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The KOTESOL Handbook

Teaching English in Korea

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the Internet. Here are a few examples:

Gestures from around the world: www.webofculture.com/edu/gestures

Women in Business: www.suite101.com/welcome.cfm/woman_in_business

College Slang: www.intranet.csupomona.edu/~jasanders/slang/FAQs

Career Magazine: www.careermag.com/db/cmag_careerlinks

Folk & Fairy tales from around the world: darsie.ucdavis.edu/tales/

Korean news & issues: www.nyu.edu/acf/multilingual/korean

Rainforest Action Network: www.ran.org/ran/intro

A final note:

Technology is playing a vital role in shaping learning environments. The Internet, in particular, is a resource for you to help meet the cultural and linguistic needs of your students, and enable them to become multi-lingual, multi-cultural, technologically literate, and competitive in the local, national, and international workplace. This list is just a start.

The KOTESOL Handbook

Teaching English in Korea

Edited by
Gina Crocetti

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Republic of Korea

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Frizzy University Network (FUN): www.thecity.sfsu.edu/%7Efunweb/

Karin’s ESL PartyLand: www.eslpartyland.com/home

English Language Links: www.comenius.com/misc/links

Learning English on the Web: www.lang.uiuc.edu/r-li5/esl/

Non-ESL Sites:

These are educational sites intended to help out in K-12 classes. They’re wonderful sites for ESL because of their wide and interesting topic ranges and, in most cases, their use of more simplified English.

Discover Learning: www.bc.sympatico.ca/learning/classroom/

Discovery Channel Online: www.discovery.com/

Discovery Channel School: www.discoveryschool.com/schrockguide/

E-Mail Classroom Exchange: www.epals.com/

CNN Learning Resources: www.literacynet.org/cnnsf/

TIME Magazine for Kids: www.pathfinder.com/TFK/

Blue Web’n English Resource: www.kn.pacbell.com/cgi-bin/

[listApps.pl?English&Resource](http://www.kn.pacbell.com/cgi-bin/listApps.pl?English&Resource)

English Reference Tools: www.kn.pacbell.com/cgi-bin/

[listApps.pl?English&Reference/Tool](http://www.kn.pacbell.com/cgi-bin/listApps.pl?English&Reference/Tool)

National Geographic: www.nationalgeographic.com/

Writing Tutorials: www.sdcoe.k12.ca.us/score/promising/tutorials

SNN Writing Skills: www.calvin.stemnet.nf.ca/snn/toolbox

Sites based on Themes:

Want to do a class on inventions, business ideas, or leisure? How about starting with a reading on the history of ice cream? Whatever your theme, you’ll find numerous resources from

Learning and living in the global working and learning environment requires global tools and knowledge and the technical skills to find and use them. The global education paradigm is perfectly suited to ESL students in their attempts to know and use their second language successfully.

Encouragement:

“What could I possibly find on the Internet that my students would find interesting?”

The fact is, most Koreans don't have access to the Internet. Of those who do, most are only using e-mail and chat functions, and sifting through Hangul text sites. ESL students are eager to access the global library available on the Internet, but they find it to be an overwhelming task. If you take the time to provide your students with information or handouts from the Web, they will brim over with interest because you will have given them access to global ideas and issues on business and culture which they previously thought inaccessible.

Here's a short, informative site for learning how to search effectively on the Web:

Mining the Web: www.calvin.stemnet.nf.ca/snn/toolbox_search

ESL Sites:

ESL Lesson Plans & Resources: www.csun.edu/~hcedu013/eslplans

English Club: www.englishclub.net/teachers/activities/index

English Town: www.englishtown.com/en/default.asp

The Tower of English: www.members.tripod.com/~towerofenglish/index

Dave's ESL Café: www.eslcafe.com/

Interesting Things for ESL Students: www.aitech.ac.jp/~itesls/

For Carl “Dusty” Dustheimer (KOTESOL President 1997-1999) in recognition of your professionalism, dedication, and ability to motivate and lead us all.

