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Seoul Chapter Workshops are the third Saturday of the month from 3 p.m. to 5 p.m. at the Professional Center (I*njekwan)* Sookmyung Women's University.

Our presenter on 21ˢᵗ April is Aidan Hammond and the topic is
Teaching Academic Presentation Skills.

Find out more about the Seoul Chapter by visiting our updated homepage at
http://www.kotesol.org/?q=seoul

Schedule

Time	Auditorium Room 309 3rd floor	Room 511 5th floor	Room 512 5th floor
12:45 – 1:45	Athena Picay **Mission Possible: Outside the Box, Into the World** P. 7	Melanie vandenHoven **Cultural Differences in Teaching and Learning** Pgs. 7-8	Kara McDonald **NNES Professionals and the Negotiation of Identity** P. 8-9
2:00 – 3:15 Plenary	Kip Cates **Teaching English for World Citizenship: Countries, Cultures and Issues** Pgs. 5-6		
3:30 – 4:30	David Shaffer **Framing English for Better Understanding** P. 9	Tory Thorkelson **Stereotypes: Cracking the Mirror** P. 10	Lucy Yunsil Lee **Native and Non-nativeTeachers' View on EIL** P.11
4:45 – 5:45	Kip Cates **Bring the World to your Classroom: Creative Activities for Teaching about Countries and Cultures** Pgs. 11-12	Tim Dalby **Using Taboos to Bring Cultural Issues into the Classroom** Pgs. 12 -13	Grace Wang **Helping Learners** *Read to Learn* P. 13
5:45 – 6.00	Election results and Raffle		

Please come to the Auditorium at 5:45 for a chance to win a great prize in the raffle.

President's Welcome

Welcome to Seoul Chapter's annual half-day conference. This year the theme is *Bring the World to your Classroom: Global Issues and World Cultures in the EFL Classroom.*

English appears to be the current global language. In this era of globalization, English is the language of trade and travel, and these are some of the reasons why people learn English. However, knowing vocabulary, grammar, and pronunciation does not necessarily facilitate international communication. Successful communication also requires knowledge and understanding of culture. Learning English should not only involve learning the cultures of English speaking countries. As a result of globalization, non-native speakers from different cultures communicate in English.

In an article titled, *The Potential of Language Education: a Global Issues Perspective,* John Small wrote "It is said in Buddhism that before one speaks, the message should pass through three gates: Does this need to be said? Will it bring harmony and wisdom? Are my words true?" The author went on to say that at some point, talking about hobbies and *Titanic* will fail this test. Global issues pass the test. Today's plenary speaker, Kip Cates, used two quotations in an article he co-authored with George Jacobs in 1999, *Global Education in Second Language Teaching.* The first is from Edward de Bono – "If something needs doing, then do something about it. Don't just hope that someone else will. What is everyone's business also has to become someone's business." The second quote is from Helen Keller – "I am only one, but still I am one. I cannot do everything, but I can still do something. And, because I cannot do every-thing, I will not refuse to do the something I can do."

This conference would not have been possible without the hard work of many people. Thank you to the Seoul Chapter executive, who have been planning and working towards this day since September. Thank you to our student volunteers who assisted in setting up, guided you here, made sure equipment worked, and will help us put everything away after the conference is over. Thank you to those members who helped with registration, elections, and other tasks. A special thank you to Mrs. Hong, the Soongsil Language Center Office Manager, for all her assistance with the venue.

I hope you enjoy the conference, and leave inspired with some great ideas to use in your classrooms. Thank you for coming.

Mary-Jane Scott (President, KOTESOL Seoul Chapter 2006-2007)

Seoul Chapter Elections

KOTESOL is an organization run entirely by volunteers, and thus relies on committed people to come forward and nominate candidates for elected positions. Membership on the executive of a large chapter like ours requires time and energy commitments, as well as a working knowledge of current challenges and appropriate procedures for addressing them. The executive is responsible for organizing all chapter events such as the regular Saturday workshops and this conference, for spending the budget wisely, and for making suitable decisions that affect all members.

If you are a member of Seoul Chapter, please vote in the chapter elections today and show your support for candidates who have been selected to carry out these duties over the coming year. They have provided personal statements for you to read and possibly discuss with other chapter members, so you can assess their suitability for positions on our executive.

Peter Nelson, Elections Officer

KOTESOL Seoul Executive _ 2006-2007:

Bruce Wakefield, Workshop Coordinator
Kyonggi University

Mary-Jane Scott, President
Soongsil University Language Center.

