

# AETK Newsletter

Vol. 11    *The Association of English Teachers in Korea*    No. 4



October 1992

## *A paradigm shift for English teachers' associations*

Jack Large

*During the last few months the move toward unification of various English teacher organizations in Korea has been gaining momentum; a few months ago AETK and KATE formed an Umbrella Committee and appointed Jack Large, a member of both AETK and KATE, as its Chair. The AETK Newsletter asked Jack to address questions which members may have about the proposed organizations.*

**P**AT HUNT, INDEFATIGABLE PLANNER AND CHAIRPERSON for the '92 AETK/KATE Conference, before embarking on the requisite visa-renewal trip, quoted me in a departing broadside and conference update, "Boy, it will sure be nice when our members have only one organization to ignore!"

The careful reader, after correcting my grammar, may reasonably wonder, "Why would an apathetic person belong to more than one organization of the same type, and with similar goals, in the first place?" Maybe the better question is, "What keeps holders of such dual membership from streamlining the dichotomy if gains in time and efficiency would apparently result?"

It is time for English teachers in Korea, of whatever nationality, who belong to one (or more) of the professional associations—AETK, KATE, PALT, PETA, et al.—to consolidate our associative resources and energies under one organizational banner. It has been specifically proposed that AETK and KATE become local chapter affiliates of a nationwide superstructure under the aegis of Teachers of English to

Speakers of Other Languages (TESOL). The goal is to neutralize or abandon redundancy, inefficiency and other negatively productive features of the present manifold state.

The idea has been called a merger by some, but there are a couple of reasons the term is inaccurate, and some question whether a true merger would be acceptable to the great majority, due to certain insular tendencies among the various groups. Local groups tend to foster circles of mutual support, and develop a character of their own as a result of their members proximity to each other. There seems to be considerable sentiment for preserving a "separate equals" relationship among these groups.

Such questions aside, if it is to be done, it should be done as quickly as can be, and in a way that will leave intact, or bolster, the strengths and successes of existing groups. It should proceed only with a clear mandate, and based on a full understanding and acceptance that benefits and advantages are promised as the result.

The recommendation to go forward with the change was agreed upon unanimously in the commit-

*(Continued on page 23)*

*Should language teachers address global issues? See page 26.*

*An occupation in TESL: Where's the rub? See pages 12, 17 and 21.*

### ***Is our mailing list***

***right?*** Help us find you. If you discover that you have not received your *Newsletter* or other mailings from AETK, please contact Chuck Mason (see "AETK Council and Staff" on page 48).

**Korea TESOL 1992  
AETK/KATE  
Fall Conference**

***International  
Communication:  
Meeting the  
Challenge***

**October 24 and 25**

**Han Nam University,  
Taejon**

**(See page 10 for details.)**

# The AETK Newsletter

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Frank Tedesco, Elizabeth Schuck

PRODUCTION AND DESIGN

Dwight Strawn

The AETK Newsletter is published as a service to members of the Association of English Teachers in Korea and may be obtained by joining the Association (see membership application on page 47). Viewpoints expressed in the Newsletter are those of the writers and do not necessarily reflect positions or policies of the Association.

News items, announcements, letters and articles related to language teaching in Korea for publication in the Newsletter should be sent to the Editor at the address shown in the AETK Council and Staff directory on the back cover. The editors reserve the right to edit articles accepted for publication. The Newsletter is issued four times a year. Publication deadlines for each issue are as follows:

April issue	Feb. 15
June issue	Apr. 15
October issue	Aug. 15
December issue	Oct. 15

The Association of English Teachers in Korea, an affiliate of TESOL, was established on November 6, 1981 in order to promote scholarship, disseminate information, and facilitate cross-cultural understanding among those concerned with language teaching and learning in Korea.

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## Looking ahead: events for language teachers in Korea

- |                 |              |  |
|-----------------|--------------|--|
| <b>October</b>  | <b>24-25</b> | Korea TESOL 1992 AETK/KATE Fall Conference "International Communication: Meeting the Challenge" at Han Nam University, Taejon. More information on pages 10-11.  |
| <b>November</b> | <b>21</b>    | AETK Seoul chapter meeting: Cultural Awareness. Participants will bring patterns which confuse them in the other culture and we will compare them and talk them out. Start collecting now.                               |
| <b>December</b> | <b>19</b>    | AETK Seoul chapter meeting: Class Problems. Teachers will present problems in the classroom for group discussion and advice from a panel of experts. Here's your chance; note down that query now, before you forget it. |

AETK monthly meetings in Seoul are held on the third Saturday of the month 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 page 48) or Christopher South at school (970-5285) or at home (971-1575).

For information about KATE activities, phone Tom Ellis at his home (042-626-2428).

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

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

## In transition

Virginia Martin has recently returned to the U.S. to work as an administrator/teacher at Bowling Green University and to be near her family. She will be missed.

Virginia has lived in Korea off and on since 1979 and has been very active in AETK for many years, becoming familiar to many through her well-received and long-remembered presentations. Her ability and flair in this area have won her a great many admirers.

Virginia has been an important person in AETK, working constantly and tirelessly toward the continued upgrading of the academic integrity of the organization. Her dedication to the profession and to the position she held in AETK are sincerely appreciated.

All of us in AETK and the academic community wish her the very best as she returns to work in the U.S. Her colleagues at Inha University would also like to take this opportunity to express our appreciation to Virginia for the numerous contributions she has made over the last two years to the English Department. She has given freely of her time, talents and materials, and has worked hard to make the department the high quality place it is today. We wish her the very best in the next step of her career.

Good luck Virginia, and thank you so much.

Susan Oak  
Inha University

### Margaret Elliott: A Non-Good-bye

May I quote from Peter S. Adler, "The Multicultural Man"?

"The idea of a multicultural man is an attractive and persuasive notion. It suggests a human being whose identifications and loyalties transcend the boundaries of nationalism and whose commitments are pinned to a vision of the world as a global community." Okay, we'd all like to be that. We all like to think of ourselves as such a person. There are some people, however, who are not content just to discuss it, but who just do it.

In our insular world of ESL teaching, we often meet takers, those who use our own creativity to line their pockets. We seldom meet givers, who are willing to help us, to share with us, to guide us, to put us on our own path of development and creativity. And it is rare to find a person who is both multicultural and giving. Such a person, however, is Margaret Elliott. She has been an inspiration to those who have worked with her, a blessing (although she doesn't do that religious bit) to her friends.

She only *thinks* she is leaving us. She'll be back... So please join me in refusing to say "Good-bye."

Elaine Hayes  
Sogang English Institute

## The AETK Newsletter and you

Just before publication of the last issue Troy Ottwell took on the job of managing editor. More recently Christopher South, Elizabeth Schuck and Frank Tedesco signed on to help write and gather articles. Greg Matheson hasn't officially signed on, but it's scary to imagine what we would do without his contributions and other support.

Can you spare a hand? Our December issue is going to be the current editor's last, and so we are in even greater need of help to keep the newsletter running as usual. You would not necessarily have to write; soliciting and then editing a couple of articles would be just as helpful. We also need someone to get the articles on disk, to give to Dwight in Design and Production.

If you cannot commit yourself to sign up with us, remember that the *Newsletter* is always looking for articles, book reviews, "techniques" and news from our members. Please contact one of us if you have something to contribute.

John Holstein. (See "AETK Council and Staff" on page 48.)

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John Holstein

*...It will be proved to the face that thou hast men about thee that usually talk of a noun and a verb, and such abominable words as no Christian ear can endure to hear.*

William Shakespeare  
(Henry VI, Part II)

\*holding current membership

### In our ZERO DEFECTS

campaign

Win a

twenty-year

free subscription

to the AETK Newsletter

if you\* manage to find an error in  
this issue.

Contact the editor if you should be so lucky.

## Letters to the Editor

Dear Newsletter,

The article "Peace Education: What and Why?" (*AETK Newsletter*, June 1992) raised some questions in my mind about peace education in the ESL classroom. I have no question about the importance of peace and understanding and such related matters as a clean environment. My questions are about our relationship, as ESL teachers, with these matters. They apply not to incorporation in class of an occasional discussion or activity based on global issues but to concentrating an entire class or program on these issues, as implied or directly stated in some global education literature.

1. What is my role as an ESL educator? Does it include developing my students morally and politically? I don't have enough time, even over a four-year curriculum with them, to ensure that they are able to function satisfactorily in English. Despite global educationists' claims to the contrary, doesn't functioning in English require knowledge and practice in elements that would be neglected if classroom focus were on global issues? Substantial attention to global issues seems suited mainly to communicative methodology. Teachers who use other methodologies (functional, grammar, situational, or a combination) would have difficulty designing an effective course around issues discussion.

2. What about students who would rather not focus on global issues in their study of English? Do we tell them it's their moral responsibility as world citizens? What happens to academic and individual freedom if the curriculum is such that the student is either required (directly or indirectly) to attend or could unwittingly attend a class with peace education as its focus?

3. Doesn't this have the potential, in the hands of the less sensitive crusaders amongst us, of bringing out the intolerance of political correctness? Global educationalists speak of helping students "develop

skills of analysis and evaluation...to imagine and evaluate preferred alternatives..." and "the teaching of critical thinking..." However, in these crusaders' grimly dedicated demeanor, moralistic tone, and hackneyed hyperbole (Cates, "Teaching for a Better World: Global issues in Language Education," quoting Bob Geldof: "If we don't do something, then we're participants in a vast human crime"), they are handing their students ready-made opinions with which the students may very well fear to express disagreement.

Doris Lessing ("Empty Language"): "A successor to Commitment is Raising Consciousness. This is double-edged. The people whose consciousness is being raised may be given information they most desperately lack and need, may be given moral support they need. But the process nearly always means that the pupil gets only the propaganda the instructor approves of. Raising Consciousness, like Commitment, like Political Correctness, is a continuation of that old bully, the Party Line."

My questions are rhetorical, and the reader already knows my answers. Just like the peace educator asking "Now, what can be done to control these corporations?" instead of "Should something be done to control these corporations?"

I'm all for peace and its siblings of love and understanding and clean environment. But this classroom crusade idea somehow gives me the willies.

John Holstein  
Sungkyunkwan University  
Seoul

Dear Editor,

The articles "Keeping it in English," "Building expertise..." and "Peace education" were all interesting and well written articles, and I hope that you keep on running articles of that quality.

However, I was disappointed to see more methodology articles from

people outside of Korea than inside Korea. It seems to me that this newsletter for members of the Association of English Teachers in Korea would have the majority of its articles from people in Korea.

Robert Newsome  
Sangha Industrial College  
Seoul

Thanks for your contribution. -Editor

Dear Editor,

Let's all sincerely congratulate both Jack Large and Arch Gilchrist on their fortunate experience in Korea (as expressed in their respective article and letter in your June issue). Congratulate them because they apparently had the strength of character it takes to make an intercultural situation work out as well as it has for them.

I'm afraid, however, Arch's claim that it "could not be further from the truth" that Carol Kim is "speaking for the community of native-speaking teachers here" is an exaggeration. Most of the native speakers here, whether because of their own shortcomings or not, find her description closer, if not identical, to the "truth" than Jack's and Arch's experiences.

I wish that KATE's plans "to distribute copies of [Professor Kwon's] paper to all newly-arrived teachers of English" would be adjusted to include the other side of the story.

Nadra Selmy  
EBM  
Seoul

To the Newsletter:

I'd like to offer this for consideration in scheduling the next annual conference.

TESOL International, AETK and KATE all have their conferences during the school term. This, to me, seems to hinder achievement of the stated objective of conferences, development of our teaching skills—which in turn is ultimately for the benefit of the students of the people attending these meetings. How do the students benefit from lost class

---

hours (other than by getting a nice holiday)?

How about trying to squeeze the next conference in between final exams and the vacation exodus, in either June or December?

Bob Nelson  
Keon-kuk University

Dear Editor,

I recently read the April/May issue of *TESOL Matters* (Volume 2, number 2) and noticed a number of articles about professionalism, in particular, president Mary Hines's move to introduce certification by TESOL for teachers and the results of a survey showing TESOL members' dissatisfaction with their lack of recognition by administrators and other professionals, who feel that anyone who can speak English can teach English.

I sketched out a letter to *TESOL Matters* but decided not to send it, not wanting to appear like a prophet ranting in the wilderness. An airing in the *AETK Newsletter*, however, would be different, given over as it is to pedagogical discussion of a philosophical nature.

I wanted to ask the TESOL membership why other professionals would think being an English speaker qualifies one to teach and whether they are not mistaken in thinking themselves superior to the untrained teacher. Why are Korean universities so eager to employ native speakers even without TESOL MAs to teach conversation, over Koreans who do have them? Why, if as ESL teachers we are so often mistaken about how much talking time we monopolize in the classroom, might we not be mistaken about our teaching competence?

As far as I know, no studies have been done on what uncertified ESL teachers do in classrooms and whether their students achieve less. There have been studies done, though, showing ESL teachers don't feel their (accredited) MAs have been the right stuff.

In the absence of objective criteria for the evaluation of teachers, we have to fall back on the judgments of the ESL profession. These judgments will be based on experience, but only experience filtered through the spectacles represented by our theoretical viewpoints. The problem is our theoretical viewpoints are inadequate. The differences in ESL views between people with different first languages would be unimaginable in, say, physics, but it is ironic that the field of study specifically concerned with education to remove language barriers should be the one unable to get a consensus across such barriers. Instead we have a situation like the stand-off between oriental and western medicine. Physician, heal thyself. Seriously though, if our theoretical stand on teaching was adequate there would be no differences in the way Koreans and Americans taught English.

Another cause for scepticism is the paradigm shift (read: swing of the pendulum) that took place about 15 years ago and that ousted drills and introduced communication. If we were so wrong then, how can we be sure we are so right now? Might we not be better off sticking in the classroom someone who has no ideas about ESL, letting them use the skills they have as speakers of the language and see how they work, and encouraging them to reflect on their experiences.

As Donald Freeman says in the same issue of *TESOL Matters*: "[Having a recognized and defined knowledge base, a 'critical element' for a profession,] is [a] still largely uncharted and little understood [area in ESL]. Our knowledge base must be grounded in what teachers around the world know about the classroom practice of language teaching; it cannot be a theoretical undertaking. So to become a profession in the eyes of others, we as practitioners need to understand and articulate what we know and do in classrooms. Only then will we be in

a position to make a solid case for ourselves as a profession."

Greg Matheson  
*While browsing recently in the new Young Poong bookstore we found two books which speak to some of the points raised in Mr. Matheson's letter. The first book, Success with Foreign Languages (Prentice Hall, 1989) by Earl W. Stevick, contains excerpts from interviews with successful language learners, interspersed with Stevick's insightful commentary. This book reminds us of how far we are from having a "recognized and defined knowledge base" for our field, it shows that our knowledge base must be grounded in much more than just "what teachers around the world know about the classroom practice of language teaching," and it challenges us to weave strands from our present knowledge base together so that we can proceed on a professional basis without having to wait for all the loose ends to be tied.*

*The second book we found speaks to the need "to understand and articulate what we know and do in classrooms." Observation in the Language Classroom (Longman, 1988), written by Dick Allwright, gives a concise summary—with excerpts from the seminal articles—of major developments during the past two decades since systematic observation of language classes began to be recognized as an important concern in our field. Readers interested in learning about observation procedures and their uses in articulating what we do in the classroom would do well to start with Allwright, but may also want to look back through the journal English Language Teaching to an article by Michael West ("The Problem of Pupil Talking-Time," 1956), which describes a procedure later developed by Flanders (and discussed in Allwright) and gives practical ideas one can use immediately.*

*Readers who have not yet discovered the Young Poong bookstore can find it in the new building on the southwest corner of the intersection above the Chonggak Station on Seoul's subway line #1 (the red one). There is a direct entrance to the store from the subway station. - DJS.*



### AETK Council Meeting Minutes

May 23, 1992, Sogang University, Seoul. Present: Myra Ingmanson, Dina Trapp, Mike Duffy, Ahn Jung Hun, Gail Clarke, Park Mae-ran, Chuck Mason, Greg Matheson, Steve Bagaason, Dusty Dusthimer, Margaret Elliott, Virginia Martin, Oh Jeong Soon.

