. The Egyptians built the Pyramids in the shape of a huge triangular cube. The Pramids are a range of mountains between France and Spain.

The Bible is full of interesting caricatures. In the first book of the Bible, Guinnesses, Adam and Eve were created from an apple tree. One of their children, Cain, once asked, "Am I my brother's son?" God asked Abraham to sacrifice Isaac on Mount Montezuma. Jacob, son of Isaac, stole his brother's birth mark. Jacob was a patriarch who brought up his twelve sons to be patriarchs, but they did not take to it. One of Jacob's sons, Joseph, gave refuse to the Israelites.

Pharaoh forced the Hebrew slaves to make bread without straw. Moses led them to the Red Sea where they made unleavened bread, which is bread made without any ingredients. Afterwards, Moses went up on Mount Cyanide to get the ten commandments. David was a Hebrew king skilled at playing the liar. He fought with the Philatelists, a race of people

who lived in Biblical times. Solomon, one of David's sons, had 500 wives and 500 porcupines.

Without the Greeks we wouldn't have history. The Greeks invented three kinds of columns - Corinthian, Doric, and Ironic. They also had myths. A myth is a female moth. One myth says that the mother of Achilles dipped him in the River Stynx until he became intollerable. Achilles appears in the Iliad, by Homer. Homer also wrote the Oddity, in which Penelope was the last hardship that Ulysses endured on his journey. Actually, Homer was not written by Homer, but by another man of that name.

Socrates was a famous Greek teacher who went around giving people advice. They killed him. Socrates died from an overdose of wedlock.

In the Olympic Games, Greeks ran races, jumped, hurled the biscuits, and threw the java. The reward to the victor was a coral wreath. The government of Athens was democratic because people took the law into their own hands. There were no wars in Greece as the mountains were so high that they couldn't climb over to see what the neighbors were doing. When they fought with the Persians, the Greeks were outnumbered because the Persians had more men.

Eventually the Ramons conquered the Greeks. History calls people Romans because they never stayed in one place for very long. At Roman banquets the guests wore garlics in their hair. Julius Caesar extinguished himself on the battlefields of Gaul. The Ides of March murdered him because they thought he was going to be made king. Nero was a cruel tyranny who would torture has poor sub-

jects by playing the fiddle to them.

Then came the Middle Ages. King Alfred conquered the Dames. King Arthur lived in the Age of Shivery. King Harold mustarded his troops before the Battle of Hastings. Joan of Arc was cannonized by Bernard Shaw, and victims of the Black Death grew boob on their necks. Finally, Magna Carta provided that no free man should be hanged twice for the same offense. In midevil times most of the people were alliterate. The greatest writer of the time was Chaucer, who wrote many poems and verses and also wrote literature. Another tale tells of William Tell, who shot an arrow through an apple while standing on his son's head.

The Renaissance was an age in which more individuals felt the value of their human being. Martin Luther was nailed to the Church door at Wittenberg for selling Papal indulgences. He died a horrible death, being excommunicated by a bull. It was the painter Donatello's interest in the female nude that made him the father of the Renaissance. It was an age of great inventions and discoveries. Gutenberg invented the Bible. Sir Walter Raleigh is a historical figure because he invented cigarettes. Another important invention was the circulation of blood. Sir Francis Drake circumcised the world with a 100-foot clipper.

The government of England was a limited mockery. Henry VIII found walking difficult because he had an abness on his knee. Queen Elizabeth was the "Virgin Queen." As a queen she was a success. When Elizabeth exposed herself before her troops, they shouted, "Hurrah." Then her navy went out and defeated the Spanish Armadillo.

*(Continued on page 37)*



### Job Openings

**Chung-Ang University, Seoul.** Looking for native speaker to teach English conversation and composition for 15 teaching hours from the fall semester of 1992. Requirements: MA in TESOL or related fields. Salary: monthly ₩1,000,000 for 8 months plus 4 months' paid vacation (the same 1 million won each month during the vacation). Other benefits: housing subsidy up to 23 million won and medical insurance. Send resume with a passport-size photo to: Professor Kyung-Whan Cha, Chair of English Education, Chung-Ang University, Dongjak-Ku, Seoul 156-756. Tel: 810-2314. Fax: 817-8528.

