



# GLOBAL ISSUES CHATTERBOX

KOTESOL - Global Issues SIG

Volume 1, Issue 1

## Inside this issue:

## Global Issues Philosophy

By Dr. Robert Snell

The Global Issues Special Interest Group is a part of the KOTESOL organization. The Special Interest Groups (SIGs) were initially formed to provide a forum for English Language Teachers to meet other professionals focusing on similar areas of research and interest. The Global Issues SIG is attempting to provide a forum among English Language Teaching practitioners to stimulate awareness and understanding of Global Issues and to encourage the development of global educa-

tion within language teaching. The use of global issues within the classroom aims to equip students with the knowledge, skills and values which can help them confront both local and global problems. It is essential that our focus should relate to ESL in Korea, and in the world. In addition to teaching a wide range of issues relating to global challenges, this teaching approach also allows the introduction of culture, intercultural communication, geography, history, and travel. It also can

be used to develop critical thinking skills, a vital element necessary for the next generation to solve some of the world's most pressing challenges. The Global Issues SIG is seeking to discover a consensus of enthusiasm for a revitalized GI-SIG function that makes welcome individual inclinations toward advocacy and activism. Combined with pedagogy and practice, our goal is to raise our students' consciousness of their shared humanity with people everywhere, of every station in life.

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## About the Chatterbox

By Scott Jackson

The *Global Issues Chatterbox* is a newsletter whose goal is to provide information about what's going on in the world and to understand why things happen through a cultural perspective. Each issue will allow for feedback and opinions. If you agree or disagree about things said within the issue, you are invited to express your opinion, and perhaps your side of the story will be published in the next issue.

A lesson plan will be provided showing how culture and global issues can be used

in the classroom. You are invited to share your ideas here as well. For the artists, satirical cartoons are welcome...please keep them colourless as much as possible, and in .jpg format. And for those who have been around, please feel free to submit articles about the places you've lived, taught or visited.

I'm sure a lot of us are curious about what's happening in our home countries, so let's hear from you about that. This can give people not from your country a little

insight to the culture of your land.

Our next issue will focus on Cambodia/ Vietnam. All submissions should be of that theme, however, submissions that carry other themes are still welcome.

All submission can be forwarded to:

[globalissuessig@gmail.com](mailto:globalissuessig@gmail.com).

## Upcoming Events

- 2007 KOTESOL International Conference—Oct. 27 & 28, 2007
- Young Learners and Teens Conference—Mar. 10, 2007
- KOTESOL/ KNU Conference—June 2, 2007
- See page 5 for details and more conference info...

# Introducing Iran

By Dr. Ataollah Maleki

Iran is a vast country, which is located in the Middle East. It is bordered by Azerbaijan, Armenia, and Turkmenistan on the north; Afghanistan and Pakistan on the east; Turkey and Iraq on the west; and the Persian Gulf on the south. It has a population of about 70 million. There are many ethnic groups in the population. They include Persians, Turks, Kurds, and Arabs. These ethnic groups live in harmony and peace together. There are also many religions in Iran. The believers of the religions live and work side by side with few conflicts and tensions. Islam, Christianity, Judaism, and Zoroastrianism are major religions that are practiced in Iran. Islam has two major sects: the Shia and the Sunni. Shias make up the majority of Moslems in Iran. They are different from Sunnis both in terms of Islamic practice and understanding of Prophet Mohammad's succession.

Iran is a very old country with an ancient civilization and culture. The origin of its civilization goes back to the life and thinking of its great teacher and philosopher Zarathustra who lived about 4000 years ago on the land. Zarathustra's main thinking was based on three principles: good thoughts, good words, and good deeds. He also divided the world into two different fronts: lightness and darkness. Those in the light front followed Ahura (God) and those in the dark front followed Ahriman (the Satan).

The first Iranian dynasty who ruled Iran about 2700 years ago was the Medes. The Medes created a great empire who dominated a large part of Asia and parts of Eastern and Western Europe. They built big cities, towns, roads, civilian and military

facilities. The Achemenians succeeded the Medes with even vaster and greater civilization. Two main and well known Achemenian kings were Cyrus the Great and Darius the Great. There are many monuments left from that period, for example, Persepolis and Ganjnameh (the letter of treasure). Iranians during the time of Achemenians created

*The Iranian people are peace-loving and want to live in harmony and peace with the world.*

great works of literature and arts. Following the Achemenians, Sassanis came to power and developed Iranian civilization and thought. Iran changed course after Arab domination in the Middle Ages.

Present Iran is rather different from the past, although the people have not changed much. The Iranian people are peace-loving and want to live in harmony and peace with the world. They follow the steps of their ancestors. They have even learned to be more peaceful after they converted to Islam and became Moslems. Islam is the religion of peace and friendship. However, it does not tolerate oppression and injustice. This is why Iran today is encountering opposition and enmity from today's big powers. Iran is being portrayed as a ter-

rorist and warmongering nation. This is not true. Looking at the past history of Iran, we find that it has always been invaded by foreigners, but Iran has never attacked or invaded other countries. The most obvious example of the latter case is the war which was imposed on Iran by Saddam regime. The Iranian nation had to defend their country and expel the enemy from their country.

These days we hear lots of disinformation about Iranian nuclear activities which is quite unjustified. This is especially dramatized by the United States government to defame Iran and portray Iran as a country which intends to make nuclear bombs and endanger world peace and security. Never-

theless, Iran has no intention of making nuclear warheads. Its nuclear activities are purely for peaceful purposes. According to international agreements, every nation has the right to develop nuclear energy for civil use and Iran is part of such agreements.

Finally, Iranians love arts and science. This can be seen in different scientific and artistic areas. The people of Iran have succeeded in reconstructing their war-torn country and either transferred or built new technologies independently. Iran is on the mend and will progress and reach peaks of science, arts, peace and friendship.

Ataollah Maleki, Associate Professor  
English Language Department  
Faculty of Medicine  
Zanjan Medical Sciences University  
Zanjan, IRAN

## *The Funnies* *Tom Briscoe*

[http://www.briscoe.org/cartoon/philosophy\\_angst/index.cfm](http://www.briscoe.org/cartoon/philosophy_angst/index.cfm)

Using cartoons, or comics is always a fun way to teach any subject. The cartoons found on Tom Briscoe's site, specifically the "What's your Rage" series at the above web-site, is a great way to explore cultural issues that affect people on a global level. Let's take a look at the first cartoon entitled "Road Rage".

Most North Americans know this term well and certainly it can be observed on the Korean roads; but, do your students understand the term? Do they understand the psychological studies behind it? Can they relate to

it?

These are all questions that can be raised and discussed.

The next cartoon, entitled "Sports Rage" deals with the over-exuberant parent of a little leaguer. The competitiveness has become so intense that parents have actually gotten into fights with other parents and coaches over their children's little league competitions.

Again, this can be expanded into not only a cultural issue, but also a global

issue; specifically pertaining to the violence seen at soccer games around the world.

Many discussions can arise from this, and all the other cartoons out there. Even the political cartoons found in newspapers around the world can be analyzed and discussed on a cultural and global issue basis.

Scott Jackson

# Lesson 1: The Culture Behind First Time Meetings

## Lesson 1: The Culture Behind First Time Meetings

**Purpose:** 1. To give students an understanding how culture influences the way we speak.

2. To allow for better communication between Korean and non-Korean in English.

**Level:** Adult; however, can be adapted to middle school and up.

**Time:** 50 minutes; however can be expanded or compacted as necessary.

**Materials:** Handout: one for every 2 or 3 students. (Downloadable at [www.language-and-culture.org](http://www.language-and-culture.org))

**Background Information:** It would be helpful to know and understand the Dimensions of Culture as outlined by Geert Hofstede at <http://www.geert-hofstede.com/>

**Step 1:** Have the students get into pairs, or groups of 3. Distribute the handout. Ask them to brainstorm questions or statements they generally use when they meet someone for the first time. Have them *think* in Korean, but *write* in English. Ask them to ignore the right side of the paper for the time being. (Note that the right side boasts the word *American*. Feel free to change this to any other native English speaking person.)

It might be helpful to give them an example for the first question asked.

**Example:** “How old are you?”

**\*\* Cultural note:** Students may need to know the context of the situation; for example, where they are, and the approximate age of the person they are addressing. To start this exercise, it is suggested that they are addressing someone of about the same

age in a situation where being social is acceptable. Since Korea ranks high on the PDI (Power Distance Index), these details are important for accomplishing the goal of this exercise.

**Step 2:** Go around the class and elicit one or two questions from each group and

write them on the left side of your white board. Ensure that “How old are you?” is the first question on the white board.