Meeting opened by President Ahn, and led by Vice-President Bagaason.

Recording Secretary (Virginia Martin): No addition or deletion to minutes of March 23 meeting. Motion by Dina Trapp to approve; seconded by Gail Clarke. Approved unanimously.

Treasurer (Chuck Mason): Balance shows ₩1,380,000. After general discussion of current balance, reaffirmed that treasurer will provide President with monthly report. Further agreed that fund will be available at meetings for immediate reimbursement upon presentation of receipt. No motions.

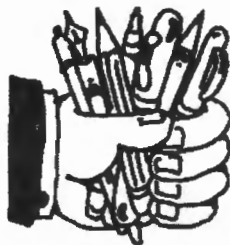
1992 Conference (Dusty Dusthimer, KATE): Two invited speakers, Piper McNulty and Kip Cates, have confirmed. McNulty's travel to be paid by Oxford University Press, Cates' by TESOL grant. Per diem for both still being arranged. The two will be asked to lead a panel discussion on cross-cultural communication. Discussion of possible invitees to join on panel: Oh Sung-Shik, Kwon Oryang, Min Byeong-chul, Kim Bok-hee, Kim Nam-soon, Ahn Jung-hun, Bill Burns, and Dwight Strawn. Address labels and handouts for conference announcement to be made by Chuck and Dusty. Motion by Dusty Dusthimer that a mailing of a call for papers be paid for by joint conference funds. Seconded by Chuck Mason. Approved unanimously.

New business: Change name of organization from AETK to KOTESOL? General discussion of aspects involved, including registration with TESOL and change of

newsletter name. Motion by Virginia Martin that President take charge of name change and investigate issue. Issue to be voted on at Fall conference. Seconded by Dina Trapp. General discussion resulted in amendment of motion by Dusty Dusthimer that voting be done at joint September meeting. Seconded by Gail Clarke. Approved unanimously. Flyer regarding name change and ballot will be sent to all members with call for papers by Chuck Mason. Current mailing list: AETK 180; KATE 105.

Job descriptions: Motion by Steve Bagaason to make discussion old business at September meeting. Seconded by Chuck Mason. Approved unanimously.

Newsletter (John Holstein, absent): Written report read in absentia by Dina Trapp. Formal thanks to



Robert Faldetta for his many contributions to newsletter as managing editor. Suggestion that newsletter editor responsibility be divided among an editorial committee; issue to be taken up at September meeting.

Recognition: Flowers to be provided by AETK to Margaret Elliott in recognition of her many contributions.

### Seoul Chapter Election

The Seoul Chapter, comprising the 45 AETK members in Seoul, Incheon and Kyunggi-do, conducted an election of officers by mail in May, ahead of organizational changes expected at the annual conference. Elected were a president, Greg

Matheson (*Korea Times*), a vice-president, Cha Kyung-Whan (Chung Ang University) and a secretary-treasurer, Christopher South (Seoul Woman's University). Dr. Cha, however, put himself in hospital through overwork and has resigned, so the others appointed Elizabeth Schuck (Kookmin University) in his place. Take good care of yourself, Dr. Cha!

### AETK SEOUL MAY MEETING

#### *Business English—English Business*

One of Robert Faldetta's last exploits was May 23-24's "Business English—English Business," an appropriate theme marking his moving up [Says who? -ed] and out into a business career. The meeting was held at Sogang University English Language Institute, also appropriately enough, in view of the historical role Sogang appears to have played with the methodology it introduced into the training institutes run by the *chaebol*.

John Harvey's presentation described this Sogang approach to language teaching as one which aims at enabling acquisition by providing a pragmatic context for language use. A communication activity should be based on some real or realistic situation, with different participants initially having different information about the situation and all having compelling reasons to exchange the information. John's presentation was followed by discussion including John Spain, John Surtees, Joe Dewberry, Elaine Hayes and David Overmeyer (Sogang English Institute) on how this theory is implemented in the classroom.

E.J. Kwon (Oxford) introduced some of her company's texts for teaching business students, who she said are hard-working, critical of their own performance, critical of the learning/teaching process, desirous of lots of speaking practice

and short of time. She said *Business Objectives* was such a good book that if she had had access to it earlier her career would have taken a different course.

Michael Rost (Temple University) took a second look at his *Listening in Language Learning* (Longman) and discussed three approaches to listening: components of the listening processes, characteristics of successful listeners, and characteristics of successful classrooms. It was his students' opinion that good classes include a lot of student talking, drillwork, pairwork, little student-teacher interaction and, believe it or not, a limited amount of group work.

Mira Choi (Hilton Hotel) introduced us to English in the hotel industry and indicated register and politeness levels were the most difficult problem for staff. An example: "What is your name?" as opposed to "May I have your name?" New recruits start off memorizing sentences; the good ones go to the front desk, the average ones to the bell desk, health club, and other such positions, and the rest to restaurants or housekeeping. Forty percent of recruits drop out of the industry.

Dugie Cameron (Longman) showed a business video technique for teachers who know nothing about business. Half the class just listens, facing away from the video, and tries to work out relationships, atmosphere, and actions, and makes predictions about what will happen next. This is all written up on the board and the video is replayed to see what actually happened.

Virginia Martin (Inha University) showed how recordings of songs could be used with all levels and, besides being the source of texts for cloze dictations and similar exercises, were ideal for the introduction of discussion topics like race relations, parent-child conflict, aging, divorce, unions, women's rights, and so on. Song selection criteria included language complexity, story, clarity of words, type of

music, repetition, intonation patterns—and the teacher's interest.

Steve Edwards (Kia Motors) looked at corporate education in Korea from the top, with special reference to his company's ESL immersion program. Outlining the differences in educational philosophy and commitment among the various *chaebol* (Samsung spent 15 million dollars setting up), he set out the aims of the language programs and their benefits for the company from the point of view of teachers, for whom he said 4 million won a month was an appropriate salary (but this included regularly drinking until midnight with management).

Joe Dewberry (Hyundai) took a more dialectical line, pointing out how company culture, not just cultural differences, could undermine a "good" program. Emphasizing the importance of management identifying with the program as their program and not just the teachers', he cautioned that things "good" teachers take for granted, like doing without textbooks, lowered face validity. The keys to maintaining a successful program were insight into others' points of view and the ability to get along with them. On Sunday, Robert Faldetta provided the case study to set beside Edwards and Dewberry's more theoretical presentations, recounting the good times and bad times at Lucky-Goldstar. Power struggles between colleagues, living in Chonho-dong, unannounced testing of trainees, negotiating contracts with staff separately and an inability to communicate interculturally on both sides all took their toll.

Lee Jung-ja (Longman) polished our video techniques and introduced business books for people going abroad, people receiving others from abroad and people managing guest workers, the latter a book some of us should perhaps get our employers.

Christopher South (Seoul Woman's University) described the

setting up of a language institute at his college in which he was involved. Every difficulty could be summed up by the P Theory: Prior Planning Prevents Poor Performance. Close encounters with Immigration of the third kind, problems of location, enrolment quantity and quality, conflicts in scheduling and difficulty in getting good teachers were the result of failure to apply the P theory. His rating scale for teachers was

Best: dynamic personality, trained and experienced

Second Best: one or two of the above

Worst: untrained, uninteresting, although experienced

Even More Worst (worstest): unmotivated.

Anna Klimes and Eun Ju Chung (Sam-yook University) introduced their total immersion campus program, which caters for highly motivated learners intermediate level and above. For three weeks the students don't go home and don't speak Korean at all. The aim is to get them thinking in English, essential in helping them speak fluently. Dialogs, SRA reading kit work, jigsaw listening, oral presentations, lab practice, story reproduction, lectures from native speakers, and other involving activities make up the in-class sessions. Out-of-class sessions, organized in part by the students, include worship, mealtime and recreation. After implementation of the total immersion program major improvements in speaking and listening were seen in pre- and post-test applications of the Picture Test and the Michigan Placement Test.

Steve Stupak (Korea International) talked about the inherent principles and latest developments in TOEIC. In recognition of the fact that it's a test of international communication, ETS has moved to eradicate cultural bias, even words with distinctively American spellings, and is using speakers with mid-Atlantic accents. Showing how con-

cepts of probability are important in testing when a big company is flooded by thousands of applicants and coping with the flood means letting some of the tasty fish slip through the net, he indicated relationships exist between TOEIC scores and FSI-type interview results that are stable over international groups and occupations, and these allow employers to choose within certain levels of confidence. The error factor in evaluation, while low for ranking speaking skills at various proficiency levels, was seen to be comparatively high in evaluation of writing skills.

Kim Jae Yoon described the operation of the *hagwon* he works at. The small number of students in each class pay almost double for individual attention and teachers get paid more too. The institute tries to cultivate good relations between mothers and teachers, but mothers are impatient when grades don't improve quickly. The problem is some students are not interested in studying, even in small classes. He hugs students who cause trouble in class, on occasion affectionately applying his bristly Arafat beard to the cheek if hugging doesn't work, and finds students like him because he can relate to them as individuals. After that, he can push them to get better results.

Finally, we bade Margaret Elliott (Hannam University) farewell with a workshop she organized on establishing an English language summer vacation program, something she intends to do on her return to Canada. Her questions to the audience about her plans elicited plenty of ideas about the problems of advertising, agents, good location and finance, but we were uncertain about what kind of accreditation was necessary for students to get study visas. Margaret said we in Korea are ideally located to get involved in recruiting for programs of the type she is planning.

Greg Matheson

#### AETK SEOUL JUNE MEETING

### "No, not *ahk*-cent. It's *ack*-cent": *Dialects of English*

Regional accents in English and their treatment in the classroom was the general theme of the June AETK meeting.

The first of three speakers was David Hirst, an instructor at the British Council from Brighton, England.

Mr. Hirst started off with a general introduction of different aspects of accent, and went on to cover differences in vocabulary and grammar.

Contrary to popular belief, he said, Received Pronunciation (RP), considered standard British English pronunciation, is actively taught in the education system and not simply acquired. Why? It is attempted because the individual learner wants the status associated with it. It is also the most widely understood. Although there are several accents in England, RP is understood by most people even if they don't use it themselves. Finally, it is also the most thoroughly researched and described accent, which facilitates its teaching.

Mr. Hirst stated that he does not attempt to teach any particular accent because he wants his students to be flexible enough to understand any of the many accents in international English. He cited Prof. Trudgill's writings as a good source in this area of pronunciation and accent in the ESL classroom.

Speaking on American accents was Mr. Gary Rector, who did stints of teaching, materials development and academic director for several years at LTRC and now works at the publisher Ahn Graphics. He pointed out that, unfortunately, most people tend to think either that there is a general or "blanket" American accent or that there is "the South" versus "the rest" of North America. On the contrary, he said, there are many accents, whose geo-

graphical distribution can be roughly defined but do overlap.

In partial explanation of this distribution a bit of a history lesson seemed in order, and Mr. Rector explained the origins of several kinds of accents found in the US and Canada. From the Jamestown settlers, with their Tidewater dialect, to the black slaves with their Gullah dialect, came various influences that shaped the English pronunciation we hear in North America today. Dropped or intrusive *r*'s was one of the outstanding features he pointed out as helping to identify the different accents in North America.

Representing Australia was the final presenter, Greg Matheson. He started out by mentioning that all the vowels of Australian English are different from those of RP. He then identified three types of Australian accent. The "broad" accent, that most commonly associated with Australia, is characterized by nasality. The "general" accent is used by most speakers, and the other is the "cultivated." Gender, family, school type (public or private) and residence (town or country) affect the accent used. For example, women tend to use the more cultivated style. But it is possible to mix these styles in everyday use.

An interesting matter of dispute was whether there are or are not definite regional variations within Australia. Until the 1950s there was an unfortunate "cultural cringe" attitude concerning the Australian accent. Such an inferiority complex is disappearing as tolerance increases and recent immigrant groups come in, making the issue more or less obsolete.

Elizabeth Schuck

#### AETK SEOUL JULY MEETING

### *Games and potluck*

The July meeting of AETK, billed as a games workshop with potluck eats, was held at Seoul Woman's University, home to meeting host



Chris South. First-time visitors to the attractive campus were guided from the gate to the meeting site by a series of vivid signs, arrows, and hands with pointing fingers, thoughtfully provided by Chris himself.

Scheduled to begin at 2 P.M., the meeting actually got started at about 2:45. Chris brought along three of his favorite published collections of EFL games, including *101 Word Games for Students of English as a Second or Foreign Language*, by George McCallum. Participants were given a copy of McCallum's rationale for using games in the ESL/EFL classroom. A discussion followed about the value of classroom games, the difference between a game and an activity, and the pros and cons of the pressure that games may cause some students to feel. At this point the meeting couldn't seem to make up its mind whether to be about theory or practice, and Greg Matheson's suggestion that we try out a game was well received. At the conclusion of the game, we broke to look over the books brought by representatives of Oxford Press and Foreign Language Limited for examination and purchase (at discounts around 20 percent).

After giving an update on job openings around the peninsula and developments in the upcoming reorganization of some professional English language teaching organizations in Korea, Elizabeth Schuck introduced another game she had brought for us to try. By the end of the game, 5:00 had come and gone, so the meeting adjourned to an inviting variety of potluck food and drink and another hour or so of socializing and sharing ideas. Thanks to Chris and Elizabeth, everyone went home armed with instructions for the games we had played and several more as well.

Suggestion: another workshop in the future for teachers who are already convinced of the value of games and playful activities in the classroom, so that theory can be put

aside and all of the time used to try out the favorites of those attending.

Barbara Fairlight

#### AETK SEOUL AUGUST MEETING

### *Know thyself: a self-diagnosis at the August meeting*

On Saturday, August 22 the Seoul Chapter of AETK held its regular monthly meeting, discussing the organizational merits and weaknesses of the monthly meetings. Those in attendance responded to the survey form that was mailed to AETK members along with the announcement of the meeting.

The first part of the meeting was spend discussing feelings about the organization, and soliciting ideas about what could be changed for the better. Next, the members discussed previous meetings or presentations, and described why they did or did not find the meeting interesting or beneficial. Additionally, there was some discussion of what needs teachers have, and how these problems may be addressed.

For the most part there was a positive degree of satisfaction with AETK, yet all members concurred that constructive changes can also be made. For example, several members expressed the desire for more practical, hands-on presentations and training. It was generally felt that members want more substance and less theory—something they can take from the meeting and try out in the classroom.

In that regard, participants' suggestions for future meetings leaned toward the practical, such as tapping into what people are teaching throughout the year, dealing with Korean-specific problems in English, and the use of video materials in the classroom.

Additionally, it was the general attitude that meetings should not maintain only one standard format but should be varied to include single-speaker presentations, panel discussions, workshops, and so on.

Again, the general mood was that the value of practical workshops has been too often overlooked.

As informal as most of our meetings are, we ran out of time to discuss other organizational elements of the meetings. These questions, dealing with the length, format, timing and outcomes of meetings, can and probably will be discussed at future meetings.