Ksan Rubadeau, Treasurer.
Korea University

Joe Walther, Vice-President
Sookmyung Women's University

Jennifer Young, Secretary
Elite Eduactional Institute, Inc. Korea

Frank Kim, Vice-President
Daechul Middle School

Ms Ahn Soo Jung, Workshop Coordinator
Sookmyung Womens University

Azucena Bautista, Membership
GIFLE

Alex Pole, ASK Editor
Anyang University

Gwen Atkinson, Hospitality
Soongsil University Language Center

Tory S. Thorkelson, Immediate Past President
Hanyang University

Featured Speaker

Teaching English for World Citizenship: Countries, Cultures and Issues
Kip Cates
2:00 – 3:15; 3rd Floor Auditorium

In the globalized world of the 21st century, we need young people who appreciate the diversity of cultures in our global village, who strive to promote international understanding and who can work together to address the global issues that face our planet. This requires an approach to education focused on "teaching for world citizenship."

Becoming a "world citizen" means acquiring knowledge and curiosity about the countries and cultures of the world. It also means learning about world problems and what we can do to solve them. The EFL classroom can be an exciting place for students to acquire this "global literacy" as they develop language and communication skills.

This plenary talk will discuss challenges facing EFL instructors who teach about countries, cultures and issues. Topics addressed will include questions such as:

How can we add an international dimension to our teaching?

How can we teach about countries and cultures without reinforcing stereotypes?

What can we learn from fields such as global education and education for international understanding?

How can we transform the English classroom from a place to practice language skills into an exciting "window to the world" where students learn about foreign countries, world cultures and global issues?

A content-based approach to teaching English as a foreign language from a global education perspective can increase students' global awareness, stimulate their interest in the wider world and give them a solid grounding in basic knowledge about the world's countries, cultures and issues. Teachers who apply this approach in their EFL classrooms have the satisfaction of helping students to take their first steps on the road

to becoming socially responsible world citizens who can effectively use English as a global language.

      Kip A. Cates has a B.A. in Modern Languages from the University of British Columbia, Canada, and an M.A. in Applied Linguistics from the University of Reading, England. He is a currently a professor in the Faculty of Regional Sciences of Tottori University, Japan where he teaches courses on *Globalization, Cross-cultural Understanding, International Exchange* and *English Communication*. He is the coordinator of the "Global Issues In Language Education" Special Interest Group (GILE SIG) of the *Japan Association for Language Teaching* (JALT), and is a past president of the group "TESOLers for Social Responsibility" (TSR). He teaches graduate courses on global education for the MA-in-TESOL program of Teachers College Columbia University (Tokyo campus) and publishes a quarterly "Global Issues in Language Education Newsletter". He has worked with groups such as UNESCO and *Peace Boat*, and has given presentations on global education in countries such as the UK, US, Canada, Australia, Hungary, Lebanon, Malaysia, Vietnam, Greece, Egypt, Pakistan and Korea. His current projects include organizing an "Asian Youth Forum" (AYF) which brings together EFL students from countries such as Japan, Korea, Thailand, Vietnam, India and the Philippines for workshops promoting international understanding through the medium of English as an Asian language. He has worked, lived or travelled in 50 countries and speaks nine languages.

WEBSITES

    Tottori University profile <www.rstu.jp/gakka/bunka/staff/cates.html>

    On-line profile <www.english-hsg.gsn.ed.jp/gunma/biodataadvisers.htm>

    Columbia University <www.tc-japan.edu/faculty/fac-japan.html#Cates>

    Asian Youth Forum (AYF) <www.asianyouthforum.org>

    Peace Boat <www.peaceboat.org/english/voyg/48/lob/050227/>

    JALT Global Issues SIG <www.jalt.org/global/>

Abstracts and Bios

Mission Possible: Outside the Box, Into the World
Athena Pichay
12:45 – 1:45; Third Floor, Auditorium

This workshop shows the ins and outs of a survey interview project conducted by students in Freshman Practical English classes at Korea University. The project required the students to go outside of their cultural box and interview foreigners, thus meeting people from different backgrounds and discovering the world. They also got outside of their classroom box of rote learning with their book and electronic dictionary and into the creative, practical and real world of face-to-face communication where they had to deal with meaning negotiation, exposure to different accents and attitudes, and the painful feeling of rejection.

The objectives of the project were threefold: a) to gain practical experience in English conversation, thus enhancing their confidence in approaching and talking to foreigners and consequently overcoming their fear and shyness; b) to gain actual practice in creating a questionnaire for the survey; and c) to gain experience in writing a journal and an academic report by interpreting and analyzing survey results.