LISA'S LIST

by Lisa Grebinsky

Rationale for using the Internet:

The current paradigm of learning is through global education. Evidence of this is seen through the activities of international organizations such as the World Bank which backs world-wide projects to get disadvantaged communities online. Across the Internet there are educational programs to link learners nationally and internationally to collaborate on global projects, to raise awareness of other cultures and to communicate responsibly. These sites will inform on these activities:

World Bank Group: www.worldbank.org/worldlinks/english/html/goodsite

Global Learning in the 21st Century: www.globallearning.org/

International Council for Open & Distance Learning: www.icde.org/

Alliance for Global Learning: www.global-learning.org/

i-Earn: www.iearn.org/

Schools Online: www.schoolsonline.org/scripts/toc.cfm

Innovative educators are using the Internet to help each other gain the skills and locate quality resources to bring technology successfully to learners of all ages and backgrounds. Have a look at a few; you will be inspired:

Community Learning Network www.cln.org/cln

Teachers and Technology www.chaos.com/netteach/weteach/index.htm

Using Technology in Education www.algonquinc.on.ca/edtech/index.html

Developing web-based learning environments: www.madduck.com/

Distance Learning Funding Sourcebook: www.technogrants.com/

A Vision for Distance Education in the 21st Century: www.wxfrd.com/

Local%20Root%20Folder/DistrMMLE/ttpaper

line. Read a “True” or “False” sentence. If the answer is “True”, the two students in the front row from each team race to the “True” chair and the one who sits there first gets the point.

Examples:

Your sister is your mother’s daughter. (T)

Your brother’s son is your niece. (F)

Your grandmother’s mother is your great-great-grandmother. (F)

Your sister’s husband is your brother-in-law. (T)

Pair Practice: Students interview their partner in pairs and make the partner’s family tree.

Examples:

Do you have your grandparents?

How many brothers and sisters do you have?

Do they have children?

VARIATIONS:

As a variation of “True/False Chair” one student thinks of one family word, and the rest of students ask questions to guess the word.

“Find the Partner”. Each student is given a flash card that has a word or a definition to match. They must find their partner. This is a good activity for organizing students into pairs to give additional purpose to the activity.

OBSERVATION:

With more advanced classes students can ask more information about their partner’s family and also draw an extended family tree whereas beginner level students might draw only a direct family tree.

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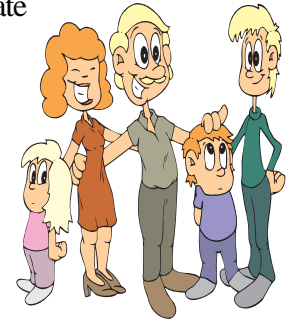
TELL ME ABOUT YOUR FAMILY

by Unju Blappert

Acknowledgements

Many professionals and practitioners have been helpful in generating this volume. The initial group of planners: Han Sang-Ho, Rodney Gillett, Barbara Mahnen, Schuyler Roche, and Andrew Todd gave vision to this project. Dr. Andrea Resca's research on Korean culture was critical in adding depth to my own understanding of the Korean people. The chapter editors did a tremendous job of meeting deadlines, of particular note are Katharine MacKinnon, Andrew Jackson, and Peter Kipp who were called upon to generate their work in the eleventh hour and did. I appreciate comments made by my colleagues Joey Aguirre and David Shaffer who cheerfully proofread numerous drafts. A special note of appreciation goes out to Robert J. Dickey, who opposed the project initially, yet tirelessly worked to make it happen. Finally, I would like to thank all those who submitted work to this publication. Whether or not that work was included, your effort is evidence of your hard work, dedication, and commitment to your students.

LEVEL: Beginner/Low-intermediate
AGE: Secondary/Adults
PREP TIME: 5 minutes
RUN TIME: Not specified
MATERIALS: An extended family tree
LANGUAGE: Vocabulary building
SKILLS: Speaking



PROCEDURE:

Elicitation/Presentation: Teacher and students brainstorm family vocabulary, and teacher shows an extended family tree to introduce vocabulary students don't come up with.

Family vocabulary:

grandparents	grandfather	grandmother
parents	father	mother
husband	wife	brother
sister	daughter	son
uncle	aunt	niece
nephew	grandchild	granddaughter
grandson	first-cousin	second-cousin
great-grandparents (father/mother/uncle/aunt)		
(father/daughter/son/brother/sister) mother-in-law		
step- mother (father/daughter/son/brother/sister)		

Comprehension Check: True/False Chair Game - Teacher prepares true/false sentences to check the students' understanding of vocabulary he/she covers. Divide the class into two teams. Place two chairs in the front and label each "True" or "False." Stand the teams an equal distance from the chairs in a

I CAN SEE

LEVEL: Beginner through intermediate
AGE: Elementary school aged
PREP TIME: None
RUN TIME: 15 minutes
MATERIALS: Poster or photograph, soft toy or ball
LANGUAGE: Various
SKILLS: Listening and speaking

PROCEDURE:

1. Using either the objects in the room or in the poster or photograph, begin, "I can see a clock."
2. Throw a small, soft toy or ball to a student who continues, "I can see a clock and some desks." Student throws the object to another student and play continues.