AETK continues to solicit ideas for future meetings, as well as volunteers to lead or facilitate workshops or give presentations. Anyone who would like to see an aspect of language teaching addressed at one of our monthly meetings, is asked to mention it to one of the chapter officers. Additionally, if you have a particularly good lesson that you would like to share with other AETK members, we will be happy to schedule time for you to present it. Or if you would like to find out more about how other people teach a certain aspect of English language, don't hesitate to bring it up in future meetings.

Chris South

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Korea TESOL 1992  
AETK/KATE  
Fall Conference

*International Communication:  
Meeting the Challenge*

October 24 and 25

Han Nam University, Taejon

- ☛ 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.

Speakers from Korea, Japan, Thailand and the United States will present at the conference. Here are just a few:

Piper McNulty, author of *Culture Puzzle* and cross-cultural communications specialist with Clark Consulting group in California: "Examining intentions and perceptions: keys to effective intercultural communication" and a workshop, "Intercultural miscommunication: skill-building activities."

Kip Cates, editor of *Global Issues in Language Education Network Newsletter*: "Teaching for a Better World: Global education and peace studies," and a workshop, "Global issues in the language classroom: Teaching activities for international understanding." (See his article in this issue of our *Newsletter*.)

Marc Helgesen, author of *New English Firsthand*: "English in 3-D: a fresh look at traditional techniques."

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## Our annual conference needs our help

Would you mind spending a couple of hours during the day of the conference working at the registration table? Could you be in charge of a Message Board? How about working with some people to plan the "Final Bash" or organize hotel/homestay arrangements? Could you meet a speaker at the airport?

Do you know of a company or individual who might want to advertise in the conference program? Would you like to organize an Employment Clearinghouse or Swap Shop? Do you have ideas for special gifts for our international speakers? Can you help type the program, prepare name tags, or signs?

If you can help with the conference, please contact one of the committee chairs listed on page 10 and volunteer your time. Your help is needed in order to make the conference a success!

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

**Finance Committee.** Tasks: fund raising, find advertisers.

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

**Social/hospitality Committee.** 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.** 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 hours, 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.

## Fall Conference Swap Shop

A swap shop will be run at the October AETK/KATE Conference. This is your chance to introduce your favorite activity and in return get the cream of ESL ideas being tried out all over Korea. Just fill in the form provided below, bring along 20 or so copies to the conference, and if everyone does their stuff you will come away with 20 great activities for use in your classroom after the conference is over.

Studies report that people breaking the chain are likely not to be around for the next conference.

Greg Matheson



### 1992 AETK/KATE Fall Conference Swap Shop Form

Your name: \_\_\_\_\_

Activity title: \_\_\_\_\_

Source: \_\_\_\_\_

Time: \_\_\_\_\_

Level: \_\_\_\_\_

Number of students: \_\_\_\_\_

Materials/preparation required: \_\_\_\_\_

Skills/language focus: \_\_\_\_\_

Procedure:

# A question of expectations

Virginia Martin

AT THE 1991 KATE Fall Conference Prof. Oryang Kwon gave a speech which was later published in the December issue of AETK's newsletter. The March issue published a letter by Carol Kim in response to Prof. Kwon's newsletter article. Criticisms of Prof. Kim's letter were then published in the June issue. I would like to respond to the first article and ensuing responses, and in the course of my response raise several issues that I see implied both in Prof. Kwon's article and in the aftermath of its publication.

First, I want to address the tone of Prof. Kim's letter, which several people seem to have taken issue with. Prof. Kwon's article was the text of a speech given at a conference, and Kim, I assume, was responding to the text, not to a speech. Kim's letter was not a critique, as Jack Large described it in his response to her letter, but the expression of an honest gut reaction to several issues implicated in the speech. Kwon called for a mutual exchange of views and he got it. As anyone can attest who has read the letters to the editor, responses to book reviews, and other similar articles in such professional publications as the *TESOL Journal*, sometimes the mutual exchange can be quite to the point, if not downright rude or aggressive. Kim's letter was quite to the point, and I believe the editors of our newsletter chose to publish it intact for that very reason. In an open forum, every mode of expression—short of libel, personal attacks, or pornography—contribute to an open exchange of opinion.

Kim's letter was not a personal attack, but rather the letter of an overworked teacher who seems to have felt under-appreciated or overwhelmed by the implications of Kwon's article. I, frankly, was impressed by her honesty.

I am surprised that Kwon has not written a response to Kim's letter, perhaps clarifying some of his points that she may have miscon-

strued. It seems that two of his colleagues have chosen to interpret his article for him, and apparently to defend him rather than to discuss the issues that were raised. We rightly are all concerned with not offending our Korean colleagues, but if it interferes with an open discussion of issues or the avoidance of an honest response, then I believe we need to step back and objectively consider our role here in Korea and the nature of our intercultural communication. This is especially necessary because it may affect the nature of our teaching as well.

That said, I would like to discuss some of the assumptions and implications I thought evident in Kwon's article. It is not my purpose to criticize him, Kim, Large, or Mr. Gilchrist, but to help this mutual exchange of expectations and views by extrapolating on some issues. (I was not at the conference and thus cannot respond in the light of actual speech presentation and the panel discussion which followed.)

Let me begin by saying that in his article, Kwon showed good intentions and a strong concern for ways to make the teaching experience of expatriate teachers more effective and productive from a Korean point of view. The tone of his text is indeed quite reasonable. Nevertheless, I did detect a subtle note of criticism in his text, especially in its implications, which are evident in the type of information that he provided, the examples he gave, and the suggestions he made—however gently he expressed it or good his intentions. On a deeper level, he implicitly expresses some attitudes toward foreign English teachers in Korea that I believe can and do cause a great deal of conflict between the non-Korean teacher and the Korean teacher regardless of whether it's ever openly discussed.

One source of conflict is found in our language styles themselves. Kwon states that in light of the in-

creased demand for English proficiency by Koreans, now "is a good time for an exchange of views and mutual expectations between Koreans and international teachers of English." This is his call for mutual exchange, and we should meet it if we hope to forge a long-lasting and effective professional relationship. He goes on to provide suggestions for these international English teachers to meet expectations. This strongly implies that the expectations *should* be met, particularly since the remainder of the article gives specific suggestions without discussing the possible merits or drawbacks of the suggestions or attitudes themselves. He validates the expectations by offering suggestions on ways to meet them. This is not to say that some of the expectations are not valid, rather that the expectations themselves need to be discussed as well as presented. By presenting an opening for discussion, Kwon might better have facilitated and invited opposite views. While I cannot speak for Kim, I believe she was responding to this absence of invitation in Kwon's article, which made it seem that he was instructing.

A second source of conflict is differing attitudes and expectations regarding the role of the expatriate English teacher. Kwon's article implies that these English teachers *should* accommodate the expectations of their students, and only through this accommodation can we "make the most of the cross-cultural interactions." To the best of my knowledge, it is important in Korean culture to make others feel comfortable. This often means accommodating their expectations at the expense of discussion or negotiation which might achieve a resolution of the conflict satisfactory to both parties. (This is my own interpretation, and I acknowledge that it reflects my own American point of view.) This cultural expectation and Kwon's implication raises a very

important question: Are we as expatriate English teachers here to teach language and culture to our students, or to accommodate their expectations? It is quite evident that Krashen's theory of the affective filter (that the feelings and attitudes of our students strongly affect their learning and their willingness to work with the teacher) predominates in language learning among Koreans, which needs to be taken into consideration by all expatriate English teachers here. Yet, if we accommodate only in order to avoid conflict, or to "win them over," are we fulfilling our purpose as teachers? If we don't insist on teaching language functions and interaction—which may conflict with the expectations of our students in regard to our behavior and their interaction with us—are we doing our students a justice? If we do not act fully in accordance with the behavior patterns of our culture, are we giving our students a true impression of social interaction in our own culture which may prepare them for effective communication with English speakers with no foreign language or foreign travel experience?

This question is especially important as most of us are the only cultural representatives our students will ever meet, as Prof. Kwon rightly points out. As with any diplomat or ambassador, it is our task to present our culture to the host country as well as to provide a bridge or avenue for communication between our two countries or cultures. We do indeed need to gather information about our host country in order to facilitate dialogue, but the dialogue must be mutual.

I think of myself as fairly representative of the average expatriate English teacher in Korea, and so I am going to use myself as an example. As a language teacher, I have to make decisions daily regarding the degree to which I am willing to accommodate Korean expectations of me: the way I conduct my classes, and my way of interacting as a teacher. My actions every day reflect conscious decisions I have made as a cultural representa-

tive. When I accommodate—i.e., when I do things to make the students happy and not necessarily what I think best for them—I feel that I am not appropriately preparing my students for interaction with English speakers who have had no contact with non-native speakers. When I don't accommodate, the burden on me to explain myself and my culture and to persuade the students to open their minds—the cultural conflict—can be overwhelming. I am always concerned about the impression I may be creating and the possible damage I may be doing. I recognize that my role goes far beyond serving as merely a conversation practice partner or a model of "authentic" pronunciation.

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*Are we...here to teach language and culture to our students, or to accommodate their expectations?*

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This is no small problem, and cannot be assuaged with a glib "When in Rome..." That adage applies to business people or tourists, perhaps, but not to language teachers on the job, because their job is to prepare students for effective intercultural communication. Effective preparation, to me, includes putting students in situations in which they may feel uncomfortable, strange, or even resentful, which can cause great conflict with Korean cultural expectations and may even alienate our students. Effective preparation also includes possibly not accepting certain interactions or analyzing why certain phrases or expressions cannot be used.

I also work very hard to instill confidence in my students and to help them develop effective communication skills, and often I do this in ways about which they complain bitterly at the time but for which many eventually thank me later. I sincerely praise my students and

address their own insecurity regarding their language ability. I am not atypical. The majority of expatriate English teachers in Korea have the same high regard for their students that the political science professor at Chungnam in Kwon's example had. By using that illustration, however, Kwon implied that many teachers do not. I take offense at that, and I think many more people besides Kim do, too. Furthermore, regarding correction, Korean students often see the lack of correction as a failure on the part of the expatriate teacher. I believe every teacher confronts disappointment and a certain amount of resentment by not correcting their students' errors more often.

The conflict caused by differing expectations of the role of the foreign English teacher is further complicated by the changing face of the English field in Korea over the past ten years or so. Korea has often accepted individuals from a wide variety of backgrounds as English teachers, with the only criterion being that they were native speakers. This was not only because of the lack of available teachers, but also because of the expectation of the teacher's role to be one of practice partner and model. In an attempt to improve the quality of education—at least superficially—Korean universities and other programs have begun to require expatriate English teachers to have advanced degrees. As a result, there is now an abundance of highly educated, trained, and experienced expatriate English teachers in Korea today, yet their expertise is seldom rewarded by greater responsibility, or changed expectations of what they may contribute. (For example, a university may require a Ph.D., but may never consult the teacher in matters of curriculum development or go beyond assigning basic courses such as language lab.)

The field of English teaching is in a state of flux in Korea today, and I hope those in education take the opportunity to change their attitudes toward the real and lasting contributions the expatriate teacher can make, contributions more valu-



able than momentary satisfaction of a need to practice. Those in education also need to continue to recognize the value of foreign-trained Korean English teachers, who can often take on the same courses as expatriates. There are many English teachers here who are true professionals, with advanced degree or years of experience. (Lack of an advanced degree does not preclude able and dedicated teaching.) These professionals expect to be treated with respect and as authorities in their field. Yet they are considered no different from the political science professor who was called upon to teach conversation: we are all seen as people to practice with and not necessarily experts who guide and teach. Korea needs to begin to re-evaluate its view of the use of native speaker teachers, and reconsider the role that non-Korean English professionals can play at different levels of education. Otherwise, a chasm may develop between expatriate teachers and their Korean counterparts, which may result in future difficulty in recruiting trained teachers from abroad. I would hate to see this happen.

The attitude toward the native speaker as merely a person to practice with is implicit in Kwon's comments on teacher availability. I understood him to criticize the use of office hours and restricted contact. In his first sentence, he states that the foreign teacher is a reference on the use of the language. This implies that we are authorities on language function, but what use is that function if our activity or social interaction does not reflect that language use? More than references for language use, we teachers are there for language interaction, there to teach, not merely to practice with. Our culture is part of our language teaching, and one aspect of that culture is our concept of teacher-student relationships, and that includes respect for office hours. It is up to us to teach our students that we are available during office hours, and what office hours are.

Teaching our students respect for office hours is part of preparing them for foreign study or even for

interacting with Western business people. As a former foreign student advisor at a major university in the United States, I know firsthand the damage that can be done when Korean students (or students of any nationality) operate on the basis of their own cultural concepts and expect these concepts to override those of the host culture. Irreparable damage can be caused by the student who makes assumptions about teacher availability or ethnocentrically interprets teacher responses. It is our job as language teachers to teach our students to step outside of their cultural boundaries and *question* their cultural assumptions when interacting with foreign faculty. That is indeed part of our diplomatic duty, as well. Only if we do that can we effectively introduce them to patterns of questioning and behavior that will help them when they get jobs in import/export, as teachers, when they travel abroad, or even when they make friendships. Even future diplomatic relations may be affected by the degree to which we as language teachers can open the minds of our students to the cultural patterns and concepts that are expressed through language.

Extracting oneself from one's own cultural boundaries is a very difficult task for both teacher and student. The first step can sometimes be as simple as introducing our students to office hours as a Western concept of time management, teacher-student interaction, and organization. In defense of this approach, I can say that I am a fairly popular teacher, and that some of my students are going to cry when I leave (as the students of the "no office hours" teacher in Kwon's example did). This is not because I make myself available as a conversation partner every day, but because I show them enough respect to give them an honest presentation of myself and my customs, which includes having office hours.

Before I begin to sound too altruistic, I want to add that having office hours is often simply a managerial necessity for many teachers. Implicit in Prof. Kwon's article is a lack

of recognition of just how hard expatriate English teachers work in Korea and in what great demand they are. Some teachers can have 20 hours or more of classes per week (which they often agree to because they are aware of the need for native speakers and want to accommodate as many students as humanly possible). With a teacher-student ratio that can be as much as 400 to 1, the teacher simply runs the risk of being overwhelmed. In addition, university teachers are asked to direct plays, edit newspapers, judge writing and speech contests (which require weeks or months of editing essays), edit manuscripts of their Korean colleagues, and publish original research.

I believe that a good many English teachers are brought into the field by their interest in other cultures and their desire to help others. I believe that these teachers in Korea try beyond the limits of endurance to accommodate all the needs of their students and colleagues. Every teacher I know does indeed "spare as much time as possible," as Kwon suggested. They spare time gladly and willingly, but they must also spare time for themselves. This is not just a conflict of two differing work ethics, but a simple practical concern. Dedicated teachers everywhere run the risk of exhaustion—of "burning out"—and this is especially true in Korea, where the services of native-speaker English teachers are in such high demand. If many teachers return home after only a few years (or even after many years), one cause may be the mental and physical exhaustion that results from the great effort of balancing long hours, of challenging living conditions, of communicating in a foreign language, of conflicting expectations of one's role, and of making themselves available as much as possible. I believe Kwon appreciates both the exhilaration and exasperation of living and working abroad on both sides of the ocean. His text, however, does not fully reflect this understanding. Instead, it implies that perhaps international English teachers in Korea do not try hard enough, which, I think, would

make any hard-working teacher feel unappreciated. In Kim's letter, I detected a note of frustration brought about by this feeling of being unappreciated.