**Step 3:** Ask the students *why* they ask “how old are you?” Take note of the answers given. Verify that the sole reason this question is asked is because Koreans simply cannot communicate with each other in the Korean language without knowing the age status. This is related to PDI and LTO (Long-term orientation). The verb endings in the Korean language have degrees of honourarium depending on the social and/or professional status of the person being addressed.

**Step 4:** Compare this question to your home country. In most English speaking countries, it is considered rude to ask “How old are you?” when meeting someone for the first time. This is where we would ask the students, “Would an American ask this question”. Most students will say “No”. Ask them, “Why not?”. Most students will answer, “Because it’s rude.” Challenge them on this by stating that it could be considered rude in any language. Write Y or N or the right side of the white board.

Ultimately, you want them to understand that it’s an unnecessary question in most English speaking countries be-

cause the culture is much higher in the ratings on the IDV (Individualism) scale. As a result, the English language is not built on the basis of social and professional status. These English cultures are built more on equality. It really doesn’t matter how old the person is you’re meeting in English because we will use the same level of politeness, or formality regardless of the age differences. (Adult to children excepted).

**Step 5:** Go through the other questions on the whiteboard in the same manner as time allows. You may notice that for the majority of the questions, the students will suggest that the only reason they ask is out of curiosity in order to make further conversation. While this is true enough, on a more sub-conscious level, the answers to the questions will allow the Korean speakers to further analyze the *power distance* between them.

**Example of handout and questions:**

	<u>American</u>		
1. How old are you?	Y	?	N
2. Where’s your hometown?	Y	?	N
3. What university did you graduate from?	Y	?	N

By Scott Jackson, teacher trainer.

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## DID YOU KNOW???

Only 8 countries in the world speak just a single language. They include San Marino (Italian); Uruguay (Spanish); Barbados (English); North and South Korea (Korean); Kuwait and Saudi Arabia (Arabic); and Japan (Japanese).

## DID YOU KNOW???

As of July, 2002, the population of Iran was 66,622,704. As of 1997, 4.7 million televisions were counted among the people.

## DID YOU KNOW???

Portuguese is the official language of Angola, Guinea-Bissau, Mozambique, Brazil and Portugal.

# Using History for Global Issues/ Culture

By Scott Jackson

Much of our cultures come from the annals of history. Taking a look at some global issues of the past can help students understand and accept different ways of dealing with various problems. One of those problems is the use of illegal narcotics. In Korea, this is not a big issue. Korean society has dealt, and continues to deal with this issue quite effectively; however, this is not true in other societies.

Korean students may be interested in questions like, "Which countries have the biggest problem dealing with illegal narcotics?", "Why is it such a big problem in these countries?", "Where does the influence to use illegal narcotics come from?"

These and many other questions can be explored with our students through research, writing assignments, and small group/ class discussion. Even a debate style class can come from this issue alone.

Let's take a look at an example. Using the article, "1969: London police conduct drug raid on George Harrison's house", which can be

found at: <http://www.history.com/tdih.do?action=tdihArticleCategory&id=936> we can first discuss who George Harrison was, and then explore how this page from history influenced the people of England. Next, we can expand that discussion into how this particular person actually had an influence on more than just his countrymen, due to his international stardom. Just to mix things up a bit, a shift in the subject can lead to a discussion about how the English police handled the situation; George Harrison's reaction and statement; Patty Boyd's sister's remarks to the Princess. Once all of that is discussed, it can then be compared to how Korean people would react/ handle this situation in general; how influential the Korean stars to the young; the types of conversations that might come up as a result of this happening.

After finishing this class, we can conclude that our students have not only seen how different people deal with their global issues, but also how it affects their culture, and how that compares to the Korean style.

Another possibility which might be

of interest is the article, "1952 : Mercedes introduces 300SL", which can be found at: <http://www.history.com/tdih.do?action=tdihArticleCategory&id=7303>

Americans and Canadians are very much interested in automobiles. So are Koreans – but each country is interested in their automobiles in different ways. By discussing this with your class, you can establish cultural lines on the uses and practicalities of automobiles. This can easily be expanded into the issue of pollution, and production/ use of fossil fuels. What does each country think about these problems? What are they doing, if anything, to control or eliminate the problem?

The bottom line here is that history is an endless pool of global issues and culture. The History Channel and its website are an excellent source for interesting topics that have occurred worldwide. It can provide you with hours upon hours of class discussion.

Scott Jackson.

Have an opinion?

Want to submit an article?

Submit a lesson plan?

Make a cartoon?

Have questions?

You can send everything to:

[globalissuessig@gmail.com](mailto:globalissuessig@gmail.com)

Please submit by May 15, 2007

Theme for next issue: Cambodia/Vietnam; however all submissions will be accepted.

## KOTESOL - Global Issues SIG

E-mail:  
globalissuessig@gmail.com



What in the world is going on?



## UPCOMING CONFERENCES

1) **2007 KOTESOL International Conference:** The 15th Korea TESOL International Conference will be held on October 27 & 28, 2007 at Sookmyung Women's University, Seoul, Korea

**Theme :** *Energizing ELT: Challenging Ourselves, Motivating Our Students*

2) **Young Learners & Teens conference:** Sat., Mar. 10, 2007; Kyungpook National University in Daegu, Language Education Center.

**Theme:** *Creating Young Learners & Teen Materials.*

3) **KOTESOL/KNU Conference:** Sat., June 2, 2007; 9:30 am-5:30 pm. Kyungpook National University in Daegu, Language Education Center.

**Theme:** *Motivating to Learn—Learning to Motivate.*

**Plenary:** Curtis Kelly (Japan); David Car-

4) **Seoul Chapter Conference:** Sat., March 31, 2007; Soongsil University in Seoul.

**Theme:** *Bring the World to Your Classroom*

**Workshop Focus:** *Global Issues and World Cultures.*

5) **The 3rd North Jeolla Chapter Conference:** Sat., Apr. 7, 2007; Jeonju University in Jeonju

**Theme:** *Making the Grade—And not Being Afraid to Fail*

6) **Gwangju-Jeonnam Chapter Conference:** Sat., Apr. 14, 2007; Gwangju University, New Library Building, Gwangju

**Theme:** *Stepping Toward Practical Goals in ELT*

**Plenary:** Dr. Ju-kyeong Park, Honam University. (KOTESOL Past President)

7) **2007 International Conference of the Independent Learning Association:** (ILA) Oct. 5 - 8th, 2007; Kanda University of International Studies, Tokyo, Japan.

**Theme:** *Exploring Theory, Enhancing Practice: Autonomy across the Disciplines*  
<http://www.independentlearning.org/>

8) **JALT'S 33rd Annual International Conference:** November 22 - 25th 2007; National Olympics Memorial Youth Center in Tokyo.

**Theme:** *Challenging Assumptions: Looking in, Looking out.*  
<http://conferences.jalt.org/2007/>

9) **KATE—2007 International Conference:** July 6—7, 2007; Gyeongin National University of Education, Gyeonggi Province, Korea.

**Theme:** *Embracing Diversities and Pursuing Professional Integrity in EFL*



# A Tale of Three Countries

By Dave MacCannell

Okay, I'm no expert on what I'm about to write, but recent world events, movie viewing, internet surfing and distant echoes of past education have brought to my mind what I perceive as a clearer understanding of the Iraq situation. I could be wrong.

I'll start with the movie. If you haven't seen "Hotel Rwanda" go, get it NOW. The story takes place amidst the 100-day massacre of close to a million "Tootsies" by rival "Hutus". The source of their difference was not race, belief, religion etc., but nose size and length. When Rwanda was colonized by Belgium, the Belgian colonists decided that Tootsies, in general, had longer, more slender noses. This was not a scientific, evolutionary or factual observation, it was just made up.

When the Belgians left, the Tootsies, a minority, were in charge of the country. They gave preference to people with longer, more slender noses. The Tootsies got more government funding, better jobs, etc. They even dispatched with troublesome nose inspections by creating identity cards with "Hutu" or "Tootsie" stamped in big letters across them.

Naturally, the mistreated majority revolted, and the result was an attempted genocide during which one tenth of the Rwandan people were massacred.

Now to Iraq. Almost everyone in Iraq is Muslim. There are some artificial divisions that are causing the commotion. Roughly 60% of the people are Shi'aa or Shia Arabs. Roughly 20% are Sunni Arabs and roughly 15% are Sunni Kurds. So the Sunni are the minority. During the rule of Saddam Hussein, himself a Sunni, the Sunnis were favoured by govern-

ment, given better jobs etc.

The U.S. stepped in and gave Iraq a "democratic" government that is Shia controlled and actually limits the number of attainable seats for Sunnis.

What is the main difference between the Shia and the Sunni Muslim? This goes back to the death of the Prophet Muhammad. After he died, a new leader, Abu Bakr, his close friend and advisor, was elected as the leader of the Muslim people. Sunni support this election but the Shia believe that the new leader should have been a member of Muhammad's family, his cousin/brother-in-law, Ali.