Participants in this workshop will go through the step-by-step details of how the project was carried out. Actual samples of students' academic reports, journals, photos and posters will be available for viewing.

Athena Pichay is currently an Invited Professor at Korea University, Seoul in the Division of International Studies. She also serves as the Administrative Coordinator in the Institute of Foreign Language Studies of the university. She has taught extensively in Teacher Training Programs for the Ministry of Education and has authored and co-authored textbooks for training programs sponsored by the Seoul Education Board. Athena has an MA in Applied Linguistics from California State University, Northridge.

Cultural Differences in Teaching and Learning
Melanie vandenHoven
12:45 – 1:45; 5th floor, Room #511

Today, the EFL classroom in Korea can be a fertile ground for students and teachers from different cultural backgrounds to meet and engage each other on the common task of learning English. Despite the best intentions, it is not uncommon for subtle or

profound conflicts between the teacher and learners to emerge. Often these conflicts stem from different expectations concerning the very roles and behaviours of the teacher and the learners in this site. This workshop will feature four cultural dimensions, introduced by Geert Hofstede and Edward Hall, which could be held responsible. This workshop will feature a short lecture, an interactive puzzle and a reflective questionnaire to guide participants to reflect on the way they relate to the group, their expectations for the content and form of a given message as well as their attitudes towards rules and the appearance of inequality in the classroom and beyond.

.**Melanie vandenHoven** is currently the Lead Teacher of Intercultural Communication in the SMU-TESOL program at Sookmyung Women's University in Seoul, Korea. She has been teaching language courses as well as content-based courses in Korea since 1997. Her areas of interest include curriculum and syllabus design, material development and promoting intercultural awareness. E-mail: melanie.vandenhoven@gmail.com

NNES Professionals and the Negotiation of Identity
Kara McDonald
12:45 – 1:45; 5th Floor, Room #512

The presenter describes how Non-native English Speaking (NNES) professionals endeavored to regain their integrity as legitimate professionals while plagued with negative experiences and implicit racist attitudes, causing insecurity and loss of professional self-confidence. Self-efficacy and first being professional in their own minds was central to negotiating their desired identity within their communities. The original study examined the experiences of NNES professionals across a range of fields, in Sydney, Australia. It captured their endeavors to be seen as the legitimate skilled professionals they are. This KOTESOL presentation proposal draws on that research and explores the meanings of the participants' experiences as NNESs in relation to their identity and the ongoing negotiation, construction and reconstruction of who they are, and highlights the effects of accent, race, ethnicity & gender on their professional identity.

Kara Mac Donald is currently teaching at Hanyang University's Hanyang-Oregon TESOL program. Her Doctorate degree is in Applied Linguistics-TESOL from the

University of Sydney. She holds a Master's Degree in Applied Linguistics-TESOL/LOTE from the same university.

Framing English for Better Understanding
David Shaffer
3:30 – 4:30; 3ʳᵈ Floor, Auditorium

By merely teaching English in Asia, the teacher of intermediate English and above unavoidably brings into the classroom, through realia and realia-like materials, the culture of at least three other continents where English is spoken. An understanding of this culture aids the learner in an understanding of English and in the learning of English. Toward this end, this presentation will put forward a set of guidelines for teaching culture and the cultural knowing framework. As classroom activities concerning global issues are frequently launched from one or more English media articles, the four most prevalent habits or practices of international news reporting will be presented, as will the strategic framing (i.e., metaphorical thought) commonly employed in foreign policy. It goes without saying that Asian learners of English usually have quite different culturally preferred styles of speaking than native English speakers. To help the learner understand these differences that English speakers have, cultural scripts, i.e., depictions of shared assumptions about how people think about social interaction, will be introduced to aid the teacher in introducing the different cultural underpinnings of the spoken word.

David Shaffer, PhD, Linguistics, has been an educator in Korea since the early 1970s. In addition to teaching graduate and undergraduate courses at Chosun University, he has years of experience as a teacher trainer and a materials designer. Dr. Shaffer is the author of several books for Korean English learners and EFL-related columns in Korean periodicals. His main academic interest at present is in effective teaching techniques, especially those incorporating cognitive linguistic constructs. In addition to being actively involved in Korea TESOL, especially with the international conference and with publications, he is a member of numerous other ELT and linguistics associations.