The degree to which foreign English teachers learn Korean language also seems to be a developing source of conflict. By suggesting that these teachers put out more effort to learn Korean Prof. Kwon is implying that they either do not desire to do so or do not put a reasonable amount of time into this activity. This is an injustice to those who desperately would like to learn the language, but who are prevented from doing so by mental and physical exhaustion that comes from all the intellectual, physical and emotional demands placed on them as foreigners. Those who have been able to attain a high—or even a rudimentary—level of proficiency have usually done so by studying full-time when they were not teaching, and few teachers have that luxury. Yes, it may encourage the students to see the efforts of their teachers to learn the language, but should they feel disappointed in the teacher or show any less respect if the teacher has not managed to learn the language? I question the validity of the assumption that teachers who know the language may be more effective or more respected by their students. I do not think my own proficiency in Korean makes me a better teacher. Although my occasional contrastive use of Korean in the classroom may please my students, it may not be wise pedagogically. Yet, because of the long-established tendency in Korea for students to translate or otherwise rely on their native language, there is an unfair assumption (and an implication in Kwon's article) that I am the better teacher. (Actually, I try to hide my knowledge of Korean from my students because once they find it out, they often rely on it rather than English in communicating with me.) Learning Korean definitely makes living in Korea easier, and it is good public relations, but I question whether it is necessary for the teacher.

As I mentioned previously,

many teachers here want desperately to learn the language, but are prohibited from doing so by financial, family, or work demands. Availability of language classes is also a factor. I suggest that Korean employers recognize this need on the part of their teachers and arrange classes in survival Korean for their foreign faculty. Not only would it do much to promote good relations between the new faculty and the administration, but it would also put Korean faculty in a position to comment on whether their teachers have learned the language. Until Korean faculty begin to assist in facilitating Korean study opportunities, they will only seem inappreciative of the practical difficulties in learning the language, and therefore inappreciative and overly critical of their foreign teachers. I believe Prof. Kim's tone in her letter simply reflected her frustration at not having time to learn despite her desire to do so.

Finally, not learning the language does not mean that an expatriate teacher cannot appreciate the country, the culture, or its people. If it did, there would be a lot fewer longtime foreign residents of Korea than there are.

Yet another point I want to address regards leaving records. Mr. Large asks rhetorically how much time can leaving records and instructions for another instructor take, thereby implying that he has never done so. It takes a *lot* of time to be done properly. I agree that such records could be helpful in describing the teaching program and in providing materials for the successor. However, it is not only extremely time-consuming, but there is also no assurance that what is written will either be passed on to the new teacher or that it will be applicable to the new teacher's courses. While a resource file is helpful, commendable, and recommended, it is the department's responsibility to initiate this, not the expatriate teacher's. Prof. Kwon's suggestion is good and apt in its appreciation of the foreign teacher's expertise and in its desire for continuity, but it does not reflect knowl-

edge of the source of much frustration on the part of these teachers.

The concept of professionalism is an ethnocentric one, given to varied interpretations. It's a concept that can be a major source of conflict. I cannot speak for non-American English teachers, but Americans regard the myriad administrative details of employment—and how they are handled—part of professional behavior. This includes providing accurate and detailed information about salaries, contract renewals, and benefits. It also includes the dissemination of pertinent information, such as providing an academic calendar, class schedules, grading guidelines, pay schedules, and immigration information. I suggest every department or language program prepare a pamphlet providing such information or an orientation program for new expatriate teachers. Furthermore, many teachers need to be instructed on procedures such as copying materials, making phone calls, and getting office supplies, finding bathrooms, or locating the cafeteria. Americans, at least, consider this part of professional courtesy for newcomers. All expatriate teachers I know would gladly assist in this kind of effort, but are likely unwilling to initiate it.

I would like to reiterate that I believe that Prof. Kwon was unaware of the implications his article may have conveyed, and that both this lack of awareness and the implications are products of a difference in cultural perspective. Also, I do not presume to represent the opinions of all expatriate English teachers in Korea, and so encourage a further exchange of ideas. I hope as well that such an exchange may become a regular feature in future AETK newsletters.

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# The biggest problems TESOL members see facing ESL/EFL teachers today

James D. Brown

From *TESOL Matters*, April/May 1992. Through the last three issues of the Newsletter we have had a running discussion on the status of the native-speaker TESOLer in Korea. This article should provide a broader perspective on the issue. For more on this issue see the article on page 12.

**A**LTHOUGH COMPLAINING about problems in the ESL/EFL field is a common activity, such complaints are seldom investigated formally. The purpose of this article is to provide a formal exploration of the biggest problems faced by ESL/EFL teachers. The opinions given here were taken from the results of a larger research project conducted by the TESOL Research Task Force. Last Spring, the Task Force mailed 1,000 questionnaires to a sample of TESOL members randomly selected from the general membership. A total of 334 questionnaires were returned for a 33.4% return rate (for more details on the response rate, see Brown, Knowles, Murray, Neu, & Violand-Hainer, 1992a). This article addresses: What do you consider to be the single biggest problem facing ESL/EFL teachers today? It was an open-ended question that respondents were to answer in their own words.

The individual answers to this question ranged widely from "burn-out" to "poorly designed curricula" to the "budget crisis." However, certain problems came up more consistently than others. Three sets of issues seem to have emerged as the most important to the ESL professionals who returned this questionnaire: issues of respect, employment, and funding.

## Issues of respect

Many ESL professionals appeared to be unhappy about the way they are treated. For instance, one respondent felt that the key problems in ESL/EFL are "certification, professionalization, and recognition," whereas another cited "others' perception of ESL professionals" and "lack of respect" as problems. Still another person complained about lack of "legitimacy within the university structure for ESL/EFL teachers." This problem was forcefully described by one person as "R-E-S-P-E-C-T."

Out of the 334 people whose responses were analyzed here, 44 said lack of "recognition," 15 mentioned "respect," 10 listed "acceptance," and another 10 cited "credibility"; 9 complained about marginalization or lack of legitimacy.

For many teachers, the issue of respect appears to be linked to the erroneous notion that anybody who happens to be an English native speaker can teach ESL. One respondent put it this way: "Just because you speak English, doesn't mean you can teach ESL." Another commented that the biggest problem is a "lack of professional respect within institutions—'anyone who

speaks English can teach English.'" One other person suggested that the single biggest problem was "credibility—i.e., other professionals realizing that speaking English does not equal teaching English."

The respect issue also seems to be linked to larger political concerns, as well. As one ESL professional put it, the biggest problem is:

Lack of prestige within one's institution—positions are non-tenured at the college level—teachers are not certified and sometimes untrained, especially in the adult ed ESL field; public school ESL teachers often have no training or experience and have been riffed or grandfathered into ESL positions.

Or, as stated by another person, the biggest problem is:

The nation's current low regard (one reflection: low pay) for education [and] educators compounded by the fact that few (even in education) know what we do. We're not remedial English teachers or tutors. We're *foreign language* teachers (the language foreign to our students being English).

## Employment issues

Employment issues were also mentioned by a number of respondents (for more on the employment issue, see Pennington, 1991). Some were worried about "employment conditions and job security," whereas others were concerned about "very poor working conditions...low pay, few if any benefits," or "the ration of workload to benefits/salary." Of the 334 people who responded to this questionnaire, 14 cited lack of benefits as a problem, 12 said working conditions were an issue, 14 cited job security as a problem, and 45 mentioned pay or salary as an issue. One respondent summarized the employment issues this way: "[Crummy] pay/fringe benefits. Who's to blame? We are! We don't stick together and fight for each other in our schools."

One particularly important employment issue to many people was the part-time status of ESL/EFL teachers, what one respondent called "excessive reliance on part-time ESL teachers." Another respondent labeled this issue "the exploitation of part-time teachers." Indeed, more than 12 percent of this sample felt that part-time employment, or its flip side, the lack of full-time employment, was a major problem.

## Funding issues

The issue of funding was on the minds of a number of respondents, coming up in 24 of the 334 responses. An additional 13 people said that lack of "resources" or "support" was a problem. More specifically, one person mentioned that there is "a growing student population and shrinking funds," while another reported "funding

shortages for programs." Other respondents said that the main problems facing ESL/EFL teachers were "funding for teaching positions," "funding (soft money programs)," and overall "cutbacks in funding and lack of initiative on the part of administrators and government."

## Conclusion

In summary, it seems that a number of ESL/EFL professionals do not feel that they are garnering respect and recognition commensurate with their abilities, training, and effort. It also appears that many ESL/EFL people are very unhappy about their present employment conditions and salaries as well as about the levels of funding and support that they are receiving.

A variety of other issues were mentioned by individual respondents. One respondent complained about the "lack of time to follow new ideas." Another cited the problem of "keeping abreast of developments. Even with all of the available publications and convention presentations, choices have to be made about what to read and attend." One other respondent mentioned the problem of "communication between 'front line' teachers." Still another person pointed out that even if one could keep up with all of the developments, there is "a plethora of techniques with little research base to support them."

In addition, some of the respondents were writing from EFL settings where the problems may be quite different from those encountered in ESL situations. For instance, one EFL teacher described her biggest problem

as follows: "In Brazil, it is adequate material that teachers/students can afford."

Many, many other individual ideas were raised as problems and issues by those surveyed here. Unfortunately, space requirements ruled out listing all 334 individual responses. However, more comprehensive summaries (e.g., Brown, Knowles, Murray, Neu, & Violand-Hainer, 1992b), as well as all of the raw data for the open-ended questions of the TESOL Research Task Force Questionnaire have been sent to the Executive Director and to the members of the Executive Board of TESOL. We hope that this information will help the TESOL leadership better understand the problems and concerns that TESOL members perceive in their professional lives.

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# When there aren't enough copies to go around

Kathleen S. Foley

*Even those of us who do not face this problem will find some interesting basic ideas in this article. (Ed.)*

**M**OST OF US are far removed from the days of the "little red schoolhouse" in which a classroom came equipped with a blackboard, and each student brought their own slate to school. Access to duplicating equipment is relatively unrestricted for classroom use in many of today's ESL/EFL programs, and, in any case, students often bear the responsibility of purchasing their own texts and other materials needed for their courses.

Having taught under conditions such as these, many TESOL professionals find themselves rather at a loss when they take on a position elsewhere, particularly in the Third World. We are made aware of how truly

dependent our teaching has become on both our ability to duplicate and on the availability of published texts.

Consider the following situations. Finding yourself in one, how would you be challenged to alter your teaching?

- A limited number of copies (far below the class size) of the text you would like to use is available. But the books cannot be written in by the students.
- Your favorite text is not available.
- None of the texts you are familiar with is available.
- Duplicating facilities exist, but either you or your students must cover the cost of using them.
- Duplicating facilities exist, but regardless of who pays, you must wait two weeks or more to receive what you want.
- No duplicating facilities exist.



These may seem to be degrees of a problem. However, with a little creativity and optimism, they can also be the impetus for changing what we have become used to doing in class. To facilitate that change, I would like to offer some suggestions for how to manage when you are short on materials. These are not new ideas, but I have attempted to bring them together for the purposes of this paper because they seem especially appropriate for the circumstances I have outlined.

### **The partner approach**

Most teachers incorporate into their lessons a variety of pairwork and group activities. These activities don't always require that each student possess a copy of a text or handout. In many cases one copy can be shared by as many as four or five students.

Limited materials offer an ideal opportunity to introduce the class to the "study buddy" system. Two students share one text or handout in and/or out of class. Adopting the buddy system because of a lack of materials encourages more interaction between students about English and increases their opportunities to use English.

### **Recycling materials**

Too often we overlook the possibilities of completely exploiting the material we present. A reading passage can easily become the basis for writing, listening, speaking or grammar lessons. When these skill areas are divided among the teaching staff, it often becomes cost effective for teachers to share material and coordinate lesson planning. In this way, one copy can be recycled for more than one class or lesson.

When copies are truly hard to come by, an obvious solution is to distribute them for class and collect them afterward. They can then be filed for another class or a future course. This is particularly practical for handouts of pictures or other visuals, which students don't necessarily need for study purposes later.

### **Alternative materials**

Texts published locally can serve as alternative choices for a course. I came across some inexpensive and very usable English books on science and technology that were published and sold in China. Although designed to develop reading skills, they could also serve as writing samples. Diagrams and charts are often included and can be the basis for lessons as well.

An English-language newspaper is published in many non-English-speaking countries and sold at a price affordable for students. Purchasing a set of an issue, or requesting students to purchase their own copies, can often be less hassle and cheaper than duplicating. The study buddy system could still be applied, if necessary, and recycling not one article but an entire issue becomes possible.

Using a local English newspaper can be taken one step further. A course could evolve into a term project for which students are asked to compile their own text from articles selected by the teacher. These can be glued

onto pages and inserted into a notebook. Additional handouts, article-related student work, and handwritten notes taken from the blackboard can be added to produce "units." This type of project will satisfy the desire many students have to take something concrete away with them when they complete a course.

### **A return to traditions**

While many may see this as regressive, some traditional techniques can fill a gap when materials are scarce. The most obvious is making greater use of the blackboard. Putting material on the board before class when possible will reduce the time students spend watching you write. Or put material on large sheets of paper and post them in the classroom. This technique leaves more space on the board to record other points as they arise in the course of the lesson.

Surprisingly, even though it may be difficult to gain access to duplicating facilities, many departments or programs do have an overhead projector available. Presenting material on transparencies is yet another option. It also helps divert students' attention from their own handouts and can be used to encourage more student-student interaction.

When the material you want to distribute is short, such as a paragraph or a list of questions, begin with a dictation as a means of ensuring that each student has a copy. It is best to treat this as an actual listening exercise with appropriate follow-up so that student time and effort is not misused.

### **A final word**

It is very easy to assume that what we don't see is not there. There may be a photocopier tucked away in the library or kept hidden behind a locked door. If you never ask about one, you may never know it exists. There are also other ways of duplicating besides using a photocopier. Mimeographing and dittoing give you additional options. I often resorted to the tried and true method of using carbon paper, especially when the same material could be typed several times on one page and cut into individual copies.

Success with any of the suggestions I have put forth will ultimately depend on a teacher's willingness to adapt to something a little bit different and to their commitment to the task they have in mind. By investigating what is available, planning in advance, and trying various approaches to circumvent what was initially perceived as an insurmountable problem, all need not be lost when there aren't enough copies to go around.

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# Working in Taiwan

Christopher M. South

ARE IMMIGRATION OFFICIALS here easy to deal with? Is the bureaucracy system here easily comprehensible to Westerners? Are you able to take care of all your visa-related paperwork at one, easy-to-find location? Would you be surprised if I were to suggest that the answer to all of the above questions is "yes"?

All things considered, we seem to have it much better off than our colleague English teachers in Taiwan. Certainly, we have all, at some time, developed a pain in some particular part of our anatomy that stemmed from dealing with our employer or immigration. However, we are all able to successfully work with the system and acquire legal residency for employment. And the Ministry here may just be a more efficient and better organized agency than we give it credit for.

I recently received a letter from a friend who is teaching in Taiwan, and the conditions he describes, if true, suggest that the Republic of Korea is a much better place to work, and the government officials much easier to work with. Before attempting to describe the conditions of finding employment in Taiwan, a country which I have never visited, I should make it clear that everything I have to report is hearsay, and should be evaluated in that light.

What does the ROC government require of foreign teachers? My friend wrote, "Either I need a substantial sponsor or I need a private school to sponsor me and I need to attend a school to study Chinese. The lessons are not cheap; I must take ten lessons a week and divide expenses or pay up to \$10 per hour. The Chinese language classes are not only an additional expense, but they take away valuable time that could be spent earning money." But, as my friend reported, there are ways to appear to comply with the authorities without actually going through the classes: "I am here illegally as I bought my address and Chinese class attendance statement. Thus, I 'legally' live in Taipei and 'legally' am enrolled in a school to learn Chinese. Actually, laws are bent so readily because fines and punishments are so light. Huge percentages of taxes also do not get collected as a result. I play the game but I could get kicked out of the country (not so likely, but I do keep attuned to news of school raids!)." I believe it is important to note that the word 'but' is used twice in his final statement.