*Naturally, the mistreated majority revolted, and the result was an attempted genocide during which one tenth of the Rwandan people were massacred.*

"Shia" is actually a shortened form of "Shia-t-Ali" or the party of Ali. So throughout history Shia and Sunni Muslims have recognized different lines of leaders.

I find it extremely odd that the U.S. recognizes the group that supports "Imams" or leaders, who they believe are sinless and whose authority comes directly from God. The Sunni contend that leadership of the community is not a birthright, but a trust which is earned and may be given or taken by the people. This is virtually identical to the position the founding fathers of America held that caused them to spurn the king of England, (whose authority was believed to be directly from God), and elect their own leaders.

It is also odd that I have read several

times that all Iraqis say that they are Iraqi. Not Sunni-Iraqi or Shia-Iraqi. They fought side by side against Iran, they represented their country together in the Olympics and they share all the fundamental Islamic beliefs.

Now a third and final country. It's called Lilliput. Within Lilliput there existed a metropolis called Mildendo. For above 70 moons past there have been two struggling parties in this empire: the Tramecksan and the Slamecksan. These parties won't eat, drink or talk with one another. What is the factor that causes their division? The Tramecksan wear high heeled shoes while the Slamecksan prefer low heeled footwear.

The very existence of the city of Mildendo is threatened by invasion from the island of Blefuscu. On Blefuscu there has raged a, "most obstinate War for six and thirty Moons past."

The war in Blefuscu is between the Big-Endian Exiles and the Blefuscu traditionalists who honour their age-old traditions. What traditions are they fighting over? The Big-Endians break their boiled eggs at the big end in brash opposition to the Blefuscu tradition of breaking their eggs at the small end. The traditionalists are the majority and receive government favour and get the better jobs while the Big-Endians are a minority who live in exile from Blefuscu but attack periodically from the surrounding areas.

"It is computed, that eleven thousand Persons have, at several times, suffered death, rather than submit to break their eggs at the smaller end."

If you haven't spotted it, this third country is a fictional one derived from the fertile mind of Jonathan Swift and shared with the world in his book "Gulliver's Travels". Though the country of Lilliput and its various conflicts were satirical fabrications, I have been recently wondering if these wars are any less believable than those in Iraq and Rwanda. It's a close call.



# GLOBAL ISSUES CHATTERBOX

KOTESOL - Global Issues SIG

Issue 2

Inside this issue:

## Temples and T-shirts: Challenges in Cambodia

By Dr. Robert Snell

The lines penned by Charles Dickens “It was the best of times, it was the worst of times” seem very apropos of modern Cambodia. Having visited the country for the first time this winter, I was overwhelmed by the experience. I consider myself a fairly well heeled traveler, but Cambodia caught me quite unawares.

I was visiting my brother in Thailand, and we decided to tear ourselves away from the allurements of Bangkok to take a quick trip to Angkor Wat. My brother had

been several years earlier and highly recommended the trip. Due to financial constraints, we were forced to opt for the overland travel package. Although considerably more “rigorous” than air travel, I highly recommend it. It gives a real sense of progressing thru the country, although everything is colored by the jarring bus ride, the choking dust and the various tout scams to relieve you of your cash. Cambodia is a devastatingly poor nation, and the homes you pass on the main road

are pitiful by almost any standard. After 6 hours of bone-rattling travel, we arrived in Siem Reap, the urban center for exploring the temples of the region. It was almost like arriving in another country.

Siem Reap is a bustling, lively city, which still has a sleepy, provincial look to much of it. Although it looks to house only several hundred thousand, we were told the population was close to 2 million.

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## Chatterbox Issue 2

By Scott Jackson

Thank you for reading our second issue of the *Global Issues Chatterbox*. A special thank you goes out to Dr. Robert Snell who authored the featured article about Cambodia. Also David Royal for his lesson plan entitled, “Boycott”, and Dave MacCannell for his wonderful cartoon.

Kim Hey Min and Song Soo Yeon are teachers from Ansan Boogok Middle School and Donong Middle respectively, who graciously contributed their comparison of Korean and Vietnamese cultures. Many thanks to the both of them as well.

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about what’s going on in the world and to understand why things happen through a cultural perspective. Each issue will allow for **feedback and opinions**. If you agree or disagree about things said within the issue, you are **invited to express your opinion**, and perhaps your side of the story will be published in the next issue.

A lesson plan will be provided showing how culture and global issues can be used in the classroom. You are invited to share your ideas here as well. For the artists, satirical cartoons are welcome...please send them in .jpg format. And for those who have

been around, please feel free to submit articles about the places you’ve lived, taught or visited.

Don’t be limited by what has been suggested here. Any material that have a global issues or cultural theme will be graciously accepted.

All submission can be forwarded to: [globalissuessig@gmail.com](mailto:globalissuessig@gmail.com).

## Cambodia: Continued from Page 1

The road between the airport and the town is crowded with palatial hotels, complete with lovely landscaping, pools, pretty night lights and all the amenities modern travelers expect. The contrast between such conspicuous consumption and the poverty seen previously along the road was very jarring. As we were on the budget tour, we skipped past all these enticements and found a guest house for \$5 a night. Later, we did upgrade to a hotel with a pool, but still stayed in the mid-range hotels. Our new hotel was on a modest scale, but very pretty. They also made an attempt to educate visitors about some of the challenges facing Siem Reap, due to increased tourism. One serious problem is the shortage of drinking water. The major hotels require huge quantities of water. Likewise, the hotels create considerable sewage. Currently there is no sewage treatment plant in Siem Reap; sewage is treated with leeching fields. This is causing a problem, because the ground water is being polluted, and villages for miles around Siem Reap have no drinkable water now. The hotel pool began to seem like an unwaranted luxury.

We were told by a local that Siem Reap really only began to develop in a big way since 2003. That is when the big tour groups began to arrive, prompting the construction of the new hotels and all their attendant services. We were also surprised to learn about the large number of Korean visitors to the area. Two different Cambodians told us they were planning to study Korean, so they could better communicate with the Korean tourists. It is very humbling to see someone who makes only \$1 or \$2 an hour, but yet determined to better their lives thru the study of a difficult and complex language. I felt there was much to learn from the Cambodians, both for my stu-

dents and for myself.

Visiting the temples was a truly inspirational event. The temple of Angkor Wat is merely the largest and most famous of some 200 temples spread out thru the jungle and surrounding coun-

*Two different Cambodians told us they were planning to study Korean, so they could better communicate with the Korean tourists.*

tryside. The vast scale on which many of them were designed, the somewhat melancholy air of ruin and neglect which surrounds them, the staggering amount of manpower required to erect them-all of it was overwhelming. On visiting Bantay Sree, an outlying temple one hour from Angkor Wat, I had a chance to meet some of the local young people. Six or seven teen-aged girls were selling postcard, t-shirts and typical tourist fare. I wasn't in the market for anything, but agreed to buy a cold drink. I then began to talk with the girls. Their English ability was quite good, and they were not shy about using it. I complemented them on their English and asked how they could speak so well. They said they practiced English one hour a day. My next question was if they were high school students. They replied they were too poor, and couldn't afford to attend school. For some reason, that felt like a psychic blow. The girls were so vivacious, outgoing and friendly, and evidenced such proficiency with English. Yet due to their financial circumstances, they could not attend school and eked out a living selling t-shirts to tourists.

Upon returning to Korea, I began to think about how I could share my trip to Cambodia with my students in a constructive way. One obvious topic could be to explore the benefits/drawbacks of unrestricted capitalism, in this case in the form of a tourist explosion. While it certainly provides much needed jobs and money flowing into the economy, it also creates new problems, such as the water shortage. Another useful topic could be how to develop sustainable development in the face of rampant economic growth. There are a number of organizations already at work in Siem Reap, focusing on sustainable development. However, I am sure there could be more.

Although many worthy groups have already begun good work in Cambodia, I felt moved to do something myself. Thinking about the growing number of Korean tourists to the country, I considered organizing a teaching program using Korean university students. They could volunteer to visit Cambodia during the term breaks and offer language instruction in Korean, and perhaps English as well. In turn, the students would be exposed to a new culture, and to a host of challenges which urgently need solutions. They would also be helping to share their own culture, in a way in which they could be proud.

This newsletter is dedicated to promoting global issues within the language classroom. What better way for us to do this than to develop a language and cultural exchange between Korea and Cambodia. If you would be interested in getting involved with this project, drop me an e-mail and introduce yourself. I hope I hear from lots of you.

Bob Snell, Busan University  
bsnell2@yahoo.com

### Did You Know??

Vietnam is the second largest exporter of rice which is a very staple and vital food for the Vietnamese.