**Yeungnam University, Taegu.** Position: ESL Teacher. Duties: teach English conversation and/or composition. 12 teaching hours a week; other responsibilities include lesson planning and curriculum design. Qualifications: MA in TESOL or related field plus 2 years teaching experience. Salary: ₩1,400,000. Benefits: individual housing, medical insurance, sick leave, and paid vacations. Contact: Professor Moon Hak Soon, Chair of English Education, Yeungnam University, 214-1 Dae-dong, Kyoungsan City, Kyoungbuk 714-749. Tel: (053) 810-3152; Fax: (053) 82-0188. The opening is expected to be filled soon, so you will have to hurry. For more information, contact AETK member Chuck Mason at (053) 741-1227.

#### *From the TESOL Placement Bulletin:*

**ELSI/Korea, Seoul.** Position: ESL instructors. Duties: plan, teach, and evaluate assigned classes; established curriculum. Requirements: 30 hrs/wk, split shift. Contract: 12 months. Qualifications: BA/BS degree plus 1 year FT ESL teaching experience in an established program, or degree in TESOL/TEFL. Salary: ₩1,015,000/mo (approx. US\$17,000/yr). Benefits: furnished housing, RT airfare, shipping allowance, medical coverage, paid vacation, sick leave and on-site orientation. Starts: ongoing; apply 3-6 months prior to anticipated arrival date in Seoul. Contact: Submit cover letter and résumé to: Recruitment Officer #4B, ELS International Inc., 5761 Buckingham Parkway, Culver City, CA 90230.

**ILI Language Institute, Seoul.** Position: ESL instructor. Duties: teaching conversational English to Korean businessmen & college students for 1 year. Requirements: BA in English is minimum; MA in TESOL is desired. Salary: between US\$1,400-1,500/mo. Benefits: RT airfare, medical insurance. Starts: May 1, 1992 and June 1, 1992. Send résumé, copy of degree, transcripts to: John H. Shim, 1625 Gregory Street, Ypsilanti, MI 48197. Tel. 313-485-1848. Fax 313-485-0213. [Though the starting date is after publication of this issue, there may still be positions not filled.]

**Pagoda Language School, Seoul.** Positions: ESL instructors. Requirements: degree in TESOL. Salary: commensurate with experience. Benefits: RT airfare, help with housing, medical expenses and other benefits. Positions open throughout the year. Send résumé and photo to: J. Lee, Director, Pagoda Language School, 56-6 2nd St., Jong-ro, Seoul, Korea. Tel (02)-274-4000.

**Korea Services Group.** Experienced or Trainees, English conversation instruction. Many positions available. Starts every month. Language Institutes, Junior Colleges, Universities, College Preparatory Academies, etc. BA & up. Salary range: US\$17-35K/yr. Housing provided or subsidized and many other benefits. Send résumé and cover letter (with local fax number and marital status), photocopy of passport & degree, transcripts, 3 letters of reference, 2 passport size photos to: Korea Services Group, Dept KJA, 147-7 Bum-Jeon Dong, Jin-Ku, Pusan 614-060. If available within 60 days fax (051) 817-3612 or (051) 807-5377.

**Cheju National University, Cheju-do.** Position: Visiting Professor, Department of English Education. Duties: responsible for English Conversation program within the department; possible advisement to and proofreading for campus English newspaper. Requirements: teach 12-14 hours/week; maintain regular office hours. Qualifications: MA or above in TESOL or in Education, from an accredited institution. Experience: 1-2 years junior college level or above preferred. Preferences: cultural sensitivity; sociable nature; dedication to students. Salary: minimum level equivalent of US\$1,100/month. Benefits: housing on campus, health insurance, retirement/severance pay, live in Korea's most healthful environment, experience a unique subculture within Korean culture. Contact: Chairman, Department of English Education, College of Education, Cheju National University, Cheju City, Cheju-do 690-121. [The Placement Bulletin indicated that the application deadline was at the end of January, but it is reported that the position is still open. For more information contact Patricia Hunt; her address is given in the AETK Council and Staff Directory on the last page.]

**Pohang Iron and Steel Company, Pohang.** Position: English Instructor. Duties: 30 hours per week EFL instruc-

### Making career choices?

### TESOL has information for you

TESOL offers a new packet for anyone considering teaching English to speakers of other languages inside the United States and around the world. Written by professionals in TESOL, the readings define TESOL as a career, explain the qualifications and credentials required, outline the opportunities for teaching, and give valuable advice on how to get started in the field. The packet also contains lists of resources for teacher training, job placement and teacher exchange, foreign agencies, and state departments of education.