Those who enjoy gambling may find such an arrangement to be rather exciting. However, others who have tried to operate within or around the system have met with a lot of frustrations. As one writer puts it, "...there are no reasonable provisions for legal employment of foreigners in Taiwan. Furthermore, there are no 'conditions of entry' stamped in the passports of most foreign nationals; only a rather unclear warning on the visa paper itself that the 'holder is not permitted to assume unapproved employment.'"

I'm not sure of what the writer needs clarification. It

seems to be a rather straightforward message telling the tourist not to take work while in Taiwan. However, his frustration stems from difficulties faced in attempting to acquire a job legally: "What constitutes 'approved employment,' then? Just about nothing does, as those seeking to support their studies in Taiwan realize after repeated failures at securing legitimate employment that provides working papers." In truth, international students in the United States face the same restrictions, and it would appear that the person's main problem is that he cannot afford to study in Taiwan. In the US, many American students do work to support their studies, but that precedent is of little use outside the United States. However, as the writer continues: "And even those lucky few—employed by a large enough foreign enterprise—who manage to obtain working papers are paid salaries subject to review and adjustment by government agencies as they see fit."

Related to salaries, another friend of mine was looking for a different teaching position in Seoul in January of this year. According to his experience, starting salaries ranged from ₩9,000 to ₩11,000 per hour. This is precisely the range that was being offered three years ago when I first arrived in Seoul. If someone, albeit the language institute owners' association, is not controlling and reviewing wages, then I would be surprised.

Finally, another writer complains that "English teachers and trading/computer company employees have long been required to leave Formosa every 180 days to have their tourist visas renewed. A pain, but since their employment is against the law...who dares complain? Frequently the ROC declines to allow such persons reentry, and many foreign nationals have thus found themselves arbitrarily deprived of job, home, possessions, savings, relationships, etc. No reason is given other than the official line: 'Every case different.' Employers are seldom helpful in these situations; why should they admit to police that they've had a *lao wai* working for them illegally? *Tae mafan!* There's plenty more where he came from."

The fault the writer makes in issuing this complaint is in his admission that these "English teachers" are working illegally. I begin to wonder when people complain that the government is preventing them from doing something illegal. But many argue that that is about the only available option after you enter Taiwan under a tourist visa. My overall feeling is that, if you are considering a move to Taiwan, you should investigate the employment situation thoroughly, and not attempt to pick up work after arriving in the country. Or you may take a closer look at your working situation here in the Republic of Korea and decide that things are not really that bad after all.

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## A paradigm shift for English teachers' associations

(Continued from page 1)

tee formed by the AETK/KATE joint executive to study the question (see *AETK Newsletter*, Vol. 11, No. 2, June 1992, p. 9). Two other important recommendations which have already been put into effect are the combination of the mailing lists, and the partial transfer of funds to a joint account for conference expenditures.

### Why TESOL?

There are, in fact, two existing international professional organizations for English teachers. One of these is Teachers of English to Speakers of Other Languages, Inc. (TESOL). The other is the International Association of Teachers of English as a Foreign Language (IATEFL). Some might argue that IATEFL more accurately reflects the interests and the nature of the situation in Korea.

TESOL member teachers can be found in the whole spectrum of teaching sites and specialties. There is virtually universal recognition of TESOL as representative of the interests of all teachers of English to non-native speakers at every professional level. The annual TESOL Convention, for instance, is the largest held for our profession. The simple answer to the question, "Why was TESOL chosen for this?" is that it is most familiar to the majority of those in Korea who have been seeking reorganization. Another reason for choosing TESOL is its greater variety and accessibility of services and other benefits of membership. AETK is already the officially recognized Korean link to TESOL. Some KATE teachers have maintained dual membership for this reason alone.

Anyway, TESOL affiliation does not preclude the maintenance of official linkage with IATEFL. The Japan Association of Language Teachers (JALT), with which Korea has a growing number of contacts and exchanges, has official linkage with both TESOL and IATEFL.

### What's in a name?

Naming the new Korean organization has, surprisingly, generated the greatest amount of controversy. However tempting it may be to some to dismiss objections on this basis as being trivial or jejune, the problem of choosing a name is not as simple as one might expect.

The initial recommendation of the committee was that a form similar to that adopted in like circumstances elsewhere would be appropriate in Korea. For example, the acronym for California TESOL becomes CATESOL; that of Mexico TESOL is MEXTESOL, for Brazil, BRAZTESOL and so on. Note that equivalency is accorded between the states and provinces of the USA and Canada, and client countries.

So, the possibilities left include KOTESOL or KORTESOL, or perhaps HANTESOL, to satisfy one wag's tongue-in-cheek objection that the two former options remind her of product names for sanitary napkins and banned steroid drugs. The best option is probably "Korea TESOL."

### Periodically speaking

A subsidiary question, that of a name for the organization's newspaper, seems best left until later to settle, in hindsight. Given the publication's extraordinary improvement in recent times, the AETK executive board should seek the insights and recommendations of the editors and staff on the matter, in recognition of their fine contribution to our organizational credibility. Ensuing discussion would be further illuminated by an exchange of memoranda between TESOL and Korea, if consistency is not always the "hobgoblin of small minds."

The publications of TESOL are by themselves sufficient to justify individuals' membership in it; many AETK and KATE teachers are members and have been for years. While few of us may read the ponderous whole of the *TESOL Quarterly*, still we recognize in it the definitive source for the latest in theory and methodology for our profession. It is a rare issue of *TQ* that does not contain something of

central relevance to the goals we set and the kinds of challenges faced daily in Korean classrooms. Vastly more useful in this respect, however, are the tabloid format bi-monthly newspaper, *TESOL Matters*, and the slick quarterly, *TESOL Journal*.

One important adjunct of TESOL is that of the special interest sections, each of which produces a regular newsletter relevant to those who specify an interest when they enroll as members. *TESOL Matters* also reports interest section news as a regular section of each bi-monthly issue.

Each of these periodicals is chock-a-block with interesting and useful material. Each one is a keeper. The individual teacher who is published in the pages of *TQ*, *TM* or *TJ* gains instant professional prestige thereby.

However, that is not the reason one should seek to publish. Nor, furthermore, would it be the right reason for Korean teachers of English to opt for collective inclusion in the TESOL superstructure.

### Access to tools and services

I believe that fewer teachers are motivated by an urge for prestige and recognition than by a desire to achieve recognizable improvement in students' English competence. This belief is reinforced every time I attend a meeting of KATE or AETK. It is out of respect for this quality of spirit that makes it seem sensible to me that we should seek the professional recognition that inheres in affiliation with TESOL. It is the most reputable, active and supportive organization extant.

As a national affiliate of TESOL, AETK now enjoys the benefits, and the expanded membership of the new organization would also, immediately. These benefits would be in the person of authoritative circuit-quality speakers, top-level teachers and authors of popular books, materials and methods. These would be, in some cases, individuals which any one of our separate organizations would otherwise have been unable to book, lacking the funds to do it on our own ticket.

International TESOL routinely provides partial or full cost support for such offerings.

Our access to the wider world of materials development, data bases, publishers, employment opportunities, academic exchanges and professional meetings would be enhanced. A professional staff is on call in the Alexandria, VA headquarters, to answer inquiries, solve problems, describe available resources or make connections between groups and their members. The field services representative has already been a big help, providing documents for use by the study committee.

### **The unheeded call for input**

A series of appeals for comment, discussion and criticism of such a move has been made in these pages, in monthly meetings, and in periodic group announcement mailings. The overall response to these appeals has been limited, highlighting a lamentable degree of apathy (or merely disinterest) among those intended to benefit. In the plus column, the idea has until now failed to produce viscerally negative reaction, or an opposition which might condemn the effort to fail. There seems, in short, no significant objection to going ahead with it.

This lament on the apparent lack of response is not intended to disparage or defame any individual who is content to pay dues and attend meetings. I predict that continuing improvement in the quality and interest of this publication will increase the number of teachers who enroll solely to receive it.

And why not, after all? In point of fact, it is precisely this level of participation where most of us, who are members of international TESOL, operate at. Most teachers want to stay abreast of what is going on in the larger community of individuals who do what they do.

### **Doing it**

Some of the questions that have been asked about the change have been about the ways and means of doing so, about the potential effect on present activities and functions

of local chapters, about the method of new chapter formation, about the form of representation of locals on the national executive board, about dues and budget considerations, and others.

Those who are rightly concerned that adherence to relevant constitutionally-mandated procedures be maintained need not be alarmed by the proposal as set forth. It is not necessary to go through any process of constitutional revision prior to bringing into existence the proposed new structure if something like the following series of steps be taken.

An executive committee can be formed; "letters of intent" can be circulated and signed; consultations with TESOL headquarters can be activated; new articles of constitution can be written. It was initially thought that all these things could (should, really) be completed in time for the annual AETK/KATE joint conference. The conference itself would be the place where the final steps would best be taken, those that would entail the official "end" of existing groups and acceptance of the new paradigm as a fait accompli.

However, the recommendation by the umbrella committee that all the steps necessary to bring this new paradigm into being be completed by the time of the conference was probably stillborn. It was wishful thinking to imagine that the process would go forward during the summer hiatus, when many of the heavy hitters for KATE and AETK are out of the country or otherwise occupied.

All of the recommendations reported out of the committee should be regarded as no more than a menu. The fact that unanimity of expression was achieved should be seen as a green light to the executive committees to press forward a consolidating agenda. Whether the framework be one of merger, or of consolidation, the sentiment and support for coalescence is clear.

Doing so would require a simple majority vote to suspend existing constitutional provisions and conduct future business under articles

combining TESOL and Korean English teacher prerogatives.

### **How much change?**

In actuality, the present two large associations, and even the other groups of more localized makeup, would likely undergo some division and replication under the proposed change that would better reflect demographic realities.

For example, KATE members who live and work in Taejon, by signing a "letter of intent" and filing it with the national office, would thereby establish a local affiliate.

The minimum number of signatories required to found a local chapter affiliate should probably be 15 or 20. Setting a minimum isn't important of itself, except to create a pool of members large enough to hold the local chapter together in the event of attrition.

All members would belong to the national association, and to only one local chapter affiliate. It has been pointed out that all discussion of TESOL membership is moot, in the absence of permission from the TESOL organization. Permission would be contingent upon the applicant group in Korea having agreed to accept the terms and conditions for affiliation at the level recommended.

The advantages of such a system, in terms of convenience and logistics, for member teachers in the Taegu-Kyoungnam, Chonju-Iri-Kunsan, Kwangju-South Cholla, and Cheju-do localities, seem considerable. The change would best serve the interests of those for whom it is a hardship to travel considerable distances to attend meetings; it should also suit those who envision more frequent activities made possible in a more centralized constituency, as in Seoul and other metro areas.

But the primary (i. e., most vocal) support for the change comes from those who do, and have done, most of the work that keeps it all together for the rest of us: planning meetings, keeping records, maintaining communication and correspondence, producing newsletters and reports, organizing annual

meetings, staffing committees, supervising volunteers, and generally tending to the countless details and tasks inherent in each of these complex functions. The list of these functions is so long, in fact, as to suggest that the apathy alluded to above is more apparent than real, else these things would not have been done as well and thoroughly, heretofore, as they have been. Still, few things are so good they can't be improved.

### Some effects of attrition

The combined enrollment of KATE and AETK is under 300 members, and while there are no concrete figures on attrition, a combination of factors results in significant flux in the pool of personnel who are ready, willing and able to serve as leaders and to contribute the time and energy required to complete association business smoothly, and on time.

In any given year, we say farewell to a significant number of our best, brightest and most tireless workers, as they go home to New Zealand, Australia, Great Britain, North America or wherever for retirement, career moves, educational goals, health problems or contractual responsibilities that beckon them. In the past year alone, we have seen the departure of such stalwarts as Margaret Elliott, Bill Officer and Susan Rahm from KATE, while Marie Fellbaum, Jake Aller, Virginia Martin and Bob Faldetta are no longer with AETK.

More will surely come and go, and while the positions of service they vacate are ultimately filled, these departures perennially challenge the continuity of association business and other activities.

The bright side of the coin is the active participation of Korean member/teachers in association affairs. Their contribution to the success of our professional mission, and to the viability of KATE and AETK, is great indeed. As a sub-group within the association, they are certainly the most numerous of the nationalities represented. The statistical mean length of term as active members is almost certainly longer for

Korean educators than for non-Koreans.

While many, perhaps most, Korean member teachers start out motivated by the opportunity to sharpen their tools by mingling with native speakers in the smorgasbord of dialectal variation, it is not their sole motivation. With increased communicative competence and self-confidence comes a willingness and determination to work and contribute in ways that foreign guest teachers are culturally and linguistically incapable of.

The side-by-side involvement of Koreans and non-Koreans in decision making and leadership roles tangibly furthers cross-cultural problem-solving in such matters as working conditions, pay equity, program and department support for teachers, living standard maintenance and community interaction, among others. How much more could be accomplished in these areas if goals were specified and officially tasked by a nationwide member consensus!

By their presence, Korean members preclude the evolution of the association into an in-crowd, a cultural refuge for expatriate native speakers. An organization of such a nature couldn't claim professional and academic credibility. The greatest number of professional English teachers in Korea, and the largest associations of them, are Korean. The recommended consolidation should ensure continued diversity, with members coming from many nations, and every level of culture, education, experience and place of employment.

There are many Koreans teaching English in communities where few, if any native speakers are to be found. The proposed new structure would establish a framework of support for their efforts to form local chapter affiliates. Indeed, this could become one of the more beneficial effects, given the politically charged aura adhering to the Korean teacher's union. The orientation of local chapter affiliates of TESOL would be purely professional and pedagogical, not political.

### Some final thoughts

There is strong member support for a fundamental change in the present manifold state of English teacher associations in this country. Alternative approaches to finally accomplishing a change to a more efficient, serviceable paradigm are available and each is informed by significant components of wisdom, knowledge and experience.

In a way, the burden of action rests upon those who are already overburdened with the combined responsibilities of leadership and of planning for the '92 Conference. It was not suggested at the time of its establishment that the "umbrella" committee do more than study the question of consolidation and make recommendations.

It appears that a new committee, mandated by member consensus and executive order, and with powers broad enough to act on the necessary tasks of consolidation, should be established. From a constitutional perspective, it may be best to first merge the interested groups. Conversely, members of groups that are now viable may be reluctant to let go of present frameworks which have satisfied the initial yearnings of association.

Clearly, the best venue and opportunity for a thorough airing of this subject will be the Taejon Conference in October. Energies favoring the sort of change which is the subject of this discussion would best be brought into focus there and then.

The benefits to be gained by an aggregate of groups in a discrete geopolitical sphere of influence such as Korea are numerous, and include providing services and publications and a framework of performance standards that serve to increase the credibility of all teachers whose employers and evaluators wisely credit such affiliation.

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# Teaching for a better world: Global issues in language education

Kip A. Cates

From Global Issues Newsletter. (Ed.)

### What is global education?

"Global education" is one of the most exciting new areas of language teaching, bringing a new perspective to the language classroom, the school curriculum and even the academic world of applied linguistics. In contrast to much language teaching, which focuses narrowly on grammar, translation or "conversation" and avoids real-world issues as "too controversial," global education aims at enabling students to effectively acquire and use a foreign language while at the same time empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems.

It's important right at the start to say what global education isn't. It is not a political organization or ideology, it is not the language teaching "fad of the month" and it is much more than a new activity to take into class on Monday.