Stereotypes: Cracking the Mirror
Tory Thorkelson
3:30 – 4:30, 5th Floor, Room #511

The purpose of this presentation/workshop will be to challenge the preconceptions and misconceptions that Korean and Non-Korean English teachers have about each other and other cultures as well.

In part one, participants will be presented with the definitions of Generalizations" and "Stereotypes" and will generate some stereotypes of their own. A quiz may be used here to introduce or wrap up this part of the workshop.

In part two, we will look at what people from many parts of the world think of themselves and others. The purpose here is to challenge our basic assumptions about others and ourselves.

In part three, time permitting, the session will wrap up with participants sharing ideas about how to deal with one another in the workplace and outside in a non-biased and non-stereotypical way.

Tory S. Thorkelson (BA, B.Ed., M.Ed (TESL/TEFL)) is a Canadian, an active KOTESOL member since 1998 and has presented at or worked on many conferences. He is a Past- President of Seoul Chapter (2004-2006) and has been an Assistant Professor for Hanyang University's PEEC Program/College of General Studies for the past 8+ years. On March 1st, 2007 he was "promoted" to a position with the English Language and Literature Department. Co-author of research studies (see ALAK Journal, December 2001/June, 2003 and Education International, September 2004 V.1-2) and the "World Class English" textbook with fellow KOTESOL members, he enjoys writing for newspapers and magazines when the chance comes along. A recent issue of the "Seoul Fine Arts Council Magazine" featured an article he wrote about the Arts in Seoul – the first time a non-Korean has published in that magazine. He married his Korean wife on July 6th, 2002 and has acted in Drama Productions like "I Do Not Like Thee. Dr. Fell" and "A Christmas Carol – the Comedy" for The Seoul Players – a group he helped found. He is presently the Nominations and Elections Chair for KOTESOL as well as KTT Coordinator.

Native and Non-native Teachers' View on EIL
Lucy Yunsil Lee
3:30 – 4:30; 5ᵗʰ floor, Room #512

 EIL, or English as an International Language, is no longer a new or strange term anymore, as English is so widely used in the world today. Still, what is it and what is it not? Are teachers willing to teach EIL? Asking teachers –both NESTs and NNESTs– how they understand EIL, what they think about their own accent and whether they would choose to teach English as an International language, instead of following the so-called 'nativeness principle' can shed some light on how EIL is accepted or perceived in the ELT field in Korea. We can also speculate on the possibility of spreading the use and teaching of EIL throughout Korea as a way to increase Koreans' communicative ability in English.

 Lucy Yunsil Lee (MA TESL) is a Ph.D. candidate in the TESOL department at Hankuk University of Foreign Studies. Her areas of interest and research include English as International Language, advanced learners, bilingual education, immersion and teacher development. She is also a freelance interpreter-translator.

4:45 – 5:45

Bring the World into your Classroom: Creative Activities for Teaching about Countries and Cultures
Kip Cates
4:45 – 5:45; 3ʳᵈ Floor Auditorium

Learn how to internationalize your classroom through innovative activities about the world's peoples, countries and cultures! Find out how content-based EFL lessons designed around global education themes can promote a sense of world citizenship while developing language, communication and thinking skills.
This session will introduce a variety of EFL classroom activities designed to promote knowledge, awareness and curiosity about the countries and cultures of the world. Ideas presented will include role plays, discussions and video activities designed to stimulate interest in the wider world, promote cross-cultural empathy, build critical thinking skills and overcome stereotypes. Participants will analyze the pedagogical aims and design of each activity, and discuss how these could be adapted to their own teaching. The session

will finish with a question and answer session where participants can share their own concerns and experiences of teaching about countries and cultures. Participants will receive handouts, a bibliography and a list of resources.

Kip A. Cates has a B.A. in Modern Languages from the University of British Columbia, Canada, and an M.A. in Applied Linguistics from the University of Reading, England. He teaches English at Tottori University in Japan and graduate courses on global education for the MA-in-TESOL program of Teachers College Columbia University (Tokyo). He chairs the "Global Issues" Special Interest Group of the Japan Association for Language Teaching (JALT), publishes a "Global Issues in Language Education Newsletter" and is a founder of the "Asian Youth Forum". He has worked, lived or traveled in 50 countries and speaks nine languages.

Using Taboos to Bring Cultural Issues into the Classroom
Tim Dalby
4:45 – 5:45; 5th Floor, Room #511

The teaching of taboos in the classroom can be a dangerous undertaking, possibly causing tension and upset among the students. This workshop looks to explore ideas and methods for teaching taboos as a way to bring an awareness of other cultures in to the classroom. First we will define taboos and how different taboos operate using examples from different countries. Then we will explore the advantages and disadvantages of teaching taboos in the classroom and discuss how the disadvantages can be avoided. Finally, we will discuss positive methods for introducing and talking about taboos in a way that is sensitive and that enhances the students' understanding of other cultures.