### Did You Know??

The flag of Vietnam has a red background with a yellow star at the centre of the flag. The yellow color represents the ethnicity of Vietnamese people. The star has five points, they represent the workers, peasants, soldiers, intellectuals and merchants.

You can walk in to any clothes shop in Hoi An, Vietnam, and they will open up the latest cat walk fashion pages and make up whichever outfit you pick, tailored to your exact size! You can even have a pair of shoes made in 3 hours!



## Lesson 2: Team Teaching in Korea

By: Scott Jackson

In 2006, I had the opportunity to work beside a Korean-English teacher at Bijon Middle School in Pyeong-Taek, Gyeonggi-do. As part of my duties with the Gyeonggi-do Institute for Foreign Language Education, I was assigned to co-teach in the public school to gain insight and experience of the Korean-English education system as it is realistically implemented. The intention of this paper is to give an inside view of that experience.

On September 4, 2006, Superintendent, Kim Jin Choon, of the Gyeonggi Provincial Office of Education hosted an orientation session for 140 new international teachers to be placed into the public school system with a Korean partner. It is the goal of the Korean board of education to place native English speaking teachers in every public school by 2008. In Choon's welcoming address, he stated, "Our motto of long term goal has been, and is, 'educating world's foremost, well-rounded global individuals'".

Although the 2006 Orientation book gives no indication as to who Jessica Howe is, she introduced the lecture of the day informing the attendees that communicative activities are the key to accomplishing the Superintendent's goals. Ms. Howe continues her introduction by stating, "Since the communicative activities are usually follow-ups to topics already introduced in the unit, as students perform the communicative activities, you and the co-team teacher can go around the room and make yourselves available for help with vocabulary and instruction, as needed". Referencing my experience as a teacher trainer, I can confidently say that the general consensus of the public school teachers is that "we don't have time to do follow-up activities". I can also say with confidence having co-taught for six weeks at Bijon Middle School, that the time issue is simply not true.

My co-team teacher's name is Lee, Myungai. She's a 20 year middle school English teaching veteran with excellent communication skills. It took her all of five minutes to explain the mechanics of the lesson in a given class. That left us about 40 minutes to do communicative, task or project-based follow-up activities.

Korea's 7<sup>th</sup> national curriculum and the preceding curriculum still in the planning stages are heavily focused on implementing culture into the English classroom. As I

entered Bijon Middle School, I had this in mind, so when Mrs. Lee suggested we give the students a project, I immediately planned a cultural project-based lesson.

Since I'm Canadian, the project was focused on Canadian culture. Each class averaged about 38 students, so we divided them into eight groups. Each group was assigned a slightly different task to complete about Canada as follows: **Group 1** – draw a map of Canada with provincial and territorial divides; identify each province and its capital city. Write the population of each capital city. **Group 2** – Do the same as group 1 without the capital cities and population, and draw or paste each province's flower into the correct area of the map. **Group 3** – Identify four Canadian national holidays. Find pictures of each holiday and write short sentences describing them. **Group 4** – Find pictures of three sports famous in Canada and write short sentences describing each. **Group 5** – Draw a picture of the Canadian flag and explain it with short sentences. **Group 6** – Same as group 2, but instead of flowers, draw or paste each provincial flag. **Group 7** – Find information about the 'Calgary Stampede'. Paste pictures and explain each with short sentences. **Group 8** – identify a few of Canada's staple foods and write a short opinion about each - complete with pictures.

For the next three class periods, the students brought information they had researched for homework. Mrs. Lee and I paced the classroom aiding and making suggestions as needed. The final class period allowed each group to stand up in front and present their finished projects in English.

The purpose of the project was to first get the students using their already learned linguistic abilities casually; i.e. without the aid of a text-book. It was next to introduce aspects of another culture in a fun and pleasing way. Lastly, the presentation not only gave them experience speaking English in front of others, but to also share what they learned about Canada; thus everyone in the class learned every aspect of the project.

Mrs. Lee and I made a video that

shows the results complete with interviews with the students on their feelings toward the project. Throughout November and December, 2006, Mrs. Lee and I presented this video at various chapter meetings. The video is now available for public view and is entitled, "Bijon Middle School". By skipping to section 3 of the video (time index approximately: ), you can see the reaction of the students.

Mrs. Lee and I both agreed that the only thing we would change in a project-based class such as this is more attention would be given to the proper oral presentation skills required.

This particular project gave the students experience applying the vocabulary they have been learning since third grade elementary school into a real situation. The first day of this project proved to be rather difficult to get the students critically thinking out the language in an unknown situation. Mrs. Lee and I guided them with questions related to past lessons, and in some cases, the students looked back in their textbook to verify the grammar of what they wanted to say. In essence, they had the vocabulary, but were unsure of the structure because until now, they had only applied structure through fill in the blank exercises. By the third day, the language was coming out much more naturally and without the aid of the textbook.

The next phase of our team teaching efforts focused on task-based, communicative exercises. Check out the next Issue of the Global Issues Chatterbox for details on that.

### References:

**Gyeonggi Provincial Office of Education** (2006) *Orientation 2006: Assistant Native English Teachers in Gyeonggi Province*. Unpublished.

Scott Jackson,  
Teacher Trainer—GIFLE

# The Funnies

By Dave MacCannell

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**What in the world is going on?**

Striving to unite the world through global understanding and culture.

Have an opinion?  
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Please submit by August 15, 2007

Theme for next issue: Indonesia; however all submissions will be accepted.

# Global Issues Lesson Plan 1: *Boycott!*

By David Royal

- Purpose:** 1. To give students experience finding and evaluating information from the Internet.
2. To deepen students understanding of the consequences and responsibilities of consumer choice.

**Level:** high school or older

**Time:** approximately 1 hour

**Note:** Handouts are not required for this activity, but if you are interested in using them, they are available here: <http://www.esletc.com/GIMaterials.shtml#boycott>. Also, students will need Internet access.

**Step 1 (optional):** Give some basic tips on doing Internet searches. The Using Google handout is one way to do this. I tend to focus on the benefits of using well-placed quotation marks and the importance of using multiple, specific keywords. If you are teaching in a room with computers and an overhead projector, demonstrating the various techniques could be useful. More Internet-savvy classes may skip this step.

**Step 2:** Introduce the pre-discussion questions (below) and answer any vocabulary questions that come up. I find it useful to give sample answers for some of the questions, especially 1 and 5. Have students discuss the questions in small groups (~15 minutes) and then have volunteers from each group share their ideas with the class.

**Step 3:** Using the last pre-discussion question as a starting point, introduce the concepts of boycotts and consumer responsibility. This may be new to some students, so it is best to proceed slowly. The idea of a boycott may be more difficult for students to understand if they are not particularly brand conscious. When I teach this, I explain that corporations exist primarily to generate wealth for their owners. That is their main responsibility. Therefore,

I explain, our responsibility as consumers is making sure that we give our dollars only to companies whose practices we approve of and wish to be a part of. We as consumers are responsible for controlling corporate behavior. I then explain that, sometimes, groups of people choose to boycott a company, withdrawing their support, because they do not approve of what that company is doing.

**Step 4:** Introduce the homework assignment. For homework, I ask students to investigate some boycotts. You can use the Boycott Activity handout, or simply ask them to look into some of the brands that came up during the discussion. I ask students to find out both who is boycotting a given company and the reasons behind it. I tell them that companies may have different people boycotting them for different reasons. On my handout I use Coca-Cola, Nike, Disney and Starbucks, only because (in Hawaii) these brands were familiar to my students. In addition to researching a few of the brands we discussed in class, I encourage them to look for a boycott that they agree with, but this is not required. This assignment could be done as homework or in a computer lab during class time.

**Step 5:** Ask students to get into small groups and have them use the post-discussion questions to share what they found. Next, have volunteers share their information with the class. If students are interested in the issues that come up, it is possible to use this activity to lead into a classroom activism project, where students try to spread awareness of an issue or take part in direct consumer action.

If you use this activity or have other ideas for bringing activism into language classes please visit my website. I'd love to hear from you!

## Pre-discussion Questions

1. How do you decide what to buy? What things do you consider? (Brand, country of origin, price, environmental effects, treatment of workers, appearance / style, quality, etc.)
2. Which companies or brands do you like? Why do you like them? What do you know about them?
3. Are there any companies or brands that you don't like? What don't you like about them? What do you know about them?
4. Why do companies exist? What purpose do they serve? What good things can they do?

What types of bad things could a company do? Who is responsible for making sure that they don't do these things?

## Post-discussion Questions

1. What did you find out about each of the companies you researched? Who is boycotting them? Why?
2. Do you agree or disagree with the boycotts that you found out about? Did anything that you learned change how you feel about these companies? Are you more or less likely to buy their products? Would you ever boycott a company? If not, why not? If so, what type of thing would make you boycott a company?