Global education is known by different names in different places—"world studies" (Fisher & Hicks, 1985, p. 8) and "education for peace and international understanding" (Reardon, 1988a, p. 28) are just a few terms. Book titles such as *Education as if the Planet Really Mattered* (Greig, 1987) and *Educating for Global Responsibility* (Reardon, 1988b) give a feel for the field that more formal names can't. Other titles such as *Teaching Geography for a Better World* (Fien and Gerber, 1986) indicate that it is not restricted to any one subject or discipline but is an approach that can be applied across the curriculum.

Global education embraces the four fields of "peace education," "human rights education," "development education" and "environmental education." It thus directly addresses the controversial area of "global issues."

### Global issues—a world of problems

Pick up any newspaper and you are immediately confronted with "global issues." War, hunger, poverty, oppression, environmental destruction—all complex issues which overwhelm most of us to the point of apathy or despair. How bad are these problems, how are they connected to us...and what do they have to do with language teaching?

The problems are real—35,000 people in the world die every day from hunger, 24 every minute<sup>1</sup> with seven

million children dead each year from preventable diseases.<sup>2</sup> Meanwhile, world military spending continues at an estimated \$1.5 million every minute<sup>3</sup> despite the world's existing 50,000 nuclear weapons (equal in power to 6,000 World Wars). Human rights are violated round the globe by regimes of all political persuasions.<sup>4</sup> At the same time, the global environment is being damaged by irresponsible politicians, profit-hungry corporations, and poverty-stricken peasants as well as by "throwaway" lifestyles that consume irreplaceable resources, produce mountains of garbage and poison our air and water.<sup>5</sup>

### Why should language teachers care about global issues?

What have all these problems got to do with us as language teachers? Isn't our job just to teach grammar, vocabulary and communication skills?

There are several good reasons why we should care about these problems. One is ethical and personal. Many language teachers find it morally wrong to just stick their heads into their textbooks and pretend these problems don't exist. Another reason concerns the aspirations we have to be a language teaching "profession." The idea that the professions have a moral responsibility to society in the practice of their specialized skills goes back to the Hippocratic Oath of doctors in ancient Greece. The past 20 years, in particular, have seen a rapid increase in the number of professional groups which are working to solve world problems through research in their field, education of their members and the public, and political action. "Physicians for Social Responsibility" and the 1985 Nobel Peace Prize winner "International Physicians for the Prevention of Nuclear War" are two such groups. Similar groups exist for scientists, lawyers, psychologists and professionals in other fields. If we truly aspire to be a "profession" in the real sense of the word, then we must consider this aspect of social responsibility.

Another reason for dealing with global issues in language teaching concerns our status within the field of education. The education profession has always recognized its unique responsibility in promoting peace, justice and an active concern for the world's problems. The World Confederation of Organizations of the Teaching Profession (WCOTP), for example, clearly states that its aims include the promotion of equality, peace, justice, freedom and human rights among all peoples (WCOTP, 1989, p. 7). Groups of concerned



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teachers now exist, such as "Educators for Social Responsibility," an American group whose aim is to make social responsibility the 4th 'R' of education.

...For language teachers, the most significant attempt to deal with language teaching and world problems is UNESCO's "LINGUAPAX" seminar series, LINGUAPAX, held in Kiev, USSR in 1987... The resulting "Kiev Declaration" made four specific recommendations to foreign language teachers: (1) to be aware of their responsibility in furthering international understanding through their teaching; (2) to increase language teaching effectiveness so as to enhance mutual respect, peaceful co-existence and cooperation among nations; (3) to exploit extra-curricular activities to develop international understanding; and (4) to lay the basis for international cooperation through classroom cooperation using language teaching approaches responsive to students' interests and needs.

#### **The four dimensions of global education**

The goals of a "global" approach to education are generally divided into the four domains of knowledge, skills, concern and action.

Knowledge about world problems "out there" is the first goal. If we want our students to really work for a better world, then they must at least know the nature of world problems, their causes and viable solutions. They should also be aware of how world problems are related, how we as individuals are responsible for them and how solutions require changing unjust systems, not just well-meaning individual actions.

Acquiring skills necessary to solve world problems is the second goal. These skills have been discussed in Wien (1984, pp. 8-9) and Kniep (1987, pp. 133-140) and are generally considered to include communication skills, critical and creative thinking, empathy, multiple perspectives, cooperative problem solving, non-violent conflict resolution and informed decision-making. Global education would argue that these skills are directly relevant to foreign language teaching.

Concern is the third goal. With many of the world's problems perpetuated by selfishness, cynicism, apathy and despair, it is vital to help our students (and ourselves!) break through these negative attitudes to develop positive feelings of commitment and concern.

Action is the final, most important, goal. When we know what the problems are, when we have the necessary skills and commitment to solve them, then we must take action and do what we can. Only in this way can we put an end to problems of war, injustice, hunger and environmental de-

*...global education aims at enabling students to effectively acquire and use a foreign language while at the same time empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems.*

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*"Never doubt that a small group of thoughtful, committed citizens can change the world."*

struction. In the words of activist rock musician Bob Geldof, "if we don't do something, then we're participants in a vast human crime."

### **Integrating global education into language teaching**

Though much traditional language teaching makes vague references to "peace" and "international understanding," this has mostly remained what an international survey of language teaching called mere "wishful thinking" (UNESCO/FIPLV, 1975, p. 25). As Rivers (1968, p. 262) says: "It may be well to ask ourselves whether international understanding, let alone world peace, can be said to have been promoted by the considerable amount of foreign-language teaching in the world. Diligent learning of foreign words and phrases, laborious copying and recitation of irregular verb paradigms, and the earnest deciphering of texts in the foreign language can hardly be considered powerful devices for the development of international understanding and good will." If our language students are really to become socially responsible world citizens, then global issues and the four goals of knowledge, skills, concern and action must appear explicitly in the curriculum.

One of the most obvious places to integrate global issues into language teaching is in the content of what we teach. In practice, there is great scope for integrating global issues into almost any language teaching activity. Situational dialogues such as "At the Restaurant" can be rewritten to mention disposable chopsticks and tropical rain forest destruction. Grammatical structures can be linked to global issues by, for example, practicing conditionals in the context of "What if (there were no war?)" and then considering what actions could bring this about. Linguistic functions such as describing, offering and suggesting can just as easily be practiced in the context of world problems as in the usual "conversational" settings.

The four skills can easily be given a global aspect through choice of appropriate content. Writing a letter in the foreign language, for example, becomes more meaningful if the letter is sent to a Third World foster child. Audio-visual language teaching can also easily incorporate global issues through songs such as *We Are The World* or videos like *Gandhi*.

Ideals of social responsibility and global awareness are equally relevant to the field of ESP (English for Specific Purposes) if we expand the idea of needs analysis to include the needs of the planet and humankind. "English for Doctors" thus becomes "English for Doctors for Social Responsibility."

Friel (1989) describes one such language program designed to produce socially responsible engineers in Brunei.

### **Global education materials and methodology**

...Global education also demands a new approach to teaching methodology. Methods which focus solely on education "from the neck up" must give way to whole-person teaching which deals with student attitudes and values while fostering commitment and ac-

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tion. Some global educators refer to the Nazis and the dangers of excessive obedience to criticize traditional teaching methods which produce passive students (Wien, 1984, p. 14). Others, such as de Matos (1988, p. 16), ask how respect for world peace and human rights can be achieved in language classes characterized by teacher authoritarianism, violation of learners' rights and negative competition.

### **Social responsibility in school and out**

The scope available in school for global language education is vast. It ranges from "traditional" language teachers who wear global badges and T-shirts in class to those who write their own teaching materials dealing with world problems to yet others who engage students in environmental action projects or take school tours off to India instead of Disneyland. In all these cases, language teachers can act as role models for students, showing what it means to be a concerned world citizen.

Language teachers and students can do a lot to help solve world problems outside school, as well. One of the easiest things, of course, is to support, through our money or time, organizations working to solve world problems.

Changing our lifestyles is another way to work for a better world. This might mean carrying our own chopsticks, travelling by bicycle, or photocopying less. When shopping, this could include politely refusing wasteful overpackaging, buying from Third World shops, looking for products with the "eco-mark" and using the new consumer handbooks that identify which companies have military contracts, destroy rain forests, or invest in apartheid.

Language teachers can have an even greater impact by persuading their schools, companies, language teaching organizations and communities to similarly consider issues of social responsibility through reducing waste, using recycled paper, raising funds for worthwhile organizations and working to change unjust or environmentally harmful social systems.

### **Global education a challenge for teachers**

Some teachers criticize the ignorance and apathy of their students. Yet, if we give students no chance in our classes to develop global awareness and social concern, how can we fault them for investing their energies in designer clothes, comic books and pachinko? Others insist that education should be "objective" and "value-free." Yet, most educators agree that there can be no

neutral education, since education itself is a social enterprise conducted to realize social values (Reardon, 1988a, pp. 22-23). Some teachers argue that it is too much to teach our subject and to deal with global issues as well. Yet, scholars such as Bertrand Russell and Noam Chomsky show that we can be committed both to excellence in our professional field and to working to solve world problems.

Finally, many teachers ask "But what can one person do?" It should be clear by now that all language teachers at whatever level can add a global perspective to their classes. It is possible to teach for a better world. To quote Margaret Mead, "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."

### **Notes**

1. *Famine & Chronic Hunger* Video (The Hunger Project).
2. *The State of the World's Children 1990* (UNICEF).
3. *World Military & Social Expenditures 1989* (Sivard).
4. *Amnesty International Annual Report*.
5. *Friends of the Earth Pamphlet Series* (London).

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### *International conferences and institutes*

1992

- November 20-23** Japan Association of Language Teachers (JALT) annual conference. Contact Kip Cates, Tel: 0857-28-2428; Fax: 0857-28-6343. Kip is scheduled to present at the AETK/KATE annual conference in Taejon this fall.
- December 15-18** Institute of Language in Education (ILE). 8th international conference, "Language and Content," Hong Kong. Contact Dr. John Clark, Institute of Language in Education, 2 Hospital Rd., Hong Kong.
- 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.

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- 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** Teachers of English to Speakers of Other Languages (TESOL). 27th Annual Convention, "Designing Our World: TESOL '93." Atlanta, Georgia. Contact TESOL, 1600 Cameron St., Suite 300, Alexandria, Virginia 22314. Tel: 703-836-0774. Fax: 703-836-7864.
- 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.
- July 20-23** Guangxi Teachers University, China, Wake Forest University, US and University of Houston, US. 1993 Guilin ELT international conference, Guilin, Guangxi, China. Contact Prof. Zhang Shuning, Foreign Languages Dept., Guangxi Teachers Univ., BUILIN, Guangxi 541004, People's Republic of China. Tel: 86-0773-442982 ext 299. Fax 86-0773-442383. Or Prof. Ho Hsiang-lin, PO Box 167, Henniker, New Hampshire 03242. Tel: 603-428-7033.
- August 8-15** International Association of Applied Linguistics (AILA), 10th world congress, "Language in a Multicultural Society," Amsterdam, The Netherlands. Contact Johan Matter, Vrije Universiteit, Faculteit der Letteren, Postbus 7161, NL-1007 MC Amsterdam, The Netherlands. Tel: 31-020-5483075.

## What is TESOL?

<b>Mission</b>	TESOL's mission is to strengthen the effective teaching and learning of English around the world while respecting individual language rights. TESOL promotes scholarship, disseminates information, and strengthens instruction and research.
<b>Membership</b>	23,000+ teachers, administrators, researchers, materials writers, and curriculum developers.
<b>Founded</b>	1966
<b>Executive Board</b>	16 voting members meet twice a year to establish organization policy.
<b>Publications</b>	<i>TESOL Matters</i> , with 6 issues per year; highlights professional interests, conferences, and Association news <i>TESOL Quarterly</i> , 4 issues per year; refereed, research-oriented <i>TESOL Journal</i> , 4 issues per year, refereed, covers practical classroom concerns; available to TESOL members by subscription Interest section newsletters published periodically Professional publications and policy statements
<b>Conventions</b>	April 13-17, 1993 in Atlanta, Georgia, USA March 9-12, 1994, in Baltimore, Maryland, USA
<b>Interest Sections</b>	Member chooses a primary interest section with voting rights and up to two other interest sections; receives periodic newsletters from selected sections.
<b>Committees</b>	Awards, Publications, Nominations, Rules and Resolutions, Professional Standards, Socio-political Concerns
<b>Other Resources</b>	75 autonomous affiliates (42 in the US, 33 outside the US, of which the Association of English Teachers in Korea is one) Employment Clearinghouse on-site at the annual convention Self-Study guidelines provided for program regulation Placement Services and bimonthly Placement Bulletin Information Service
<b>TESOL Summer Institute</b>	July 1993, San Bernardino, California
<b>International Concerns</b>	Encourages access to and standards for English language instruction, professional preparation, and employment.
<b>TESOL Membership</b>	Besides your entitlement to <i>TESOL Quarterly</i> and <i>TESOL Matters</i> , membership in TESOL also brings discounted rates for TESOL Conventions and for most TESOL publications. In addition, membership makes you eligible for the TESOL Placement Service. For more information, contact: TESOL Membership Department, 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751 USA. Tel 703-836-0774. Fax 703-836-7864.



*Teachers of English to Speakers of  
Other Languages*



## **TESOL members pass AIDS education resolution**

The Legislative Assembly in Vancouver unanimously passed a resolution to promote AIDS education through content-based ESOL instruction. The resolution was drafted by the AIDS Education Subcommittee of the Sociopolitical Concerns Committee and grew out of a recognition that TESOL has a unique opportunity to contribute to the fight against AIDS and to make use of AIDS education to enhance English language instruction. Initiatives to implement the resolution are already underway.

The AIDS Education Subcommittee has begun to work with the Centers for Disease Control (CDC) and its National AIDS Clearinghouse. The Clearinghouse provides a list of publications, videos, and other materials produced by the CDC that are suitable for use in ESL classrooms. The Clearinghouse will ship examination copies of these materials for free and bulk quantities at a nominal cost to cover shipping and handling (approximately US\$7 per hundred; Tel. 800-458-5231 in the US). The Clearinghouse also provides database searches of education materials and resources, most of which are available at no charge, from local and state agencies throughout the US. The AIDS Education Subcommittee, with the help of the CDC, is compiling a useful annotated bibliography of materials.

The AIDS Education Subcommittee and the CDC plan to submit a proposal for a joint presentation at TESOL '93 on the range of resources available and the ways in which they can be incorporated into ESL instructional programs. The CDC will also exhibit at TESOL '93.

The Subcommittee is preparing an AIDS education curriculum that can be used with elementary, secondary, higher-ed, and adult-ed ESL students. This work will be

## **TESOL Resolution to Promote AIDS Education Through Content-Based ESOL Instruction**

*Whereas* the number of AIDS cases is rapidly increasing worldwide and

*Whereas* the public health education effort has been unable to control the rate of increase in AIDS throughout the world and

*Whereas* language minority people in all risk categories in countries where English is the dominant language are less well-informed about, and therefore more vulnerable to, AIDS because of their linguistic and economic remove from mainstream AIDS education programs and

*Whereas* education is presently the only defense against HIV infection and

*Whereas* integration of AIDS education into the ESOL curriculum can enhance our students' language learning experience by providing them content-rich language instruction essential to the preservation of their health and the health of their communities and

*Whereas* TESOL has formed, within its Sociopolitical Concerns Committee, a subcommittee on AIDS education, whose work includes identifying, producing, and disseminating effective AIDS education materials and strategies, and working with the TESOL membership and with other professional organizations and agencies to further AIDS prevention education among ESOL students and their communities;

*Be it resolved* by the legislative assembly of TESOL that

- (1) TESOL promote AIDS prevention instruction aimed at ESOL students, their parents, and other adolescents and adults, particularly in communities with high concentrations of people with AIDS;
- (2) TESOL promote the integration of this instruction into the ESOL curriculum; and
- (3) TESOL collaborate with other organizations and agencies to advance these goals.