The cost of Making a Career Choice is US\$13.50 plus 10% for postage and handling. To order, please contact TESOL, Department of Field Services, 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314-2751 USA. Tel. 703-836-0774, Fax 703-836-7864.

tion to professional staff at basic through advanced levels. Occasional development of supplemental material. Qualifications: unaccompanied native speakers with MA in TESOL or Education preferred; overseas work experience highly recommended. Deadline: open. Salary: ₩1.5 million monthly gross. Contract: 1 year (renewable). Benefits: 1-way airfare, spacious modern housing provided (furnished, utilities, cleaning service); comprehensive medical benefits available, 2 weeks vacation. Starts: immediate and future positions. Send resume, supporting documents, and recent photo to: Mr. Song Chun Kun, Education and Training Center-POSCO, 74-3 Ji Kog Dong, Hyoja, Pohang, Kyongbuk 790-390.

**BCM English Education Center, Seoul and Taegu.** Position: EFL instructor. Duties: teaching conversational English to Korean adults. One-year contract. Requirements: BA, prefer MA/MAT in TESOL; at least 1 year ESL/EFL teaching experience; ability to work well with others, especially in a cross-cultural situation. Deadline: ASAP. Salary: ₩1,440,000 a month for 120 teaching hours. Benefits: 1-way ticket to LA after 1-year contract, RT after 2 years; housing assistance, insurance benefits. Starts:

ASAP. Send resume, copies of diploma, 2 passport-size photos, recommendations to: Byoung-chul Min, Director, BCM English Education Center, 1318-8 Socho-dong, Socho-ku, Seoul.

**English Training Center, Seoul.** Position: ESL instructor. Duties: 6 hours per day teaching. Requirements: MA, BA in TESOL or related field. Qualifications: 2 years ESL teaching, overseas experience. Deadline: open. Salary: ₩1,200,000/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 Dufield, Head Coordinator, English Training Center, 646-22 Yoksam-dong, Kangnam-ku, Seoul 135.

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

**Get a contract!** Misunderstood terms of employment can turn a potentially good experience into something much less than you expected. Ask for a written contract, and make sure that no point is open to different interpretation later by another person who was not in on the original negotiations. Such points include regular teaching and office hours, extra duties and teaching hours, specific details of housing, pay raises, contract term and renewal, and severance pay.

**Petty cash** (From the *Far East Economic Review*, 30 April 1992.) — South Korea's Samsung Group, one of the country's two largest *chaebol*, is appealing a Seoul District Court decision to award a foreign woman Won 2,887,371 (about US\$4,000) in severance pay. The woman, who taught English at the Samsung training centre, asked for the severance pay due to her under South Korean law. Samsung, which had com-

bined group sales of more than US\$25 billion last year, has long tried to avoid giving severance pay to foreign employees.

The *Newsletter* appreciates notification of position openings from any source, and requests full details on responsibilities, credential requirements, position status, and benefits. Contact John Holstein.

The *Newsletter* cannot vouch for the status of an institution whose name appears in this publication nor does it certify the veracity or accuracy of information published.

## Any ideas?

(Continued from page 9)

- and new constitution so that everyone has equal footing.
- Do everything possible to preserve the distinctive identity and autonomy of each local group while, at the same time, forming a national network which interfaces with both the local groups here in Korea and with international TESOL.
- Fifty percent of membership dues go to the national group and fifty percent go to the member's local chapter.
- The national group provides a newsletter (with contributions from all chapters) and sponsors an annual conference in the fall.
- Each chapter holds monthly meetings and sponsors a spring conference smaller in scale than the fall conference.
- Upon joining Korea TESOL, the new member automatically becomes a member of any chapter of choice, regardless of place of residence.

Do you agree? Disagree? Do you have alternative suggestions? Nothing has been decided yet and nothing will be officially proposed until the membership is polled. Within the next month you can expect a questionnaire from the Umbrella Committee to solicit your opinions. You can also share your ideas with the membership by writing a Letter to the Editor for the next *AETK Newsletter* (deadline August 15) or contact Jack Large, Chair of the Umbrella Committee, directly by home fax or phone at 0653-54-8529.