By David Royal

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# Vietnam: A Cultural Comparison to Korea

By: Kim Hye-Min and Song Soo Yeon

© **Vietnam (Vietnamese: Việt Nam)**  
official Name : the Socialist Republic of Vietnam

## 1) Geography

the easternmost nation on the Indochinese Peninsula. It borders China to the north, Laos to the northwest, and Cambodia to the southwest.

## 2) Population

Over 85 million, the 13th most populous country in the world.

-Ethnicity

1) "Viet" or "Kinh", account for 86.2 percent of the population

\*A homogeneous social and ethnic majority group

\*Exert political and economic control

\*Purveyors of the dominant culture

2) More than 54 ethnic minorities

## 3) Economy

listed among the "Next Eleven" economies;

according to government figures, GDP growth was 8.17% in 2006, the second fastest growth rate among countries in East Asia and the fastest in Southeast Asia.

\*For many decades, Vietnam's economy was plagued with inefficiency and corruption in state programs, poor quality and underproduction and restrictions on economic activities and trade. It also suffered from the trade embargo from the United States and most of Europe after the Vietnam War.

### \*"đổi mới" (Renovation)

In 1986, the Sixth Party Congress(the government) introduced significant economic reforms with market economy elements as part of a broad economic reform package called "đổi mới" (Renovation). Private ownership was encouraged in industries, commerce and agriculture. Simultaneously, foreign investment grew threefold and domestic savings quintupled. Manufacturing, information technology and high-tech industries form a large and fast-growing part of the national economy.

## 4) Languages

86.2% of the population speak Vietnamese as a native language

\* In its early history, Vietnamese writing used Chinese characters.

**\*In the 13th century, the Vietnamese developed their own set of characters called Chữ nôm.**

## © Culture Analysis

**The similarities between Korea and Vietnam**

### 1) Relationship with China

**\*in Vietnam history**

In 111 BC, the Chinese Han Dynasty consolidated Nanyue(modern northern Vietnam) into their empire.

For the next one thousand years, Vietnam was mostly under Chinese rule.

**\*Both countries have something in common because of China's influence.**

#### **a) Language**

In its early history, both Koreans and Vietnamese writing used Chinese characters.

\*In the 13th century, the Vietnamese developed their own set of characters called Chữ nôm.

\*In the 15th century, the Koreans developed "Hangeul"

#### **b) Religion**

Mahayana Buddhism, and Confucianism

-have strongly influenced the religious and cultural life of the people in Korea and Vietnam.

#### **c) Practice Ancestor Worship**

-Practically all Koreans and Vietnamese, regardless of their religious background (including Catholic or Buddhist), practice Ancestor Worship.

#### **d) Education**

Due to Korea and Vietnam's long association with China, Korean and Vietnamese culture remain strongly Confucian with its emphasis on filial duty (Children are devoted to their parents.) Education and self-betterment are highly valued.

### 2) colonialism

**-Both countries have experience with being colonized.**

Korea was colonized by Japan, while Vietnam by France.

\*The Japanese and French administrations imposed significant political and cultural changes on Korea and Vietnamese societies.

\*A rapid nationalist political movement soon emerged.

### 3) The civil war and the division

#### **a) Korea**

The Korean War (1950-1953) left the two Koreas separated by the DMZ, remaining technically at war through the Cold War to the present day.

#### **b) Vietnam**

\*The Vietnam War occurred from 1959 to April 30, 1975.

\*The war reunified the Vietnamese under a communist government.

\*To a degree, the war may be viewed as a Cold War conflict between the U.S., its allies, and the Republic of Vietnam on one side, and the Soviet Union, its allies, the People's Republic of China, and the Democratic Republic of Vietnam on the other. Others, viewed the conflict as a civil war between communist and non-communist Vietnamese factions.

### 4) Economy - Developing very fast

#### **a) Korea**

From 1962–1989, South Korea underwent a remarkable economic transformation from being poverty-ridden to attaining the status of a newly industrialized nation.

#### **b) Vietnam**

according to government figures, GDP growth was 8.17% in 2006, the second fastest growth rate among countries in East Asia and the fastest in Southeast Asia.

### 5) Rice Farming

Rice agriculture was the main business of the two countries' ancestors.

Rice farming needs a lot of labor power, so people were living together for cooperation with each other. This strongly influences the two countries' collectivist mindsets.

*Kim Hye Min is a middle school teacher of 1 year with Ansan Boogok Middle School. Song Soo Yeon is a middle school teacher with Donong Middle School also with 1 year of experience.*



## Let's Talk Culture

By Scott Jackson

Omaggio Hadley (2001) quotes Seelye (1984, 1993) by stating

“Even if teachers’ own knowledge (about culture) is quite limited, their proper role is not to impart facts, but to help students attain the skills that are necessary to make sense out of the facts they themselves discover in their study of the target culture.”

As a teacher trainer, I use this statement as a basis for teaching how to recognize cultural patterns. This in turn enables a trainee to create lesson plans that encourage students to recognize differences in thought processes. A good foundation to begin the process can be found at [www.geert-hofstede.com](http://www.geert-hofstede.com). As you scroll down the page, you will find a summary of Hofstede’s Dimensions of culture. These dimensions include, *Power Distance index (PDI)*; *Individualism (IND)*; *Masculinity (MAS)*; *Uncertainty Avoidance Index (UAI)* and *Long-Term Orientation (LTO)*. Hofstede suggests that every culture in the world has all five dimensions, and he measures them on a scale of 0 to 116. For example, **Korea’s** numbers are: **PDI: 60; IND: 18; MAS: 63; UAI: 85; LTO: 75**. This doesn’t mean much until they are compared to other cultures around the world. For example, **Australia’s** numbers are: **PDI: 36; IND: 90; MAS: 51; UAI: 61; LTO: 31**.

Once the trainees understand what each dimension represents, I ask them to com-

pare the numbers of Korea to another country and give examples of how these two societies are different.

The first dimension - *Power Distance Index* - indicates how much inequality there is between people, lists Korea at 63. This is higher than Australia. I ask the trainees to come up with examples of behavior

*the trainees have a very clear insight into their own cultural behaviours, and can now identify the behaviours of other cultures and relate them back to Hofstede’s model.*

in Korean society to reinforce this concept. The most common example is the use of Korean language identifying *juniors* and *seniors*. The Korean language is based on a hierarchy which is influenced by thousands of years of Confucianism. This hierarchy determines the level of politeness through verb endings one uses depending on the age of those communicating. If a younger person (the junior) is speaking to an elder (the senior), the verb endings chosen will indicate a high level of politeness. The elder will be allowed to use a lesser polite version of the same verb. Although there are levels of politeness in English, the degree to which society enforces polite language between juniors and seniors is not as stringent as is with Korean social rules through language. This is one aspect of why the PDI number in Korea is higher than that of Australia.

After the trainees have come up with a few more ideas, I give examples that reinforce the lower number of Canada (PDI: 39), my home country. Through this discussion, the trainees begin to see cultural patterns.

I continue this through the other four dimensions; examples are elicited and discussed. At the end of a 90 minute class, the trainees have a clearer insight into their own cultural behaviours, and can begin to identify the behaviours of other cultures and relate them back to Hofstede’s model.

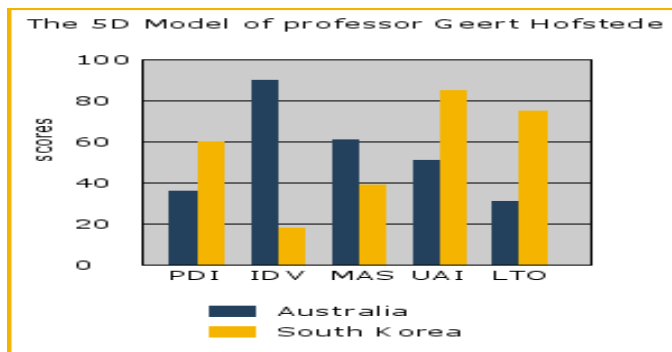
The next step in my program is to introduce the different communication styles and relate those differences back to Hofstede’s dimensions. From there we start analyzing differences in communication. This develops into a much better understanding of cross-cultural communication, and allows the trainee to analyze the conversations in their English textbooks on more cultural basis. In the end, this cultural awareness can be delivered to the students of English, resulting in a better understanding of how the English language is used. The teacher gives clues of identifying cultural patterns through conversations, rather than simply stating facts about other countries.

In the next issue, we will take a look at the different communication styles and how they relate to Hofstede’s dimensions of culture. A lesson plan will be included. Your homework is to look at the Hofstede web site and understand the dimensions of culture.