Tim Dalby is from Portsmouth, England and trained as a project manager for a computer services company after graduating from Portsmouth University with a Business Studies degree. After several years, he caught the travel bug and, with his wife, went to work in a ski chalet in Val d'Isere for a season. Once the snow melted, he found his next gig in Seoul, South Korea teaching English. He lasted four months! However, his interest for teaching had been kindled and he next found a job in Prague, Czech Republic. During his year there he gained a CELTA and taught business English, general English and exam preparation for the FCE and CAE. His next posting was to Auckland, New Zealand where he was programme coordinator for the IELTS department as well as a lecturer for Marketing and Commercial Law. Taking the opportunity for a quieter life, he moved to Christchurch after a year where he taught

general English, IELTS and EAP. After 18 months, he took up a position as Head Teacher at another school in Christchurch and began his Master's Degree in English Language Teaching. Tim returned to Korea in August 2006, six years after the first visit, and took up a position at Jeonju University. He is happily married and has two adorable sons. Feel free to email him at tim_dalby@yahoo.co.uk or check out his website at http://timoteacher.googlepages.com/.

Helping Learners *Read to Learn*
Grace Wang
4:45 – 5: 45; 5th Floor, Room #512

Students reading for academic purpose at the university level in English as a foreign language face two hurdles: first, of meeting cognitively challenging concepts in their text, and second, of having to meet that challenge in English as a foreign language (L2). These students require a special kind of reading instruction, one which can help them overcome both aspects of their two-faceted challenge, especially when reading textbooks and other materials that are commonly written for native or first language English speaking (L1) university students. In this workshop, we will consider several useful insights from relatively recent research in L1 and L2 reading, which teachers can draw on to inform their teaching of reading for these students. We will also look at some tips and strategies for helping L2 learners read and learn from difficult texts for academic purpose more confidently and competently.

Grace Wang earned her M.A. in TEFL/TESL from the University of Birmingham and has been in the English language teaching profession for ten years. She has taught in Thailand, where she served in the Department of English at Chulalongkorn University, teaching undergraduate-level courses in English as well as a graduate course in TEFL. She has also taught at Yonsei University and is currently serving on the academic faculty of Korea University's Institute of Foreign Language Studies. Mrs. Wang has also trained staff of the United Nations in memorandum and report writing, and created United Nations English recruitment examinations. An English language teaching issue she has become concerned about recently is a difficulty faced by more and more Korean university students who are required to read and learn from challenging English texts in academic programs preparing them for a globalized world.

Extended Summaries

Using Taboos to Bring Cultural Issues into the Classroom

Tim Dalby
Jeonju University

How would you deal with the following topics in the classroom?

- Death
- Sex
- Prostitution
- Gay rights

- Abortion
- Swearing
- Racism
- Suicide

Would you even want to discuss them? For what purpose?

Taboos are powerful social conventions which can inhibit or protect individuals and society. While there are some almost universal taboos, many are culture specific and so can be used to introduce an awareness of other cultures into the classroom.

The discussion of taboos and other 'serious' issues is not something usually found within the pages of a standard EFL coursebook. However, open up any newspaper or turn on the TV news and we are constantly bombarded with these real issues. Why then are we not discussing them in class?

The answer to that question is of course that these kinds of topics are likely to cause strong feelings in our learners and we need to be equipped to handle such discussions in a sensitive and supportive manner. When discussing taboos in other cultures we also need to avoid the trap of stereotyping.

Dealing with serious issues in the classroom has several benefits. Strong feelings lead to lively discussions and so allow the practice of skills such as debating, critical thinking, negotiation, agreeing, disagreeing, explaining opinions and justifying. It also opens up language areas such as euphemisms, slang, formal and informal language, double meanings, body language and politically correct terminology. Above all, the topics that

you can discuss are immediately relevant and current. A simple news search will usually yield several stories, all of which can be utilized in the classroom without much adaptation.

On the other hand, taboos are taboos for a reason and dealing with them is fraught with danger for the teacher. Badly handled discussions can cause a collapse in class community (or worse, turn into a conflict) which can take weeks or months to recover. The discussion of these issues is not for the inexperienced or unprepared.