### Dictation

Developing listening comprehension in our students are two challenges I think every teacher faces. Indeed, they often seem incompatible: listening for general meaning as opposed to listening for specific content. I try to meet this challenge by using dictation as often as possible as an integral part of every class activity. Sometimes it is embedded within the task, sometimes it is clearly recognizable for what it is, but always it is there.

What do I mean by imbedding the dictation? I'm constantly trying to cut down on the amount of paper I hand out to students, while simultaneously making them responsible for gathering information. So, whenever I give the background information to a discussion activity, I read or explain the activity to them. They either write verbatim or take notes (depending on the activity). They then must use this information to complete the activity. If they have errors in their information, they can compare their notes with their classmates, or check with me. An alternative is to give each student in a group only part of the information. They must then read the information to each other and take notes. To ensure that they don't just read each other's information, I take the information away from them after they've read it, or require them to memorize it before sharing their information with the group.

Sometimes, I give a cloze exercise as a dictation activity. If it is a story, I read it aloud at normal speed two or three times. On the first reading, the students are to listen only, and try to fill in the blanks mentally. I then give the answers to the cloze orally. Finally, I read the whole text again in order to give the students a chance to check their listening.

Another way I use dictation is in testing. I have never found marking dictations a very helpful, accurate, time efficient, or pleasant way to test listening. However, dictation can be a part of the testing activity when I dictate for information, not for spelling. To do this, I give the students a set of three or four pictures depicting similar scenes. Next, I dictate a series of sentences describing the pictures. For each sentence, they mark down the number of the picture the sentence describes. (The pictures can be given at the beginning of the exercise to provide context, or at the end.) I receive only a set of numbers to match the pictures, and yet I can get a fairly accurate measure of their ability to process the information I've given them.

At all times, the dictation is a part of other activities. I prefer to use it as a way of communicating information that is related to the general topic being

discussed. You may have your own special and favorite ways to use this time-old task. If so, please share it!

Virginia Martin  
Inha University

### Listening focus and fun: Prediction

In any listening there are major points and information details, so listening comprehension development activities should include attention to both. Prediction can provide for this.

A prediction activity can be conducted with questions, True-or-False? statements, multiple choice or blanks-completion summary. Each prediction question, statement or blank focuses on general points in the listening; details must eventually be comprehended, though, for use as support in discussion with classmates about the general points.

Basically, the process involves several round trips between the student and the source. Here's the procedure in detail.

For major points:

1. The students (individually, in partners, or in teams) make their predictions.
2. (Optional) The teacher writes different students' predictions on the board, just for fun.
3. Listen to confirm accuracy of predictions.
4. The teacher asks the class about the accuracy of each prediction, but remains noncommittal. OR: The students discuss the accuracy of their predictions among themselves. During this discussion the listening might be played once or twice more.

For details:

5. Tell the students to listen for details which can support their predictions confirmation (step 3).
6. The students discuss accuracy of their predictions by citing the supporting details.
7. Students read the script.
8. Listen (for association of the written words with their sounds.)
9. Students finalize their answers.

John Holstein  
Sungkyunkwan University

### Enhancing a multiple choice exercise

This is an example of how we can make almost any text exercise more effective. The objective is to incorporate steps which will require the students to use several of the faculties involved in language. The by-

product is a much more interesting class.

Here are the directions for a multiple choice exercise, "Exercise A, Analysis of Ideas and Relationships," from *Developing Reading Skills*. The text's directions: "Circle the letter next to the best answer." Sounds like lot's of fun in store for us, doesn't it? Our adapted directions:

Whenever the item permits [in each unit one or two items require all students to look at the exercise], do it according to this method. It will give you additional practice in using English, and the exercise will be more fun.

1. Each of you is a leader for a few items in this exercise. Divide the items equally among your group.
2. The leader refers to Exercise A; others refer only to the reading.
3. The leader turns the lead into a question. For example, the original lead for #1 is, "The main idea of this article is that:" Change it to "What is the main idea of this article?"
4. The others correct the grammar of the question if it is wrong.
5. The others answer the question, without looking at the choices; use the language in the reading to support your answers.
6. When you have finished discussion, the leader reads the choices (but not the letter of each choice) from the exercise. The others decide which of the choices is best, and which of their answers is closest to the best choice. In your discussion, try to avoid saying the letter of the choice; instead, say the phrase or sentence in the choice, or a paraphrase.