### References:

Omaggio Hadley, A. (2001) *Teaching Language in Context (Third Edition)* Boston, MA: Heinle & Heinle

Scott Jackson,  
Teacher Trainer—GIFLE



[http://www.geert-hofstede.com/hofstede\\_dimensions.php](http://www.geert-hofstede.com/hofstede_dimensions.php)



# GLOBAL ISSUES CHATTERBOX

KOTESOL - Global Issues SIG

Issue 3

## Inside this issue:

### 2006 Disasters Rendered Indonesians Homeless

By David W. Deeds

2006 was a rough year for Indonesians on the island of Java. In May, an earthquake hit near the city of Yogyakarta that killed almost 6,000 people and injured another 40,000. 135,000 homes were destroyed, 500,000 damaged. Then just two months later, in July, another earthquake occurred. Although its epicenter was far enough away not to cause any damage itself, the earthquake created a tsunami that killed about 700 people and rendered even more homeless. In August, KOTESOL mem-

ber David Deeds arrived in Yogyakarta and *Chatterbox* recently talked with him

*I was checking into my hotel when I first started to grasp the degree of devastation*

about his experiences. "I took the train from Jakarta and for my first half hour in town, I couldn't tell anything had

happened. I was checking into my hotel when I first started to grasp the degree of devastation. Nearly half the people working in the hotel were also living there because they had nowhere else to go. Others had their entire families living in tents, with no electricity or running water. The hotel's conference facilities had been transformed into makeshift classrooms, since most of the area's schools had been wiped out. My guide asked me to take some pictures of

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### Chatterbox Issue 3

By Scott Jackson

Our third issue of the *Global Issues Chatterbox* is a very special issue because it's the first to be printed. You can still easily find this issue online at: <http://www.kotesol.org/?q=node/121>, as well as our first two publications.

David Deeds gives us an up close and personal view of how the people of Indonesia are coping after the tsunami. Complete with pictures, he tells us the sad story, but offers a way to help out. Further to that, the Chatterbox had a wonderful opportunity to chat with David Deeds who spearheaded what is proving to be an incredible virtual experience. We are honoured to be able to bring you a synopsis of what he has created. Be sure to check this out!

Kim Hyeran and Roh Yenha graciously contributed their cultural comparison between Indonesia and Korea. Thank you ladies for this wonderful piece.

A special thank you to Dave MacCannell who will make you laugh once again with his cartoon entitled, "Indonesian Elections". Keep 'em coming, Dave!

The *Global Issues Chatterbox* is a newsletter whose goal is to provide information about what's going on in the world and to understand why things happen through a cultural perspective. Each issue will allow for **feedback and opinions**. If you agree or disagree

about things said within the issue, you are **invited to express your opinion**, and perhaps your side of the story will be published in the next issue.

A lesson plan will be provided showing how culture and global issues can be used in the classroom. You are invited to share your ideas here as well. For those who have been around, please feel free to submit articles about the places you've lived, taught or visited.

All submission can be forwarded to: [globalissuessig@gmail.com](mailto:globalissuessig@gmail.com).

## 2006 Disasters: Continued from Page 1



Picture # 5

homeless people so he could send the shots to relief agencies; that's how I got these photos, all taken in and around Yogyakarta. The kids (#5) are orphans who were living in the tent you see behind them, which was in a vacant lot across the street from what used to be their mosque. They're raising their fists to show that they still have 'fight' in them, so their teacher told me. When I met them, they were taking Koran lessons...in the garage, since most of the



Picture # 6

mosque's roofs had collapsed and the rest of the building was considered unsafe. Most of the youngsters were extremely camera shy, except for two little girls (#6) who struck a pose for me. One



Picture # 1

man (#1) was extremely skeptical that my photos were going to help, but he cooperated anyway 'just in case.' 'The government won't do anything, our

neighbors can't do anything. Only Red Crescent (Red Cross) has helped us so far. I'd be living in a tree if not for them,' he said. You can still see the rubble of another man's house behind his tent



Picture # 2

(#2); his little grocery store was miraculously spared so he still has a way of making money. Like most of his neighbors, though, he had no insurance and so it'll be months before he can afford to build a replacement house. His wife gave me a tour of the inside of their living accommodations (#3). The grand-



Picture # 3

mother you see (#4) was sitting in front of the makeshift hut that is standing where her house of more than 50 years used to be. Her sons were going to rebuild her house, but until then she had



Picture # 4

nothing to do...except chew tobacco. I haven't heard anything lately from any of the people I met in Yogyakarta, and so I fear the worst. Although I'm sure things have improved somewhat, there's still a long ways to go. A contribution to Red Crescent/Red Cross would help (<http://www.redcross.org/donate/donate.html>.)

### Did You Know??

1. Indonesia was formerly known as the Dutch East Indies.
2. Indonesia has an estimated 6000 inhabited islands, and an estimated 17000 islands in total.
3. The island of Sulawesi does not share a land border with any other country.
4. Indonesia's language of Bahasa offers many words that are repeated twice. A single utterance gives a meaning different from that of a

### Did You Know??

- double utterance. For example, "hati" means "liver", but "hati hati" means, "be careful. "Jala" is a fishing net, but "jala jala" is an electrical AC power supply outlet.
5. The city "Pontianak" is nicknamed, "Equatorial City".
6. The most popular food in the province of Yogyakarta is "Gudeg". This is young jackfruit and chicken, cooked in a gravy coconut milk with soe palm sugar.

### Did You Know??

7. Indonesia's motto is "Bhinneka Tunggal Ika". When translated into English, it means "Unity in Diversity".
8. Indonesia has thirty-three provinces and four provinces have special status. Special status means more privileges and more independence from the government. The four special provinces are Aceh, Yogyakarta, Jakarta and Papua.

# Let's Talk Culture: Styles of Communication

By Scott Jackson

In the previous issue (Issue 2, June 2007), I introduced Geert Hofstede and his five cultural dimensions. If you haven't already read that article, take a look before continuing with this one. Although the subject of *Styles of Communication* can stand alone, it is much more effective relating it with dimensional cultures.

In cross cultural communication, interculturalists tend to agree on four specific styles of communication that can greatly affect how we communicate across cultures. They include, **Degree of Directness; The Role of Context; The Importance of Face; and The Task or the Person.** A summary of these communication styles can be found at: <http://www.peacecorps.gov/www/educators/enrichment/culturematters/Ch3/culturecomm.html>.

In North America, it is difficult to generalize due to high *Individualism* in its culture; however, it is safe to say that most North Americans use a more direct and low context style of communication compared to Koreans. North Americans put less emphasis on face and tend to separate the task from the person. Koreans value face very much (both positive and negative), and the relationship is very important in order to get the task done.

Looking at Hofstede's dimensions, we can easily conclude why each culture uses such different styles. Korea is a highly *collective* society. As a result, they see the world in very similar ways, with regard to each other. This enables them to use fewer words to get their thoughts and feelings across. Chances are, the listener already thinks and feels the same way. Korea has a high rating in the *power distance index*. Age is a very important factor in how Koreans communicate with each other; therefore, when a junior speaks to a senior, politeness is paramount. It doesn't matter how incorrect the statement, or how much the junior disagrees with the senior; it is essential to adhere to politeness. An indirect approach is considered to be the most polite way in the Korean society.

Although North Americans do value face, it can easily be seen that Koreans

value it more. This again relates to the *power distance index* in that seniority demands respect, but it also relates to the *uncertainty avoidance index*. In the study of Pragmatics, George Yule (2000) tells us about the concept of Conversation and Preference Structures. Essentially, he states that for any given statement, there is usually an expected response. I.e., "How are you?" "I'm fine, thank you." If one were to respond to the above question with "Life sucks", this might create a pause in the conversation because the listener has to deal with an unexpected response. If the response was as expected, there would be no pause and the conversation would continue naturally. Getting back to the

*...for any given statement, there is usually an expected response....*

uncertainty avoidance index, Koreans tend to want to avoid the uncertain. As a result, in their practice of language, the expected response is almost always the response given. This allows face to always be maintained. Causing confusion is a face-losing experience and Koreans will avoid this more often than North Americans.