In this workshop we will discuss what taboos are and why they exist, the advantages and disadvantages of using taboos in the classroom, how to introduce other cultures through taboos, and ways of dealing with sensitive subjects. It is expected that participants will bring their own experiences and ideas to share in a cooperative and understanding way.

Be warned: Taboo subjects will be discussed. Please do not attend if you are easily offended!

NNES Professionals and the Negotiation of Identity

Kara Mac Donald
Hanyang University

The original study examined the experiences of NNES professionals across a range of fields, in Sydney, Australia. It captured their endeavors to be seen as the legitimate skilled professionals they are. This KOTESOL presentation proposal draws on that research and explores the meanings of the participants' experiences as NNESs in relation to their identity and the ongoing negotiation, construction and reconstruction of who they are, and highlights the effects of accent, race, ethnicity & gender on their professional identity. Most importantly, the study describes the individuals' self-efficacy and identification of self-as-professional, which were central to negotiating their desired identities as legitimate professionals and English speakers within their communities.

This study is a narrative inquiry into how the experiences of immigrant women influence the construction and reconstruction of their identities as individuals and as professionals. It captures the experiences of four immigrant women coming to see themselves as legitimate skilled professionals. The study examines the meanings of their experiences as immigrant women in relation to the negotiation, construction and reconstruction of their identity, and highlights the effects of social, linguistic, personal and interpersonal elements on their professional identity. In doing so, the study also describes the obstacles these immigrant women professionals overcome in developing the power to view themselves as legitimate professionals and English speakers.

Although the participants, as skilled professionals, had a high level of English proficiency, which they considered a tool of social and professional leverage, the women found they could not escape social judgments based on accent and strived to empower themselves through working to attain 'native-like' speech. The equation of being a skilled professional, but also a NNES, comes through in their stories and impacts the construction and reconstruction of their identity. Yet the data from a set of in-depth interviews with the four participants over nearly two years presents how they come to understand that they are not solely limited by their accented speech, but also, to varying degrees, by social perceptions of their ethnicity and gender. Through telling their narratives and examining the conflicts and struggles that arise in them, the study shows how the women come to have less of a desire to attain 'native-like' speech. They

arrive at the understanding that even if they could achieve 'native-like' speech, they cannot escape the responses towards their ethnicity and gender. Arriving at this point, the participants' narratives demonstrate that they do consider themselves as having some form of agency and power, as they come to identify other ways to empower themselves as NNES skilled professionals.

The contributions of this work to the TESOL field, and in particular KOTESOL, are three-fold. First, the study's focus was not only to explores and describe NNES professionals experiences. The objective was to uncover the patterns of shared experience and the common, yet evolving histories, among the participants. This allows for a broader understanding of how the results from the original study may be able to help describe the experiences of NNESTs in Korea. The research participants' conversational interview responses revealed how first being seen as professional in their own minds was closely connected to coming to be perceived as such in their communities. This insight suggests that self-efficacy and identification of self-as-professional play a central role in the positive negotiation of identity. Second, this knowledge gained from the research, conducted with professionals across a variety of fields, can also be used to better understand and explore the negotiation of identity among Non-native English Speakers in TESOL (NNEST), a popular area of interest and research inquiry. Assisting NNESTs professionals to negotiate a positive and professional identity in their own minds are central to classroom practice and student learning. Third, the research's narrative inquiry framework and conclusions can provide an initial framework for future research on NNES/NNEST identity.

Mission Possible: Outside the Box, Into the World

Athena Pichay
Korea University

This workshop shows the ins and outs of a survey interview project conducted by students in Freshman Practical English classes at Korea University. The project required the students to go outside of their cultural box and interview foreigners, thus meeting people from different backgrounds and discovering the world. They also got outside of their classroom box of rote learning with their book and electronic dictionary and into the creative, practical and real world of face-to-face communication where they had to deal with meaning negotiation, exposure to different accents and attitudes, and the painful feeling of rejection.

This project was conceived and implemented first in 1998. The objective was simply to give students the experience to meet foreigners, other than me as their teacher. The required task did not include written reports or journals. It was simply to approach foreigners and ask their country of origin, purpose of visiting Korea and their favorite Korean food. Through the semesters, the project evolved into something more academic, and yet more practical. Indeed, it became a project that is definitely in tune with Korea University's "*Global Pride*" motto and campaign.

The new objectives of the project are threefold: a) to gain practical experience in English conversation, thus enhancing their confidence in approaching and talking to foreigners and consequently overcoming their fear and shyness; b) to gain actual practice in creating a questionnaire for the survey; and c) to gain experience in writing a journal and an academic report by interpreting and analyzing survey results.