Jean Vache  
Myongryundang University

## What is this?

ESL composition instructors who desire real communication from their students in the classroom frequently need to teach them in more creative ways—at least more dynamically than the closed loop of "students write, teacher reads." Here is an activity that students enjoy, because it provides interaction.

The teacher gives a picture to each small group in the class. (Or students may bring their own pictures.) First, the students discuss the picture in basic terms of setting, mood, plot, theme, character and possibly even in more sophisticated terms of symbolism, metaphor, imagery and personification. After the students reach a consensus on the various aspects of the picture, they decide on a topic sentence for a paragraph which will present a summary of their discussion about the

picture. Then they write an outline for the summary paragraph.

At any point during the students' work on the topic sentence and outline, the teacher can ask a student from one or more teams to present either the topic sentence or the outline to the rest of the class, either on the board or orally. The teacher might suggest to the rest of the class that they ask questions and make suggestions about what their classmate has presented to them.

The students then take home the ideas, topic sentence and outline they generated in class. They bring their individually completed paragraphs to the next class.

In this next class have each student read the topic sentence and two or more body sentences to the rest of the class. Then have some of the students write these sentences on the blackboard. Call on some others to correct these sentences, either orally or at the blackboard. Shortly thereafter, the teacher collects the paragraphs from the students and reads some of the paragraphs aloud. Then the teacher asks the class for questions and reactions to these paragraphs. After this, ask the students whose paragraphs were read to the rest of the class to write some of the sentences in their paragraphs on the blackboard. And then, call on some students to make oral or written corrections of these sentences on the blackboard.

The paragraph may be followed up by oral reports and compositions on the same topic. Compositions may be shared among the class, and discussions may be held on the compositions.

This activity is suitable for students at the advanced-intermediate and advanced levels. It may even be employed for low-intermediate if the visual aid is simple, if it is relevant to their culture, and if it is of a popular activity, person, place or thing.

George Patterson II

## Juicy gossip

This activity is by Morgan and Rinvoluceri's doubling technique out of Davis and Rinvoluceri's phone message dictations and Randal Home's Multiple Chinese Whispers.

(Continued on page 37)

DO YOU HAVE a "technique" you can share with other readers of the *AETK Newsletter*? Then write it up in 300 words or less and send it to John Holstein for publication in the next issue.

## ***The world according to student bloopers***

*(Continued from page 31)*

The greatest writer of the Renaissance was William Shakespeare. Shakespeare never made much money and is famous because of his plays. He lived in Windsor with his merry wives, writing tragedies, comedies, and errors. In one of Shakespeare's famous plays, Hamlet rations out his situation by relieving himself in a long soliloquy. In another, Lady MacBeth tries to convince MacBeth to kill the king by attacking his manhood. Romeo and Juliet are an example of a heroic couplet. Writing at the same time as Shakespeare was Miguel Cervantes. He wrote Donkey Hote. The next great author was John Milton. Milton wrote Paradise Lost. Then his wife died and he wrote Paradise Regained.

During the Renaissance America began. Christopher Columbus was a real navigator who discovered America while cursing about the Atlantic. His ships were called the Nina, the Pinta, and the Santa Fe. Later, the Pilgrims crossed the ocean, and this was known as Pilgrims Progress. When they landed at Plymouth Rock, they were greeted by the Indians, who came down the hill rolling their war hoops before them. The Indian squabs carried porpoises on their back. Many of the Indian heroes were killed, along with their cabooses, which proved very fatal to them. The winter of 1620 was a hard one for the settlers. Many people died and many babies were born. Captain John Smith was responsible for all of this.

One of the causes of the Revolutionary Wars was the English put tacks in their tea. Also, the colonists would send their parcels through the post without stamps. During the war, the Red Coats and Paul Revere was throwing balls over stone walls. The dogs were barking and the peacocks crowing.

Finally, the colonists won the war and no longer had to pay for taxis.

Delegates from the original thirteen states formed the Contented Congress. Thomas Jefferson, a Virgin, and Benjamin Franklin were two singers of the Declaration of Independence. Franklin had gone to Boston carrying all his clothes in his pocket and a loaf of bread under each arm. He invented electricity by rubbing cats backwards and declared, "A horse divided against itself cannot stand." Franklin died in 1790 and is still dead.