VARIATIONS:

I like...

I want...

Follow the alphabet:

Teacher: My friend likes apples

Student: My friend likes apples and bananas

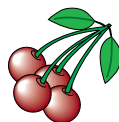
Student: My friend likes apples, bananas and cherries

Reverse:

Teacher: My friend likes apples

Student: My friend likes bananas and apples

Student: My friend likes cherries, bananas, and apples



Introduction

This book is intended to serve three purposes. First, it is meant to establish KOTESOL as the recognized authority within Korea on English language teaching in hopes that a greater number of teachers new to Korea will learn about and join the organization to the benefit of their professional development. Second, it is intended to affirm KOTESOL's affiliation with TESOL international by documenting practitioner work and specialty knowledge of the learners and learning situations particular to Korea. Finally, it is offered as a working model for practitioners in other countries to emulate and thus establish themselves as the experts in the countries in which they work.

The handbook is divided into two parts. Part one contains general information on KOTESOL and Korea. This includes historical information and guidance and advice for adapting. Part two consists of two chapters and is practical in nature. One chapter is devoted to classroom management with advice for teaching in Korea. The other chapter is a large section of activities which have been found to work particularly well with Korean students.

This handbook should be viewed as a working model to be improved upon both in Korea and in other countries. I encourage groups of teachers around the world to come together and document their work and I urge practitioners in Korea to submit their ideas and teaching situations to KOTESOL for publication in future editions of this handbook.

Gina Crocetti
Tacoma, WA

SUBMISSIONS

To submit articles and original teaching ideas for consideration in future editions of *The KOTESOL Handbook*, send two copies of your article to:

The Handbook Committee
c/o KOTESOL Central Office
P.O. Box 391
Seo-Taejon Post Office
Taejon, South Korea 301-600
www.kotesol.org

Please include the following information along with your article or teaching idea:

Name
Mailing Address
Permanent Address
E-mail Address
Chapter number and title for which the article is being submitted
Word Count
Biographical data in the third person, maximum of 100 words in length

TELEPATHY (20 QUESTIONS)

LEVEL: All
AGE: Elementary and up
PREP TIME: None
RUN TIME: 5 minutes
MATERIALS: Pencil and paper
LANGUAGE: Various
SKILLS: Listening and speaking

PROCEDURE:

1. One student writes the name of an animal, making sure no one else can see it. The student then “broadcast their thoughts.”
2. The other students guess, “Does it move quickly?” “Does it fly?” “Is it a cow?” The student can only respond “Yes” or “No”

VARIATIONS:

If the students are pre-literate, they can draw pictures and still get the benefit of the listening and speaking practice. Use objects instead of animals. To practice using the plural form, instruct the student to draw two of the same object and the student must respond “No” to any question asked in the singular.

CO-OPERATIVE CROSSWORD

LEVEL: Pre-intermediate through advanced
AGE: Any
PREP TIME: 5 minutes
RUN TIME: 20 minutes
MATERIALS: Photocopier and crossword puzzles
LANGUAGE: Various
SKILLS: All four

PROCEDURE:

1. Students work in pairs. Each has the same grid, but only half of the clues. Without looking at each other's clues or grid, they must complete the crossword by asking and answering questions: "What is the clue for 4 down?" or "What is 4 down?"

OBSERVATION:

This is a great piece for sustained language work. Be sure and put helpful dialogue bubbles on the board:

Could you repeat that?

How do you spell that?

What is a (4) letter word for (go fast)?

PART ONE

*"I shall become a master in this art
only after a great deal of practice"*

-Eric Fromm .

THIEF!



- LEVEL:** Pre-intermediate+
- AGE:** Any
- PREP TIME:** 20 minutes
- RUN TIME:** 30 minutes
- MATERIALS:** 2 sets of photographs or magazine pictures of people with similar features and of the same gender
- LANGUAGE:** Descriptions
- SKILLS:** Listening and speaking

PROCEDURE:

1. Open with a fictional story of having been robbed the previous night. A security camera recorded the thief leaving your house.
2. Students are instructed to sit in pairs facing each other, 1 student is facing you, the other has their back to you. Flash an individual picture for a couple of seconds so the students facing you can see it. They describe the picture to their partner. Students doing the describing may ask to see the picture again. Show them briefly only 1 more time and tell them to do the best they can.
3. The students who were listening are then given a set of pictures containing the picture you showed and others of people with similar features. They attempt to select the thief.
4. Have pairs switch jobs between describers and listeners and repeat the activity with the second set of pictures.