It might surprise some to know that the North American and Korean cultures are very different when it comes to getting work done. What is more important...the task at hand, or the relationship of your co-workers? In Korea, it can not be separated. If you have a good relationship with your co-workers, the work goes smoothly and problems are solved with good hearts. On the other hand, the North Americans tend to see the finished product as being more important and don't pay as much attention to the relationship. A great example of this is when a Korean professor attended a lecture in the U.S. The lecturer got into an aggressive debate with the primarily American audience. The

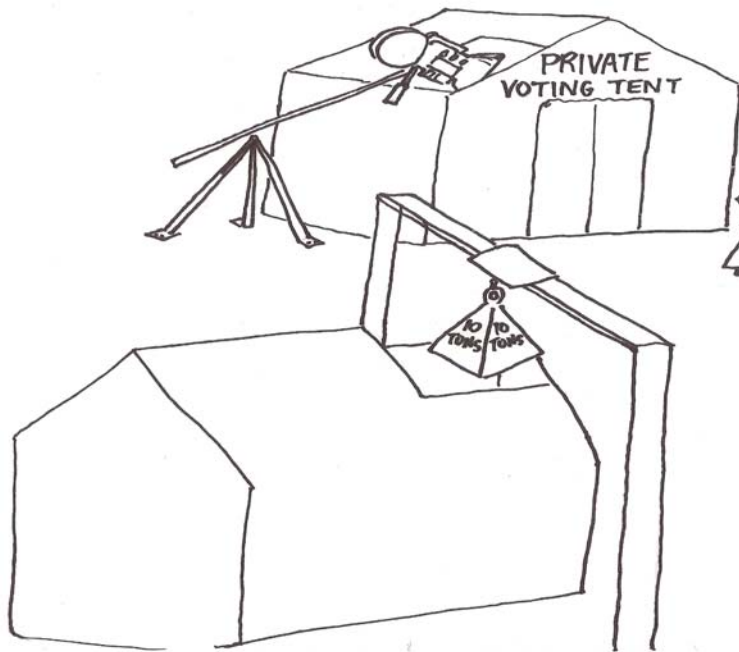
Korean professor was astonished to hear the way the attendees were talking to the lecturer, and was even more amazed when the attendees and the lecturer left the building together to eat dinner. In this case, the task had no bearing on how the lecturer and attendees treated each other. But, once the task was finished, they all left the best of friends. This last point focuses on the *Long-Term Orientation* dimension. From the Korean perspective, it deals with Confucian values. Since most North Americans did not grow up within a Confucius system, long-term orientation is less of a concern.

The lesson plan on page seven offers examples of how students can critically think out potential problems between the communication styles of given cultures.

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*Scott has been teaching EFL/ESL for 8 years, most of which has been in Korea. After receiving his masters degree in education, majoring in TESOL, he came to Korea and taught children for 4 years in private institutions. He then taught university undergrads for 2 years, and became a teacher trainer in the spring of 2006. His major areas of research include intercultural communication, the use of Konglish, and Co-teaching in Korea.*





\* Arab, Muslim greeting.  
+ Religiously neutral "good morning".



DEMOCRATIC ELECTIONS IN  
INDONESIA! THE FIRST SINCE  
1955.



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Make a cartoon?  
Have questions?

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# Woosong Establishes Virtual University Campus

By David Deeds

As a Native English Speaking Teacher here in Korea, you no doubt get the feeling on occasion that your life is unreal...but have you ever considered it so unreal it's downright virtual? This past summer, Woosong University in Daejeon (<http://english.wsu.ac.kr>) established a cyberspace campus within the computer-generated world of Second Life (<http://www.secondlife.com>) and KOTESOL members are now arranging 3D encounters for students in various real-life countries for English practice, other studies and just plain fun. Last month, Chatterbox talked with founder



David Deeds (in Second Life: Deed Davids): "The whole thing got started because a geek friend of mine back in the States is working for the Pachyderm Project (<http://www.pachyderm.org>) and he encouraged me to contact one of its sponsors, the New Media Consortium (<http://www.nmc.org>), so they could help with my Ph.D. research. The NMC is sub-leasing SL properties to dozens of educational institutions around the world. Next thing you know I'm a landowner, with neighbors such as Princeton and MIT. I had enough information for my paper just days later as soon as I got the Woosong Virtual University campus building up, but I started meeting these great people from all over and the marketing potential of the situation suddenly hit me. This seemed like the perfect opportunity to tout SolBridge (<http://solbridge.wsu.ac.kr>), Woosong's new international school, to potential students and teachers. After a night of too much virtual vino under my "party gazebo" on the roof, an English gal named Princess suggested the Asia



photo show and things just snowballed from there. I set up these gigantic picture frames and had photos from 12 different countries, from Cambodia to Vietnam, rotating "through" them...over 150 shots total. Testy, our trusty lab rat, and I played host to over a dozen visitors a day. I know that doesn't sound like much, but counting all the NMC people, other groups, etc., this means at least 500 people worldwide who had never heard of us before now know about Woosong, SolBridge, etc. I figure we went through 50 gallons of virtual champagne! Who knows how many people saw the NMC website story on the show. And we're just getting started. We cleared the decks as of the first week of



September and since then people at Busan and Namseoul Universities, as well as World Exchange University in Japan, one of our next-door, nonreality neighbors, have been arranging for Chinese, Japanese and Korean students to meet in cyberspace and talk...write...etc. I plan to also use our virtual campus to teach programming, computer-aided design and business administration to my International Business Department students. Other KOTESOLers are invited to come on in with us. We'll proba-



bly change the group name soon to something mutual to reflect our multi-school status. A basic account in Second Life is free and only it only takes a short period of orientation before you're ready to fly...yes, you really can! Once you're ready, visit us at coordinates Outreach (82, 187, 22) or just get to Outreach and we'll be hard to miss...head toward New York University and turn left. Regardless of whether or not you're with us inworld, I'd suggest joining CALL SIG (<http://callsig.org>) to keep up with developments. CALL SIG isn't technically part of KOTESOL, but everyone is welcome."

David W. Deeds.



*When David W. Deeds left the corporate world six years ago, his billable time as a knowledge management consultant was*

*worth \$200 an hour. These days he earns considerably less but enjoys the directly proportional lack of stress. David holds two MS degrees: one in software engineering, the other in education. He's currently finishing his dissertation for a PhD in educational technology. David's been in Korea five years and currently teaches business, computers and English to Woosong University's Chinese, Korean, Russian, Vietnamese, etc., students in the International Business Department. Photography's been his passion since his stint as a Navy journalist with the Armed Forces Radio and Television Service.*

# Indonesia: A Cultural Comparison to Korea

By: Kim Hyeran and Roh Yehna

Indonesia is the world's fourth most populous country, with more than 100 distinct ethnic groups and 300 languages. It is also the world's most populous Muslim majority country, with 88% of its citizens identifying as Muslim. Islam is not just a religion, but also a culture that is deeply rooted in the lifestyle of Indonesia. This article describes how Islam has affected family life and the status of women in Indonesia. This will be compared to the Confucian attributes of Korea and how that has influenced the social culture of Korean women.

One of a Muslim's major concerns is family. Indonesians are strongly attached to their families, which include grandparents, aunts, uncles and first and second cousins. Accordingly, they traditionally give attention to the extended family rather than just the nuclear family, though this has been undergoing change. Indonesians see themselves as connected to the wider community. After family obligation, they feel a sense of duty towards their village, mosque and workplace. Therefore, they willingly help with community affairs. Under the influence of Confucianism, Koreans are also strongly attached to their families and kinship is very important. Accordingly, most relatives are expected to attend the weddings and funerals of their family members. Another example of similarity is if something bad occurs to one villager in Indonesia, neighbors show their concern by offering help or raising money - though that beautiful tradition is fading away in both countries.

Islam has had a significant effect on the status of women within Indonesian society. Though monogamy is encouraged in Indonesia, polygamy is allowed

in the Muslim religion. Nevertheless, some disagree with the idea of polygamy in that the rich few monopolize the women and the poor majority loses the opportunity to get married. Indonesian family law stipulates that the husband has the responsibility to protect his wife and support her to the best of his abilities, while the wife has the responsibility of taking care of the household. Since Indonesia is a more flexible Muslim society, rather than a more fundamentalist one, women are allowed to have jobs and pursue careers. However, many women still acknowledge that they work to support their husbands. Both men and women acknowledge the husband as the head of the household. These facts are deeply connected to the Koran, which adopts the principle of equality between husband and wife, but distinguishes their separate roles. It also states that men have the duty to support women and requires that women wear the hijab (The headscarf worn by Muslim women, sometimes including a veil that covers the face except for the eyes.) to protect themselves from any potential accidents.

Looking at Korea, monogamy is the only legally accepted role which was stipulated by Confucian doctrine. Additionally, the different roles in gender have almost faded away in recent years; for example, the feminist movement has influenced the collapse of the patriarchal authority. The number of husbands who take care of children and do household chores is on the rise - regardless of who works outside the home. Moreover the recent amendment to the Korean Family Registry: women are no longer listed under the names of their husbands but have their own separate family registry. In addition to all this,

there are many "alpha girls" who are superior to their male counterparts in every aspect, such as in academics, sports, leadership, and are actively engaging in developing their careers. There are many "Gold Missus" who are aged over 30 and single with high salary jobs. They work and enjoy their single lives free from marriage.