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## ***Juicy gossip***

*(Continued from page 35)*

The students arranged in circles of eight or so roleplay their opposite sex parents and back-to-back in pairs hold social telephone conversations where they find out something about the other person's daughter/son. The teacher then gets them to turn back-to-back with the mother/father on the other side of them and these pairs then tell each other what they have just learned about the child of the parent they were just talking to. After this has been done, the teacher gets them to call their original partner and relay their new information. The process continues with students alternating between two partners and information circulating clockwise and counter-clockwise around the circle until it gets back to its source.

George Washington married Martha Curtis and in due time became the Father of Our Country. Then the Constitution of the United States was adopted to secure domestic hostility. Under the Constitution the people enjoyed the right to keep bare arms.

*The above piece was included in the electronic newsletter "SCUPNEWS - the Society of College and University Planners Digest," Volume 6, number 20, part 2, 1 April 1992.*

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The aims of the activity are:

1. to study how messages get misunderstood, e.g. "suit for a birthday present" becomes "suitable birthday present,"
2. to promote group readiness to talk by increasing what they know about each other,
3. to give experience in following difficult directions, and
4. to give practice in relaying information.

Very rarely does the information get all the way around, because students forget to relay it or they do it in the wrong order or don't understand the directions, and so on. So I make it an upper-intermediate activity. But it's fun. With businessmen/women I get them to roleplay their spouses.

Greg Matheson



# Constitution and Bylaws of the Association of English Teachers in Korea

## Constitution

(Revised October 1991)

### I. Name

The name of this organization shall be the Association of English Teachers in Korea, herein referred to as AETK or "the Association."

### II. Purpose

AETK is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals the Association shall co-operate in appropriate ways with other groups having similar concerns.

### III. Membership

Membership shall be open to any person interested in the teaching of English in Korea who supports the goals of the Association. Non-voting membership shall be open to institutions, agencies, and commercial organizations.

### IV. Meetings

AETK shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Meeting and shall include a business session.

### V. Officers and Elections

A. The officers of AETK shall be a President, a Vice-President, and a Membership Secretary/Treasurer. Officers shall be elected annually. The term of office shall be from the close of one Annual Meeting until the close of the next Annual Meeting.

B. The Council shall consist of the officers, the immediate Past President, the chairpersons of all standing committees, and two members elected at large, and a non-voting Recording Secretary. The members-at-large shall serve for two years each, with one member elected each year. The Recording Secretary shall be elected for a term of one year. The Council shall conduct the business of the Association under general policies determined at the Annual Meeting.

C. If the office of the President is vacated, the Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

### VI. Amendments

This Constitution may be amended by a majority vote of members attending the business session of the Annual Meeting, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least sixty days prior to the Annual Meeting.

## Bylaws

(Revised October 1991)

### I. Language

The official language of AETK shall be English.

### II. Membership and Dues

A. Qualified individuals who apply for membership and pay the annual dues of the Association shall be enrolled as members in good standing and shall be entitled to one vote in any AETK business meeting.

B. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the Association shall be recorded as "institutional members" without vote.

C. The dues for each category of membership shall be as determined by the Council, and the period of membership shall be for one year from the date of enrollment.

### III. Duties of Officers

A. The President shall preside at the Annual Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within the Association.

B. The Vice-President shall be the convener of the Program Committee and shall be responsible for planning, developing and coordinating activities for meetings sponsored by the Association.

C. The Secretary-Treasurer shall keep minutes of the Annual Meeting and other business meetings of the Association, keep a record of decisions made by the Council, maintain a list of Association members, and be the custodian of all funds belonging to the Association.

### IV. The Council

A. All members of the Council must be members in good standing of any other organization with which the Association may establish an affiliate relationship.

B. Four members of the Council shall constitute a quorum for conducting business.

C. Minutes of the Council shall be available to the members of AETK.

D. The members of the Council to be elected each year shall be elected at the Annual Meeting.

### V. Committees

A. There shall be a Program Committee chaired by the Vice-President which shall be responsible for planning and developing programs for meetings sponsored by the Association.

B. There shall be a Publications Committee responsible for regular dissemination of information to AETK members.

C. The Council shall authorize any other standing committees that may be needed to implement policies of the Association.

D. National Conference Committee Chair. There shall be a National Conference Committee chaired by the National Conference Chairperson for the next annual conference. This Committee shall be responsible for planning and developing the annual conference. The National Conference Committee Chairperson shall be elected at the Annual Business Meeting two years prior to serving as chair of the National Conference Committee and shall serve as a member of the National Conference Committee for the first year of the term. The Vice-President of Program shall be an ex-officio member.