The first objective has always been documented in the majority of the students' reports as the greatest challenge to overcome. Due to the influence of Confucianism, Koreans' social interactions are based on proper social relationships and their maintenance within the social network. This is the reason why many Koreans do not greet or talk to strangers, and foreigners are perceived as the ultimate strangers. The common first reaction of students when they find out about the project is "fear and frustration" – "fear" of getting out from their comfort zone, which is their culture, and "frustration" from being required to take on a new persona, a language persona.

As the teacher, my greatest challenge has been how to sell the project and get everyone excited and motivated. Students see it as "too much work," "too difficult," "requiring too much time," and even "too scary." However, I have always emphasized to them two important things. First is the need to learn the culture of the English-speaking world; openness to the culture will make them understand more how English works. Second is the valuable life experience they will gain from being out there in the society - facing people from different backgrounds, practically applying the passive knowledge they possess, and working creatively and cooperatively with another student. I instill in them the priceless value of the skills they will gain and how they will be helpful in their job-seeking experiences in the future. Most importantly, I tell them that this project will give them memories that will be indelibly cherished in their hearts because they will not only learn something about the language but also something about life. After all, *To teach is to touch a life forever."*

Students' insights and personal reflections on what they gained from this project have given me inspiration, pride and encouragement. I realized my value as an educator. Interesting, honest and sincere comments and complaints have made me realize how I should improve my teaching methodology and what topics and skills in my syllabus and lesson plans I need to include or change.

Participants in this workshop will go through the step-by-step details of how the project was carried out. Actual samples of students' academic reports, journals, photos and posters will be available for viewing.

Framing English for Better Understanding: Adding Culture to Classes

David E. Shaffer
Chosun University

Incorporating Culture into Your Instruction: Cultural "Knowings"

Teaching culture can be based an approach which involves merging the content of culture (products, practices, perspectives, communities, persons) with the process of learning through the experiential learning cycle (participation, description, interpreting, and response), within which the cultural knowings (knowing how, knowing about, knowing why, knowing oneself) are based to form the cultural experience.

Guidelines for Teaching Culture

1. Teaching culture consists of guiding students through the cultural experience to develop cultural knowings.

2. Organizing the cultural experience joining cultural content and the learning process through the four stages of the experiential learning cycle (Participation: Knowing how – Description: Knowing about – Interpretation: Knowing why – Response: Knowing oneself forming a circle with the learner in the center.)

3. The cultural content learners examine derives from an analysis of products (artifacts), practices (all actions and interactions of members), and perspectives (beliefs, values, attitudes) of the culture, which are set within certain communities (social contexts) and uniquely manifested in persons of that culture.

4. As learners move through each of the stages of the experiential learning cycle, they develop cultural behaviors (knowing how), acquire cultural information (knowing about), discover cultural explanations (knowing why), articulate personal responses (knowing oneself), and, by repeatedly employing this process, build skills as culture leaders (personal competence).

5. To engage in each of these stages, learners acquire the language-and-culture of participation, description, interpretation, and response.

6. The teacher needs to identify culture-learning outcomes. Outcomes vary greatly depending on the educational context, the curriculum, the learners, and teachers, and they can range from culture-specific understanding in a foreign language context to assimilation into the culture in a second language context.

7. Every learner goes through the culture learning process in a unique way. Because of these individual variations, one of the primary tasks for the teacher is to help learners express and respond to their culture learning experiences.

8. The experiential cycle, by organizing the learning process into four distinct stages, delineates language-and-culture content, activities, and outcomes. Each stage – participation, description, interpretation, and response – deals with a different aspect of culture and culture learning.

9. For each stage of the cycle, the teacher needs to select and structure particular content areas, learning activities, and accompanying learning outcomes. In each stage, learners are thus engaged in distinct tasks.

10. In teaching each stage, the teacher must play different roles. These roles stem from different teaching strategies, and call for different outlooks or attitudes on the teacher's part. Teachers need to consciously interact differently with learners when teaching knowing how, knowing about, knowing why, and knowing oneself. The working relation that the teacher establishes with the learners through these roles is critical.

11. Teachers need to be versatile. They need to be able to present or elicit cultural information, coach and model cultural behaviors, guide and conduct cultural research and analysis. They also need to be able to enter learners' worlds by listening, emphasizing, and sharing their own experiences as cultural learners so as to help learners step out of their worlds into another language, another culture.