OBSERVATION:

This activity improves the students' powers of observation and may help mitigate stereotypes.

SCRAMBLE

LEVEL: All
AGE: Any
PREP TIME: 2 minutes
RUN TIME: 10 minutes
MATERIALS: Cut up or scrambled text
LANGUAGE: Various
SKILLS: Reading, speaking, and listening

PROCEDURE:

1. Either words or sentences can be scrambled and the students race against the clock or each other to solve the puzzle. Students then read out their reconstructed texts.

ONE

THE HISTORY OF ELT IN KOREA

Carl Dustheimer and Rodney Gillett

Carl Dustheimer is a visiting professor at Hannam University in Taejon. He has lived and taught in Korea since 1988 and has served as a member and officer in KOTESOL including conference co-chair and President (1997-99). He is a materials writer and curriculum developer.

Rodney Gillett is the Director of the English Language Program at Central Queensland University's Fiji International Campus in the Fiji Islands. He was a Lecturer in the Department of English Language and Literature at Chongju University, Korea from 1992-98. He was actively involved in KOTESOL and served in numerous positions on the national executive and the conference committee.

INTRODUCTION

The history of English language teaching in Korea began well over a century ago when T.E. Halifax, a Scotsman who had come to Korea in 1883 to install the telegraph, was seconded to teach English at Tong-mun College in Seoul. Halifax's only qualification was that he was a native-speaker of English -- a method of selection that is still widely practiced today at some institutions. Fortunately, that mode of recruitment is changing and we are witnessing a new era in teaching quality with the recruitment of appropriately trained personnel for positions in private foreign language institutes (known as *hagwons*), schools, and universities.

Major events and trends in the history and development of English teaching in Korea will be outlined in this chapter and a brief account of the formation of the leading professional teaching association, Korea Teachers of English to Speakers of Other Languages (KOTESOL), will be given. We will also endeavor to offer an explanation for the Korean preoccupation with education, or rather the quest to pass examinations to secure positions of prestige and influence in the society. Other issues and initiatives that have impacted the history of English teaching in Korea will be presented. A major part of the latter story is about the people, both native-speakers of English and Koreans, who followed in the chalk dust of T.E. Halifax.

Five main waves of native speakers of English recruited to teach in Korea can be identified. The first phase occurred at the end of the 19th century, when a handful of missionaries from English-speaking countries were recruited to teach English. They came with their own agenda and were successful in converting a large number of people to various Christian faiths. Their success was helped by the Buddhist tendency to tolerate and accept other religions.

The second major influx of foreign teachers came after the Second World War, with more missionaries arriving mainly from the United States. This group helped to found or consolidate some of the elite universities such as Yonsei and Ewha Women's Universities.

The third major wave was comprised of members of the Peace Corps, who arrived in the 1960s and 1970s. That wave ended with the burgeoning growth and development of the Korean economy, and a need in the late 1970s for English teaching professionals to significantly upgrade the overall English language

PICASSO

LEVEL: All
AGE: Any
PREP TIME: None
RUN TIME: 10 minutes
MATERIALS: Pencil and paper
LANGUAGE: Various
SKILLS: Listening and speaking

PROCEDURE:

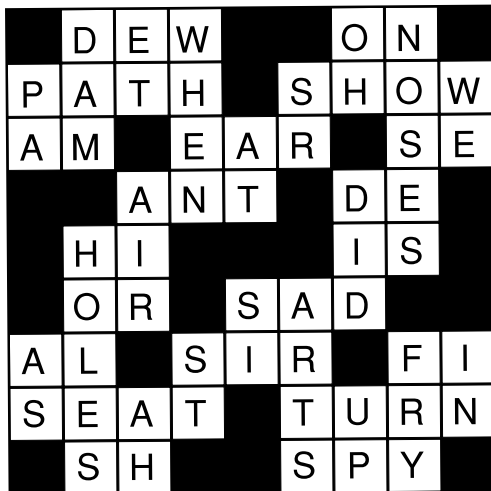
1. One student draws a picture and then instructs a second student how to draw the same picture. The second student must draw the picture without looking at the first student's drawing. The second student must ask many questions for clarity. The students compare drawings and then reverse roles.