E. Nominations and Elections Committee Chair. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of the Association to be elected at the Annual Business Meeting. The Chair shall be elected at the Annual Business Meeting. The Chair is responsible for appointing a Nominations and Elections Committee and for conducting the election during the Annual Business Meeting.

### VI. Parliamentary Authority

The rules contained in *Robert's Rules of Order, Newly Revised* shall govern the Association in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

### VII. Amendments

The Bylaws may be amended by a majority vote of members attending any properly announced business meeting of the Association provided that notice of the proposed change has been given to all members at least thirty days before the meeting. The Bylaws may be amended without such prior notice only at the Annual meeting, and in that case the proposal shall require approval by three-fourths of the members present.

### *Tell it to the world!*

Your AETK Newsletter has exchange relationships with 18 TESOL affiliates on all 7 continents. Your contribution to AETK's newsletter will be read far and wide. In fact, a Technique (Tip for the Classroom) which appeared in the December '91 issue of our newsletter has recently been selected for inclusion in *Teaching Reading*, one of the volumes in TESOL's planned series *New Ways in TESOL*.

## AETK: the beginning

(Continued from page 25)

representing TESOL, visited Korea later in the year and spoke at the November 1986 AETK meeting.

When AETK was started its goals were "to promote scholarship, strengthen instruction, foster research, disseminate information and facilitate cross-cultural understanding...." (Article II, Constitution of the Association of English Teachers in Korea). Some progress was made toward these goals during the first decade, but there were also several points when membership declined and fears arose that the association might not survive.

### What next?

Fortunately, by the time of the 1991 conference in Pusan—just before AETK's tenth anniversary—there were signs of new life and new strength. What changes will the next decade bring?

At the beginning, some of us thought that AETK should eventually focus on supporting local and special-interest groups which might emerge later on—not as subdivisions of AETK, but as independent organizations working together. AETK would then stay in the background as an "umbrella organization" to provide support through publications, liaison with other associations in Korea and abroad, and the sponsorship of an annual conference and other events or programs of interest to all groups related to AETK.

With discussions now taking place about forming a new organization including AETK, KATE and perhaps other groups as well, we have the opportunity to start anew and open the kind of umbrella that some of us were looking for in the first place. Will the rivers and mountains move enough in the next decade to make this possible?

**About the author:** Dwight Strawn is a professor at Yonsei University in Seoul.

## ASSOCIATION OF ENGLISH TEACHERS IN KOREA Membership Application / Change of Address Notice

Name (Print) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Province \_\_\_\_\_

Country \_\_\_\_\_

Postal Code    -

Organization \_\_\_\_\_

Position \_\_\_\_\_

Tel: (Work) \_\_\_\_\_ (Home) \_\_\_\_\_ Fax: \_\_\_\_\_

Please check the items that apply to you:

- New Membership Application
- Membership Renewal
- Change of Address Notice

### MEMBERSHIP CATEGORY

- Individual ..... ₩20,000 per year. Individual and student members are entitled to free admission to meetings and reduced admission to conferences, and receive the quarterly *AETK Newsletter* and other mailings.
- Student ..... ₩10,000 per year. (For full-time students only) Student members have the same entitlements as individual members.
- Institutional ..... ₩50,000 per year. Institutional members are entitled to two subscriptions to the *AETK Newsletter* at one address. Additional subscriptions at the address are available at ₩3,000 each. The institution may also place advertisements in the *Newsletter* at no charge.
- Commercial ..... ₩200,000 per year. Commercial membership gives the company advertising space free of charge in the *Newsletter*, the option to purchase the AETK mailing list, and an invitation to exhibit at meetings and conferences.

PAYMENT BY: \_\_\_\_\_ Amount \_\_\_\_\_

- Cash
- Check
- On-line Transfer (Please make on-line payments to Seoul Shintak Bank account #80501-1813504. Be sure to put your name on the bank slip beside "sender" so AETK knows whom to credit, or send a copy of the bank slip with this form.)

DIRECTORY PREFERENCE: Do you want your name included in a published directory of AETK members?

- Yes
- No

Date \_\_\_\_\_ Signature \_\_\_\_\_

☛ Please send this form to Chuck Mason, Membership Chair. His address and phone are on the last page of this issue.

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*Association of English Teachers in Korea*