Adopted March 5, 1992

done in collaboration with TESOL members working with concerned interest sections, the CDC, and various state and local agencies.

Colleagues who have developed lessons or discovered useful materials are asked to send these to the Subcommittee so that the fruits of its work can be shared with others looking to integrate AIDS education into the ESOL curriculum. Correspondence should be directed to Henry Lesnick, English Department, Hostos Community College, CUNY, Bronx, NY 10451. Tel. 212-518-6597. Fax 212-518-6643.

Colleagues who would like to receive Subcommittee mailings of new AIDS education materials, who would like to be doing AIDS education work but need some assistance from the Subcommittee, or who would like to participate in other work of the subcommittee, such as developing presentations and articles for TESOL and other professional organizations, should contact Victor Cummings, English Department, Hostos Community College, CUNY, Bronx, NY 10451. Tel. 212-518-6600. Fax 212-518-6643.

The success we have in implementing the AIDS education resolution depends on the extent to which the TESOL membership and the Subcommittee work together to integrate AIDS education into the ESOL curriculum. The members of AIDS Education Subcommittee look forward to this collaboration.

*Reprinted from TESOL Matters, June/July 1992, at the request of TESOL International. Henry Lesnick is a member of the AIDS Education Subcommittee of the TESOL Sociopolitical Concerns Committee.*

Designing  
Our  
World **TESOL'93**

April 13 - 17, 1993

## **TESOL offers international health insurance**

*The following announcement is from TESOL Matters, April/May 1992. Joining the program requires membership in TESOL; for information on joining TESOL, write to TESOL at the address provided below.*

### **Group health and disability insurance programs.**

TESOL offers International Health Insurance and Disability Income Insurance to TESOL members residing outside the United States and Canada. The two plans are administered by Medicare-International Health Plan, through Edgar Ward Limited in London, England.

### **International health plans.**

Medicare offers subscribers two levels of coverage. The International Plan provides hospital services, local ambulance services, at-home nursing, and casualty ward, or emergency room, treatment. The Executive Plan provides the same benefits in addition to covering all outpatient services, organ transplants, repatriation in the event of death, or local burial.

Maternity benefits and dental treatment are available as options for both plans.

Premium rates are based on the level of benefits you select, the age range in which you fall, and the geographical location in which you reside. Premiums can be paid in either Pounds Sterling or US Dollars. Winterthur Insurance Company (UK) Limited underwrites the Medicare-International Health Plans.

### **Disability income insurance.**

Medicare International Disability Income Insurance pays a maximum of up to 85% of an insured TESOL member's income if he or she becomes temporarily or totally disabled. After 3 years of continued disability, the insured will receive a lump sum payment. Vita Life Insur-

ance Company Limited of Zurich, Switzerland underwrites the Medicare International Disability Income Insurance.

For more information please contact Edgar Ward Limited, International Insurance; 15 Minorities; London EC3N 1NJ; England; Tel. 71-480-7108; Fax 71-480-6137. For an application form and information on TESOL write to: TESOL, 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314-2751 USA. Tel 703-836-0774, Fax 703-836-7864.

## **TESOL awards— Don't be left out!**

The TESOL organization offers a variety of awards to its members: travel grants to attend the TESOL summer institute or annual convention, fellowships for graduate study, and financial awards for excellence in teaching, materials development, or research. There are also awards to honor contributions to affiliates and valuable service to TESOL and the profession.

For award descriptions and application/nomination guidelines, consult the June issue of *TESOL Matters* or contact the TESOL Central Office (1600 Cameron Street, Suite 300, Alexandria, Virginia 22314-2751, USA, 703-836-0774).

Don't delay, because all applications/nominations must be received by the TESOL Central Office on or before November 15, 1992.

Take advantage of these funding opportunities!

*The above announcement is included at the request of TESOL International under the name of Barbara Schwarte. Here's how to contact her: Department of English, 203 Ross Hall, Iowa State University, Ames, Iowa 50011, USA; Office phone: 515-294-6811; Fax: 515-294-6814; Home phone: 515-292-3558.*

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### 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.

### *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*.

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Please allow six to eight weeks for delivery of your first issue.

LET'S GET SOME COUTH

## *The Royal Asiatic Society*

The Korea Branch of the Royal Asiatic Society (RAS), founded in 1900, is affiliated with the prestigious Royal Asiatic Society of London.

### Activities

#### Semi-monthly meetings.

Held throughout the year, these meetings present highly diversified programs. At some meetings authoritative Korean and Western speakers discuss a wide variety of topics, and at other meetings films are presented which illustrate Korean dance, music, mask drama, and similarly interesting aspects of Korean culture. There is no admission charge.

#### Tours.

The tours provide an opportunity to see many places of historic and scenic interest throughout the Republic. All the tours are personally conducted by knowledgeable leaders. Members receive substantial discounts on the costs of these tours.

#### RAS Transactions.

The Korea Branch of the RAS began publishing its annual transactions in 1900. The *Transactions* of the Society have been considered one of the best continually published sources of scholarly information on Korea. Current members receive a complimentary copy of the *Transactions*, which is published annually.

For more information, contact the Royal Asiatic Society, CPO Box 255, Seoul 100-602, call 763-9483, or fax 766-3796.

### Professional organizations and publications

IN THE LAST ISSUE of the *Newsletter* we introduced three publications of interest to professionals in English teaching. Here are some more publications and organizations.

*Global Issues in Language Education Network Newsletter*, edited by Kip A. Cates. The table of contents for the seventh issue (23 pages) will give you some idea of the nature of this newsletter:

Global Issues in Language Education Network: 1991 report; Articles on global themes from language teaching journals; a preview of global education presentations at TESOL '92; Language teachers as peace researchers; New books on environmental education from WWF; Global education in Soviet EFL; Suggestions and resources for teaching about "Columbus 500"; Book reviews and textbook news; Global issue resources recommended by network members; New list of 1992 global education calendars and almanacs; All the latest news on global education & foreign language teaching.

You can get more information about the newsletter by writing to Kip A. Cates, Tottori University, Koyama, Tottori City, Japan 680; call Kip at home (0857-28-2428) or at work (0857-28-0321); or fax him (0857-28-3845). Also, Kip Cates is going to present at the AETK-KATE Fall Conference in October.

*The Language Teacher*: This journal "is the monthly publication of the Japan Association of Language Teachers, a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. JALT welcomes new members of any nationality, regardless of the language taught." The October 1991 issue contained 68 pages, and included such articles as

"Creating and Managing Change in English Language Teaching" (2 pages); "Television Commercials: Short Texts with Big Potential for Language Learning" (4 pages); "How to Resume: The Job-Seeker's Best Friend" (2 pages); "Oral Testing Without Tears" (2 pages); Opinion: "Conversation Teachers, the Japanese, and Self-fulfilling Prophecies," "Setting the Record Straight on the JET Program," "A Politically Correct Language Teacher?" (total 3 pages); two book reviews; organizational news. JALT Central Office, Shamwasaki 305, 1-3-17 Kaizuka, Kawasaki-ku, Kawasaki 210 Japan. Fax: 044-245-9754.

**IATEFL, International Association of Teachers of English as a Foreign Language.** (From their pamphlet): IATEFL is the largest British-based worldwide association of English as a foreign and English as a second language practitioners. It has branches worldwide, holds an annual conference, bi-annual Special Interest Groups symposium, publishes a regular newsletter and offers reduced subscriptions to ELT journals. Through its twelve Special Interest Groups it offers opportunities to its members to further their professional interest in specific areas such as video, business English, CALL and teacher development.

Information about membership and subscription to the organization's *ELT Journal* can be obtained by writing to: International Association of Teachers of English as a Foreign Language, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent, England, CT5 2DJ. Fax: 0227-274415. There is also a branch of IATEFL in Korea; contact Mr. J. Seob Jeong, c/o Baiksuck Middle School, San 25-30, Deungchon-dong Kangsuh-gu, Seoul.

### Handbook on teaching Korean-American students available

From *TESOL Matters*, June/July 1992.

The Bilingual Education Office of the California Department of Education developed a new resource, *Handbook for Teaching Korean-American Students*, to assist educators in improving their understanding of the language and cultural background of Korean-American students. Included in the text are a variety of recommended instructional and curricular strategies for helping these students develop and enhance their bilingualism and academic achievement.

The appendices contain up-to-date information on other resources for improving the education of Korean-American students.

Copies of the handbook are available for US\$45.00 each, from the Bureau of Publication, Sales Unit, California Department of Education, PO Box 271, Sacramento CA 95812-0271, USA. For more information about the handbook, contact Daniel Holt, Consultant, Bilingual Education Office, Tel: 916-657-3837.



### Learning to Bow: An American Teacher in a Japanese School.

Bruce S. Feiler. New York: Ticknor & Fields, 1991. Pp. xii + 321.

A native of Georgia (USA) and graduate of Yale University, Bruce Feiler spent one year teaching English in a small-town Japanese school system. This book is the impressive account of his varied experiences of teaching and learning that occurred during that year. He knows how to use English effectively to portray through witty and human stories what it means to be an American in a contemporary Japanese setting where he, his colleagues and students are all trying to figure out how to mutually live together in an internationalized world and in rural Japan at the same time.

Neither condescending nor touristy, his insights teach the reader much about Japanese life and values today, as seen through the eyes of a foreigner who is open and well-informed and who knows that he wants to better understand Japan in order to live and teach there. Thanks to Feiler's perceptions shared here, the Japanese and their ways seem both a bit less inscrutable and strange. The very readable 24

chapters intersperse funny episodes of his daily life, such as "How to pick up a Japanese girl" with helpful statistics and interesting information in pithy bits about Japanese history, religion, education, and present-day social issues, such as racism.

For readers who are English teachers in a Korean school system, the book is especially relevant and helpful, as they will surely see themselves in many similar situations in Korea. Indeed, one could easily substitute Korea for Japan and identify with the author's comments on acceptance of the outsider, social prescriptions and proscriptions, and schools and teaching, especially English teaching. There is so much with which the foreign English teacher in Korea can resonate in this book that one begins to wonder what the differences in the two societies might be? Observations on the serious problem of returnee children from abroad or the description of a Japanese school trip could just as well have been written in Korea today.

Feiler's stories about trying to use innovation in his role as a native-speaker in traditional Japanese-style English classes will be hilarious and comforting to many of us who similarly have had to make up

good English teaching techniques on the spot according to realities presented by the system. At the same time, his reflections on the basic reality of dissimilar ways of communication between Japanese and Westerners and his comment that "English is more than a language, it is a state of mind" are valuable as well as thought-provoking.

Feiler does not provide all the answers required for the formation of an excellent teacher of English as a foreign language. That is not his intent in this book. However, he intrigues the reader into thinking about the meaning of and, perhaps, necessity for cross-cultural awareness through telling what he himself was able to do, often in difficult circumstances. That he enjoyed and benefitted from his teaching and his life in Japan is obvious. As his colleagues commented at their farewell party that "his face has changed in the last year," Feiler too realized that, though still a tall American with different looks and customs, he had indeed changed and could no longer be the same. He had also been deeply challenged.

Teaching for world citizenship is the task he sees before teachers like himself, and for modern educational systems in Asia. English teachers in Korea today could likely write their own fascinating stories of how such a challenge is being met and of the difficulties involved. Such a story would likely resemble Feiler's and, hopefully, could be as upbeat, positive and inspiring. It would affirm that English teaching is worth doing and doing well and that one significant result is a step toward genuine internationalization where people see each other as friends worthy of understanding and acceptance.

Sonia Reid Strawn

Sonia Strawn is associated with the Korea Legal Aid Center for Family Relations, Seoul.

PLEASE SHARE your reading experiences with us in your review of a book or an article which impressed you. Here are some general guidelines you can use in your review:

Heading: title, author, city of publication: publisher, year of publication, number of pages. (as used in the *TESOL Quarterly*).

Points readers would like to see in a review:

- the book's general nature: goals, audience, structure
- strong and weak points, with supporting examples
- some description of each general section
- relevance to theory or methodology
- (if it's a textbook or methods book) your personal experience in using it

Style: Let's avoid side comments and observations, and keep it focused on the needs of the reader. And we all know the importance of conciseness and clarity, which are easier taught than done.

Please send your review to the Editor.



## Collins COBUILD English Course Levels 1, 2 & 3.

Jane Willis and Dave Willis. London: Collins, 1988-9. Student's Books, pp. 112; Teacher's Books, pp. 150; Practice Books, pp. 64; 3 cassettes at each level; Tests 1, 2 & 3, pp. 93.

### The Lexical Syllabus.

Dave Willis. London: Collins, 1990. Pp. viii + 136.

This is an innovative conversation plus composition course that takes as its basis a communicative task methodology. Each unit covers a topic, e.g., numbers, buying and selling things, directions, the events of a day, other countries, the future, and understanding and giving instructions, warnings, etc. The learners do various language tasks related to these topics.

Unit 4, Book 2 covers jobs and pay. The learners in groups rank jobs according to their pay, guess the punch line to a joke about a dentist, and unscramble another about a plumber. This feeds, like a lot of the tasks in the course, into the next activity, which is reading a letter to the magazine *Just Seventeen* from an underpaid female bakery worker and writing a letter to the editor in reply.

Some work on language details follows, in this case discriminating between the various meanings of the word *clear* as adjective and verb, and doing the same for *in* as a preposition of time and place. The latter actually breaks up a sequence of tasks involving guessing the content of a keyhole picture. Students first look at a small section of a picture of a balloon seller and try to guess his job, before looking through a bigger keyhole.

The learners then write short accounts of their jobs, look at *to* with verbs and adjectives, read *Reader's Digest*-type jokes about enterprising people in routine jobs and guess what they did, and finally build phrases with substitution tables

around *to*.

The authors place a lot of importance on integrating speaking and writing tasks with listening, mainly to authentic recordings of native speakers doing the same text-based tasks the learners are required to do. So in the keyhole picture sequence, the learners predict John and Catherine's guesses before they listen to the cassette and report and comment on what they hear. They then look at the larger keyhole picture and again speculate before listening to John and Catherine discuss it and the full picture. Before looking at the full picture themselves, they try to describe it using John and Catherine's description. After looking at the full picture, they discuss their descriptions and the man himself before finally describing the picture from memory and evaluating each other's performance.

Two-thirds of the listening passages are authentic (studio) recordings of native speakers doing tasks like this. Another quarter are readings of textual passages, which are practically all taken from authentic publications on the market.

### Principles

Other materials writers have advocated and produced such materials, though perhaps not to this degree of richness. What does seem to be an innovative aspect of the methodology is the report stage to the class, where the small groups tell the whole class about their discussion. Here the concern of the speakers will be with accuracy, and the teacher helps with planning. This contrasts with the groupwork, where the focus is on fluency and the teacher does not correct.

Another innovation of the course on the macro level is that it follows through on the implications of the conflict which the task methodology, together with interlanguage concepts and notional-functional rivals to grammar, have introduced into ESL. The problem

for course designers is that methodology has been the cuckoo in the nest threatening to turf out the grammar which it was brought in to drum in. It has been the new cloth which is rending the whole garment. This happened because communicative tasks teach *knowledge how* and are seen to work. Grammars and notions and functions provide *knowledge that* and, at least as they are written, are seen to be only pale inadequate reflections of what we do when we use language. For grammar, or notions and functions for that matter, to be the basis of designing a course made up of real-life-like tasks is like having the tail wagging the dog.