12. Teachers need to be learners of culture. They need to go through the cultural experience that they propose for learners in their language classes. Such experiences will help teachers learn the culture of the learners and may also help lead teachers to new areas in their own culture learning.

Table 1. Cultural Knowings and Teacher Roles

	Content	Language	Activities	Outcomes	Teacher

		Function			**Role**
Knowing How	Cultural Practices	Participating	Developing skills	Cultural behaviors	Model Coach
Knowing About	Cultural information	Describing	Gathering information	Cultural knowledge	Source Resource Arbiter Elicitor
Knowing Why	Cultural perspectives	Interpreting	Discovering explanations	Cultural understanding	Guide, Co-researcher
Knowing Oneself	Self	Responding	Reflection	Self-awareness, Personal competence	Listener Witness Co-learner

"Cultural Scripts": A Medium for Ethnopragmatic Instruction

Cultural scripts are a metalanguage of semantic primes (about 60) that can be used to state hypotheses about cultural norms of various kinds. Cultural scripts have the following two general forms.

Example 1. It can be argued that a wide variety of "Anglo" ways of speaking can be explained in terms of rather high-level cultural scripts related to the Wierzbicka ideal of "personal autonomy." A very general script of this kind is:

> people think like this:
> when I do something, it is good if I do it
> because I want to do it

This script is intended to represent a dominant or mainstream attitude in predominantly English-speaking countries such as the US, the UK, and Australia.

Example 2. At a much more specific level of detail, the following script is intended to represent a cultural value or norm which is characteristically, though not exclusively, Japanese (Wierzbicka, 1994):

> people think like this
> if something bad happens to someone because of me, I have to say to this person
> something like this: "I feel something bad because of this".

It is linked with the Japanese tendency to "apologize" very frequently and in a broad range of situations.

Cultural scripts can provide a valuable medium for pragmatic instruction that is more intelligible and more precise than the more global earlier approaches. Because the employ a small number of simple words are required in the wording of cultural scripts, language learners can be asked to work out their own versions of cultural scripts, L1 and L2, as learning activities.

Another advantage of the cultural scripts approach is that it could encourage a more holistic approach to discourse practices, heightening the language learner's appreciation of the fact that discourse practices are typically based in a system of cultural values, and hopefully motivating them as well.

Reading to Learn: Helping Students Who Are Reading in English as a Foreign Language for Academic Purpose

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Students reading for academic purpose in a foreign language (L2) face two challenges: (i) They must often try to make sense of and learn from cognitively challenging material, that is, difficult academic texts, and (ii) they must do it in a foreign language.

These challenges are even greater in English as a Foreign Language (EFL) contexts, in non-English-speaking countries like Korea. As universities in these countries aim to prepare their students to be international members of a globalized world, more and more university curriculums are requiring students to read and learn from academic textbooks and materials, and other sources of information written in English. In some universities in Korea, for instance, students are required to take a certain percentage of their content courses and write their university examinations in English in order to graduate.

During this past year of teaching English to science and pre-medical university students in Korea, I have noticed that the type of academic reading that gives them the most trouble is the reading of their very thick English textbooks. These books are commonly written for native-language English speaking students who already have a fairly complete mastery of the English language. I found that my students struggled with these books enormously. Thus, I felt a need to help them overcome their fears about reading their textbooks, and give them some tools which will enable them to read and learn from these books more confidently.

In this workshop, I will share insights and strategies which I have found to be particularly beneficial for students reading challenging academic material at the university level. Specifically, the key insights from research that will be explored, along with the teaching tips and reading strategies associated with them, are as follows:

1. Reading ability can be thought of as comprising three areas of competency: (a) the ability to recognize words, (b) the rate of reading, or reading fluency, (b) the ability to comprehend or problem-solve. (Alderson, 2000:12)

2. Reading is an interactive process involving both 'bottom up' and 'top down' processing. (Stanovich, 1980)

3. Motivation is the key to directly impacting the amount of reading, and the amount of reading is strongly associated with reading ability. (Grabe and Stroller, 2002)

4. It may be more helpful for students to learn how to be *strategic readers*, rather than just learn how to use reading strategies. (Anderson, 1991)

5. There is a strong connection between vocabulary knowledge and reading ability. (Schoonen *et al,* 1998)

6. Reading ability is aided by recognition of the discourse organization of the text. (Beck *et al*, 1991; Carrell, 1992)

7. Building reading fluency is important. (Grabe, 2001)

It is hoped that the information presented in this workshop will be of use and benefit to any teacher interested in helping their students read more confidently and competently in English for academic purpose.

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