In conclusion, family life and the status of women in Indonesia and Korean societies can be analyzed through the cultural dimensions of Geert Hofstede. Large family size; connection to the community, and preference of extended family mean that the Indonesian society is more collectivist and less individualist than Korean society. Indonesians show their long-term commitment to family, extended family and community, and society fosters strong relationships between them. Korea ranks a little higher in Individualism for the same reasons. The Indonesian society ranks high in masculinity in that polygamy is permitted for Muslims and Indonesians acknowledge patriarchal authority. Also, there are high degrees of differentiation in gender roles. That is mostly due to Islam which emphasizes different roles in gender and protection of women by restricting their rights. In Korea, gender roles are merging toward a state of equality.

Kim Hyeran

Roh Yehna

Reference:

<http://www.geert-hofstede.com/index.shtml>

## Announcement: Bob Snell, Global Issues SIG Facilitator

I have been asked to help organize a global issues conference in conjunction with the Daejeon Chapter. The date is Nov 24, and will be combined with a large, sumptuous Thanksgiving dinner, following the conference.

I am inviting everyone to attend the conference. I think it will be a good program, and a great chance to meet fellow GI teachers. We also are in need of speakers. We have 10 break-out sessions (50 minutes), so we lots of great ideas to fill those slots. Let me know if you

think you could help out.

Bob Snell



# Culture Lesson 3: Communication Styles

By: Scott Jackson

**Purpose:** To give actual relatable examples of how someone outside of a given culture can misunderstand intentions due to differences in communication styles.

**Level:** University

**Time:** 30 minutes minimum. Group discussion can expand the time indefinitely.

**Organization:** pairs or small groups

The following gives three examples of how communication breaks down and serious misunderstandings occur. Students are encouraged to read each scenario, and discuss with of the four communication styles have caused the problem. Please note that often it is not just a single communication style that affects the breakdown.

Once the students feel they have identified the problems, have them share their opinions with the rest of the class. If you are familiar with Hofstede's dimensions, try leading the class into giving examples of the dimensions within the communication styles.

Here are the situations:

1. A Japanese businessman is negotiating a deal with a Norwegian partner. The Japanese says that it will be difficult to reach an agreement. The Norwegian asks how her company can help to solve the problems. The Japanese is puzzled by the question.

*What is the communication problem? What can you conclude about each culture?*

*Do Koreans generally communicate in a direct or indirect way? What about English speaking countries?*

2. A Swedish manager working in Thailand is upset that his secretary regularly arrives to work late at least 30 minutes and sometimes up to an hour late for work. One morning she arrives late again and the manager gets very angry in the busy office. He takes her aside and tells her that if she can't arrive to work on time, she would be at risk of losing her job. She responds by handing in her resignation.

*What is the communication problem?*

*What can you conclude about each culture?*

*How important is "face" to most Koreans?*

3. A group of Canadian professors were attending a seminar. A paper was presented, after which there was a heated discussion. A Korean guest professor was disturbed by the atmosphere and had the impression that the professors did not like each other at all. She was surprised that after the discussion had ended, they all left the room in a good mood, wishing each other a good weekend.

*What is the communication problem? What can you conclude about each culture?*

*Do Koreans place more emphasis upon the task or the person? What about English speaking countries?*

Scott Jackson, Teacher trainer.

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## Links Links Links!

Provided by Heidi Vande Voort Nam

Dear friends,

I've created an on-line document with a list of on-line resources for place-based education. I've added some field guide type resources about plant and wildlife in South Korea.

Since it's an on-line document, any of you may edit the information and add links.

Enjoy,

Heidi Vande Voort Nam

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## Resources on Place-Based education

[http://www.promiseofplace.org/what\\_is\\_pbe/](http://www.promiseofplace.org/what_is_pbe/)

Introduction to place-based education

<http://www.clearingmagazine.org/place-based.html>

Annotated bibliography of articles on place-based education

<http://www.charityadvantage.com/f2e2/Place-BasedLearning.asp>

Links to a collection of articles on place-based education

<http://www.northstar.k12.ak.us/schools/awe/noyes/pbed.html>

One school's approach to place-based education

<http://www.loc.gov/folklife/edresources/ed-heritage.html>



Heritage projects and place-based education

<http://www.cnn.com/2006/EDUCATION/12/19/family.history/index.html>

Article on learning about family history

[http://www.theecologist.co.uk/archive\\_detail.asp?content\\_id=274](http://www.theecologist.co.uk/archive_detail.asp?content_id=274)

44 questions about your environment and neighbors. The questions could be used directly in advanced English classes or modified for lower-level classes.

### Some English language resources on plant life in Korea

<http://www.lifeinkorea.com/Language/korean.cfm?Subject=plants>

Common plant names in English and Korean

<http://www.lifeinkorea.com/Language/korean.cfm?Subject=flowers>

Common flower names in English and Korean

<http://home.kidp.or.kr/1999/nature/flora.html>

Kid-oriented, provides a picture, the Korean name and scientific name of some Korean flowers arranged by season.

<http://alienplant.nier.go.kr/eng/html/foreign02.html>

Bilingual site provides natural and historical information on foreign plants that grow in Korea. Plants are arranged by scientific name. Pictures available.

### Encyclopedia of Earth pages on the environment in Korea

The following pages from the Encyclopedia of Earth give a good overview of forests, water, and energy use in South Korea. These pages may be helpful for teachers, but there is too much technical information for most students.

[http://www.eoearth.org/article/Central\\_Korean\\_deciduous\\_forests](http://www.eoearth.org/article/Central_Korean_deciduous_forests)

[http://www.eoearth.org/article/Southern\\_Korea\\_evergreen\\_forests](http://www.eoearth.org/article/Southern_Korea_evergreen_forests)

[http://www.eoearth.org/article/Water\\_profile\\_of\\_Republic\\_of\\_Korea](http://www.eoearth.org/article/Water_profile_of_Republic_of_Korea)

[http://www.eoearth.org/article/Energy\\_profile\\_of\\_South\\_Korea](http://www.eoearth.org/article/Energy_profile_of_South_Korea)

### English language resources on animal life in Korea

The following Wikipedia pages list animals in Korea with a picture, the English name, Korean name, scientific name, habitat, and status (e.g. common, endangered)

[http://en.wikipedia.org/wiki/List\\_of\\_mammals\\_in\\_Korea](http://en.wikipedia.org/wiki/List_of_mammals_in_Korea)

[http://en.wikipedia.org/wiki/List\\_of\\_birds\\_of\\_South\\_Korea](http://en.wikipedia.org/wiki/List_of_birds_of_South_Korea)

[http://en.wikipedia.org/wiki/List\\_of\\_amphibians\\_of\\_Korea](http://en.wikipedia.org/wiki/List_of_amphibians_of_Korea)

[http://en.wikipedia.org/wiki/List\\_of\\_freshwater\\_fish\\_of\\_Korea](http://en.wikipedia.org/wiki/List_of_freshwater_fish_of_Korea)

Here are some lists of Korean species from the World Wildlife Fund

<http://www.worldwildlife.org/wildfinder/searchByPlace.cfm?ecoregion=PA0413>

<http://www.worldwildlife.org/wildfinder/searchByPlace.cfm?ecoregion=PA0439>

## More Links

Provided by Bill Templer

In connection with perspectives that look to place-based education, a strong article critical of over-mediated pedagogy: 'Unplugged Schools' [http://susanohanian.org/show\\_commentary.php?id=520](http://susanohanian.org/show_commentary.php?id=520)

Whatever you were doing last Friday 31st, here is a **brief report with video** on a peaceful protest by Palestinians, Israeli Jews and internationals against the Separation Wall in the West Bank at the Palestinian village Bil'in, where one of my friends was also injured and treated by Palestinian medics.

As the dramatic 7-minute video clearly shows, all violence [there's plenty] is from the Israeli troops. This is the kind of footage you may never have seen, shot by an intrepid cameraman inside the protest as it is attacked. I imagine your students would be quite impressed. These villagers are being deprived of half their land (olive trees) by the IDF for the building of the Separation Wall, which the soldiers are protecting. The landscape is West Bank desert par excellence.

Here is a 320-word **report** by Ilan, who was there: <http://www.ainfos.ca/ainfos05194.html>

**WATCH THIS VIDEO:** <http://www.youtube.com/watch?v=Q6s7D7GTKRo>

**SHARE IT WITH FRIENDS. SHOW TO SOME STUDENTS. ASK THEM WHAT THEY SEE AND WHY. GIVE THEM THE SHORT TEXT, WRITTEN BY A PEACEFUL PROTESTER. THEY THEMSELVES MAY HAVE SEEN STUDENT PROTESTS IN THEIR OWN COUNTRY**

SUCH VIDEOS WITH BRIEF NARRATIVES CAN BRING HOME WHAT TROOPS ACTUALLY DO TO ORDINARY VILLAGE PEOPLE DEPRIVED OF THEIR RIGHTS AND LAND, WHO PEACEFULLY RESIST.

*what is at the heart of the struggle in Palestine.*

Bill Templer