In *The Lexical Syllabus*, companion to the COBUILD course, Dave Willis points to the examples of reaching agreement on the cassettes as showing how subtly this function is signalled by native speakers using their sixth senses, certainly not something to be communicated by just crudely and unilaterally saying, "I agree." So the course tries only perfunctorily to teach a short list of functions like asking for permission and directions. In other words, a notional-functional syllabus is no better than a grammar one.

Thus the authors dump grammar and notions and functions as a way of structuring the course. This is something a lot of courses have done. But, unlike such courses, rather than throw out the baby with the bath water the authors raise learners' consciousness about form when structures come up with some consistency in the language of a task on the recordings. The difference with ordinary courses which do focus on grammar is, without recorded NS data, their treatments are unmotivated and they are advising learners, "Do this because we say so," not, "Did you hear that? What did they mean by that?"

As an example, learners do a puzzle working out times around the world with a base time of 1300 GMT. They listen to Danny and



Jenny doing the same thing, using *would* and *must*. They then practice making sentences with the modal verbs to express varying degrees of certainty.

The effect is that the presentation-practice-production cycle has been stood on its head and a normal course book cut up into little bits and mixed up into a salad. The production stage comes first, is followed by some input (the presentation stage) and practice comes last. The learners learn by doing, so that fluency comes first and will be based on language input, not grammar rules. Accuracy work will nonetheless be necessary, but is possible only if fluency already exists.

Most of the grammatical structures encountered in the usual course are covered in this way. I guess they wanted to be safe. The difference is they are not determining the input, which is rich and is being structured by the tasks. The result is a lot of the input is going to be incomprehensible, especially to real beginners.

But you can't learn to swim without getting your feet wet. And teachers in the classroom produce a lot of language beyond the level of their learners anyway, even if their textbooks don't.

### The lexical focus

The course comes in a series of Collins COBUILD books, the most famous of which is the dictionary, put out under editor-in-chief John Sinclair, who espouses the grammatical and lexical insights that are to be derived from applying computer concordancing techniques to large corpuses of text.

The authors first had reservations about the lexical syllabus, shades of Michael West, that they were expected to follow, but came to feel the lexical specification of the content of the course did provide the insights promised by Sinclair, as well as both give better coverage of what should be highlighted from the recordings and make it easier for

learners to reference the language they are working with.

Developing the Level 1 course, they started with data sheets of the 700 commonest words and their uses and a list of topics ESL schools felt to be of value. They then devised a number of tasks which were recorded with NSs. These recordings were concordanced. At the same time a bank of written texts accessible to remedial beginners and integrable with the topics was built up.

The tasks were ordered according to intuition and trialed to test the ordering and the methodology of (1) task (fluency), (2) planning-report (accuracy), (3) analysis. Overly difficult reading and listening passages and tasks were abandoned, but the authors were reluctant to drop a text if it gave a good context for an important word. The rest of the tasks were ordered and rubrics were written for the exercises. Then the concordances were checked to see if the 700 target words and their major uses were covered. All but 50 were. At the same time, a number (it seems a lot) of lower-frequency words also found their way in.

Lastly the language-focused exercises were written. These highlight the target words and include (1) choosing the meanings of grammar words in decontextualized sentences, (2) looking for instances of grammar words or functional expressions in the transcripts, (3) choosing the meanings of the commonest nouns like *way* and *thing* in sentences, and (4) phrase building from substitution tables. This seems to be not quite all the kinds of exercise that are possible.

I do like the presentation of decontextualized sentences. It's like English 900 or the examples in a dictionary, trying to guess their meaning. The difference is that the sentences all come from the dialogues or other texts and their contexts are retrievable, so the student can go back to the original text if stumped.

### Criticisms

The course has received mixed reviews from British ELT critics, even though task syllabuses are the thing these days. They think it is too complicated and too difficult to use. I have used it in a one-on-one situation and my slow learner finds the cassette incomprehensible. I like it and always incorporate some of the tasks from the start of Level 1 when I meet a new class.

I accept, though, the possibility that it may try to move along too quickly and discourage the less-gifted learner. I also have doubts about the importance of lexical frequency as a means of structuring a course. Although the 700 commonest words make up 70 percent of all English text, the most common word is *the*, a word most learners never get the hang of. Learnability is more important than frequency.

The course is also not very learner-centered. The input is mostly not about the learners, though Willis does foresee courses being developed in which learners use concordancing programs to analyze their own corpuses. It also fails to give learners the feeling they are associating with the rich and famous, a feeling that *Streamline*, for example, probably gave, although the native speakers on the cassettes come across as human, likeable and interesting. Getting a Nobel laureate, the president of a famous university, a rock musician and a senator to record the tasks would give this feeling.

But I recommend this course. If you have learners who are, like the authors, intelligent, motivated, and interested in language as a system, this is the best vehicle going. This is the type of course I would want to study if I were studying English. Check it out at the British Council library.

Greg Matheson

Greg Matheson works at The Korea Times.

## Techniques: Tips for the classroom

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### Warming up

When starting a class I always use some kind of exercise to get the class off to a good start. This is very helpful in establishing an initially strong momentum since it is not so easy to achieve this after the outset, especially in the early hours of the morning of a miserable rainy day when the students are still feeling lethargic and sleepy. It gives the class a sense of dynamism.

I have employed a number of warm-up exercises. One method is to play some classical music for about three to five minutes, and then have the students express their individual reactions to the music. Another method is to ask questions. Ask them individually how they felt when they woke up that morning, and why they felt that way; or what was the most positive or negative experience they had the day before or the last weekend, and why it was so. Yet another method is for the teacher to begin the class by singing a song such as "Amazing Grace," and then asking the students to express their thoughts about this song. We finish up this activity by singing the song together at least twice.

These activities have three advantages. First, they give a meaningful start to the class because the students talk about things which are important and relevant to their lives. Second, they encourage group and individual participation. Third, the activities help the students develop communicative competence.

George Bradford Patterson

### Large classes

Like many teachers in Korea, one of my most important tasks in the classroom is management: how to manage large classes. Many of the ideas here have been adapted from management techniques suggested by Susan Oak, Margaret Elliott, and Carol Kim.

**Keeping track.** On the first day of class, I have all students fill out a 5x7 index card. In addition to the pertinent information of names and addresses, they write down their hobbies and a short statement on what they hope to gain from the class, or their reason for enrolling. I use these cards to record all information about the students and their grades when I give mid-term and final interviews. During the interviews I can refer to the student's hobbies, or address the question of whether they are satisfied with the class based on the expectations they expressed on the first day. I also refer to what the students hope to learn

from the class from time to time during the class. I especially am able to refer to their aims when I discuss the realities of learning English. The students sometimes think I've read their minds, when really I've only read their cards.

**Personal familiarity.** As much as possible, I assign journals. Journals are both a great way to learn about the students as individuals and a source of dialogue between teacher and student. For the students, one attraction of the journal is that they may discuss issues with me that they may be too shy to discuss in person. The journal also gives freshmen a chance to begin writing in preparation for later writing classes. In order to help me connect the name with a face, I ask my students to put a snapshot of themselves on the inside front cover of the journal notebook. I usually count the journals as part of participation, but I never grade them.

**Learning names.** In addition to mid-term and final interviews, journals and photographs, I use the technique of changing the student's name in order to remember it. That is, I give the students the opportunity to adopt an English name. It is an option that sometimes frees them to take on other aspects of the English identity, such as speaking more freely, but it also helps me to remember their names. The students can have fun with their "English identity," and I can be more relaxed about remembering 150 names. Many students already have English baptismal names, and others want to be called by the name of their favorite actor or character in a movie. (I have a Micky Rourke and a Bugsy in my classes right now.)

**Grouping.** I have been unsuccessful in assigning seats, and so I now assign groups. This allows me to concentrate on a small group of faces, names, and abilities at a time. I am usually familiar with most of the students' names and abilities by mid term. After mid term, I let them switch groups.

Virginia Martin

### Prize contest (A teacher development game)

In groups, everyone gets a chance to be gamemaster, to show a game they have brought and preferably to play them (in English or Korean). Everyone votes on the games in the prize categories of a) fun game, b) language game, c) difficult game, d) easy game, e) theoretically-correct game, f) other categories (such as flexible game for different proficiency levels). This discussion then segues into one on how the games can be

tinkered with for one purpose or another, for example to get more students doing more of the work or to shorten or complicate them. This is the semi-finals.

For the grand final and the super grand prize, one member from each of the semi-final groups is farmed out to each of the same number of new grand final groups, taking with him/her the semi-final winning game or games they have played and discussed. The same procedure is followed as in the semi-finals, and in theory everyone learns all there is to be known (and probably more than they wanted to) about games through the contributions of the representatives of each of the semi-final groups. There is no unique grand final prizewinner though. All have won and all must get prizes, as Lewis Carroll would say.

David Kosofsky and Greg Matheson

## Rats and rabbits

In the original activity the students in pairs stand close enough to tag their partners but far enough apart to avoid being tagged. Rats are on one side, rabbits on the other. When the teacher says "rrrats," the rats have to tag the rabbits without moving their feet. If it's "rrrabbits" it's the other way around.

As it stands, the game doesn't practice much language. But you can also use it with the technique of minimal pairs discrimination (using words and sentences differing in only one sound), which fell out of favor because it was regarded de-motivating. In this adaptation, the game factor maintains interest. For example, with the difficult pair for Koreans, /z/ and /dj/, instead of "rats" and "rabbits," one side is /z/ and the other side is /dj/, with the letters written on

the blackboard for checking. The teacher reads, "The seventh letter of the alphabet is g," or "The last letter of the alphabet is z." Otherwise the game is the same as before. To make it harder you can also say, "The seventh letter of the alphabet is z," and "The last letter of the alphabet is g." I find it hard to keep track of how well they are doing because the great fun distracts the intense concentration required to work out what sentence I am going to say next; so it may be a good idea to write all your sentences down first. It would also seem to be a good idea to change partners often. Other minimal pairs:

He is a zealous/jealous patriot/husband.  
Listen to/look at that Walkman/workman.  
I hurled/hailed the fish into the water/boat.  
The heavy man/frog flopped/plopped into the chair/water.

I admit these aren't so good. So let's dust off those old minimal pair collections. Audiolingualism, here we come!

(This is from Paul Davis and Mario Rinvoluceri's *The Confidence Book* (Longman), which you can consult for more detail.)

Greg Matheson

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 the Editor for publication in the next issue.

More...

## English signs in other countries

*In a Belgrade hotel elevator:* To move the cabin, push button for wishing floor. If the cabin should enter more persons, each one should press number of wishing floor. Driving is then going alphabetically by national order.

*In a Paris hotel elevator:* Please leave your values at the front desk.

*In a hotel in Athens:* Visitors are expected to complain at the office between the hours of 9 and 11 A.M. daily.

*In an Austrian hotel catering to skiers:* Not to perambulate the corridors in the hours of repose in the boots of ascension.

*On the menu of a Paris hotel:* Salad a firm's own make; limpid red bean soup with cheesy dumplings in the form of a finger; roasted duck let loose; beef rashers beaten up in the country people's fashion.

*In a Bangkok dry cleaner's:* Drop your trousers here for best results.

From *Anguished English*, by Richard Lederer. 1987. New York: Dell Publishing.

### Job openings

**Kuk Je Education Center,**  
**Seoul.** Position: English instructors. This agency locates positions for instructors. Contact Miss Bok at (02) 773-9855.

**Apex Language Institute,**  
**Seoul.** Position: Part-time and full-time lecturers. Sponsorship available; excellent work environment, guaranteed salary. Qualifications: TESOL degree and/or teaching experience preferred. Starts: November. Please contact Jessica at 587-0622 between September 21 and October 15.

*From the TESOL Placement Bulletin:*

**ELSI/Korea, Seoul.** Position: ESL instructors. Duties: plan, teach, and evaluate assigned classes; established curriculum. Requirements: 30 hrs per 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 per month (approx. US\$17,000 per year). 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 ar-

#### **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.

rival date in Seoul. Contact: Submit cover letter and résumé to: Recruitment Officer #4B, ELS International Inc., 5761 Buckingham Parkway, Culver City, CA 90230.

**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 per year. 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.

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

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.

**ET Club, Seoul.** Applications now being accepted for EFL/ESL instructor for adults with proofing, editing, recording, and writing if possible. Qualifications: MA in TESOL preferred. Salary: US\$20,000 per year + OT, 10% yearly raise for good workers. Benefits: rent-free apartment. Starts: open (but we need now). Send resume ASAP by Fax 02-538-6841, or mail to ET CLUB, Hyundai Palace Officetel 306, 1316-4 Seocho-Dong, Seocho-Gu, Seoul.

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

The *Newsletter* cannot vouch for the status of an institution listed in this publication nor does it certify the veracity or accuracy of information published. Applicants are reminded of the law which requires that additional permission be obtained from the Ministry of Justice for employment other than that for which your visa has been obtained.

## What's in a name?

It has been proposed that AETK not only provide its members with announcements of job openings but to also make available a complete list of institutions that hire English teachers. This would include companies, language institutes and colleges and universities. We are in the process of doing that now.

We would like, however, to contribute more than the names, addresses and phone numbers of institutions. We want also to provide references from past and present employees of these institutions in order to let prospective employees have a more complete picture of

working conditions at the institution under consideration.

If you can make yourself available to contribute information about the institution in Korea where you work or an institution which you know about, please fill out the form below and send it to Elizabeth A. Schuck, Kookmin University, 861-1 Jeongnung-Dong, Seongbuk-Gu, Seoul 132-702. We will then tell interested AETK members to contact you.

A short report about any place you have worked would be even more helpful. This would provide a permanent record for our members.



Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

What institutes can you supply information on?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Check applicable:

- Short report included
- Just supply my contact information:
  - Address
  - Phone
  - Fax
  - Email

Please send this form to: Elizabeth A. Schuck, Kookmin University, 861-1 Jeongnung-Dong, Seongbuk-Gu, Seoul 132-702.

## 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.



# 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 crosscultural 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.

## By the way...

### Had a good drink lately?

IF YOU ARE EVER OUT in the Itaenung area of Seoul, you may want to stop in the Nibelungen German Restaurant, "seit 1988," for a cold libation. Along with several varieties of imported beer and wine, you will also have your choice of some pretty exotic cocktails, all of which have been amply sampled by either the menu designer or the printer, I'm not sure which.

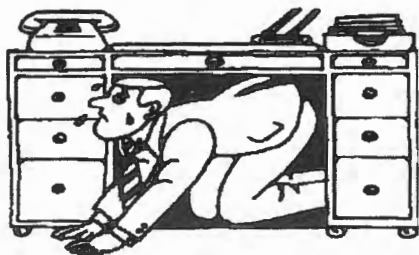
For example, you may order: a Gintonic (do you stress the first or second syllable?); a Matini (shaken, not stl'ed); a Black Lussian (a favorite of Vradimir Renin); a Singapore Gling (gling, glang, have glung?); a Bodka Sunrise (with your choice of bodkas, imported or domestic); a Ment Fizz (I meant to order one); a CacaO Fizz (hold the caca, please); a Whisky Cake (comes with candles and party favors); or my personal favorite, the Whisky Shower (bring your own backbrush.)

Christopher South

Sign seen on the wall at a certain foreign embassy in Seoul:

**NOTICE:  
LACK OF PLANNING  
ON YOUR PART  
DOES NOT CONSTITUTE  
AN EMERGENCY  
ON MY PART.**

**Beat the deadline!  
Send in your contributions for the next  
AETK Newsletter  
early!**



## 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***