CROSSWORDS

LEVEL: All
AGE: Any
PREP TIME: 2 minutes
RUN TIME: 15-20 minutes
MATERIALS: Pencil and paper
LANGUAGE: Various
SKILLS: All four

PROCEDURE:

1. Demonstrate how to make a crossword. For homework, the Students make their own crosswords which they exchange next class period with other students or the Teacher could collect these and compile them into booklets for everyone to do.



ability of Koreans in industry and education. These teachers formed the fourth wave and were recruited mostly to universities and large industrial conglomerates (known as *chaebols*).

The most recent group began arriving in the late 1980s in response to the opportunity to make a lot of money teaching English. This group has consisted overwhelmingly of young graduates mostly from North America, but also from Great Britain and the Antipodes. In response to the “IMF” economics of the late 1990s, we have seen a number of these fifth wave teachers leave with the fall of the exchange rate. Nevertheless, more come to take their places. It is still too soon to ascertain whether the environment has changed sufficiently to discern a “sixth wave.”

THE EARLY DAYS

Halifax’s class-site, Tong-mun College, now called the Royal School, was a government school thought to have been attended by the Emperor. Ewha Girls High School (1886), *Paejae* (1898), the YMCA (1903), and Yonsei (1915) were all founded or consolidated into the elite and successful institutions they are today by the second group of missionaries. These teachers of English were heeding the call of God to teach in far-away lands. The Korean government, in recruiting these teachers, sought to form a core of Korean speakers of English so as not to be dependent on foreigners to act as interpreters in matters of diplomacy and in foreign trade negotiations. This original motivation is a theme running throughout the history of English language teaching in Korea. While the Koreans need to interact with the rest of the world in business and government proceedings, they have historically wished to remain isolated. The goal of self-sufficiency in English has been met at some levels but the need for English language instruction has steadily increased.

MORE MISSIONARIES

Liberation from Japan following World War II thrust Korea into the world spotlight, particularly during the Korean War from 1950-53. In the period after the war, there was a tremendous level of support given to Korea by the world community to reconstruct the country. Part of this reconstruction process included assistance by various U.S.-based mission organizations towards the foundation of private, religiously-oriented colleges and universities. Hannam University in Taejon, for example, was established in this way in the 1950s. English gained high credibility as an established subject in university curricula.

THE PEACE CORPS

John F. Kennedy's influence on the modern world was profound. One of his major initiatives was the establishment of the Peace Corps. Young Americans were given the opportunity to go to distant lands and assist under-developed countries with developments in agriculture, medicine, education, and other areas of need. South Korea, given its special relationship with the United States during and after the Korean War, was a major recipient of aid through the Peace Corp. Over 1,000 Peace Corps volunteers came to Korea in the late 1960s and early 1970s. They contributed greatly to the development and use of English in Korea, though this is not generally recognized. There were few foreigners in Korea at the time, and the Peace Corps volunteers gave Korean teachers of English their first chance to speak to a "live" native speaker of English. Many of these volunteers eventually found their way into political and trade careers between the U.S. and Korea.

TEACHING PROSPERITY

The dynamic growth of the "English industry" in Korea in the late 1980s and early 1990s led simultaneously to increases

WORDSEARCH

LEVEL: All
AGE: Any
PREP TIME: 2 minutes
RUN TIME: 10-15 minutes
MATERIALS: Pencil and paper
LANGUAGE: Various
SKILLS: Reading, writing, and speaking

PROCEDURE:

1. Demonstrate how to make a wordsearch. For homework, the Students make their own wordsearches which they exchange next class period with other students or the Teacher could collect these and compile them into booklets for everyone to do.



2. Have Students draw pictures of the nouns they find and list the past, present and future of the verbs. They should use a dictionary to look up the words they do not know.

MIME (CHARADES)

LEVEL: All
AGE: Any
PREP TIME: None
RUN TIME: 10-15 minutes
MATERIALS: None
LANGUAGE: Various
SKILLS: Listening and Speaking

PROCEDURE:

1. One student mimes an animal such as a monkey. A second student guesses, "Are you a monkey?" The second student mimes an animal.



VARIATIONS:

Actions: "Are you swimming?"
Occupations: "Are you an astronaut?"
2 students: "Are you scientists?"
Advanced: "Are you eating a lemon?" "Are you swimming with sharks?"

OBSERVATION:

Even the most reticent of students can become quite animated while playing charades.

and decreases in the economic and social benefits of teaching in Korea. Universities needed to replace their Peace Corps volunteers. The contracts they offered were often not very well paying, but the work requirements were light: two semesters, each 15-16 weeks in length, and only 12-15 class hours. Three or five year contracts were not unusual in the late 1980s. These professors were highly regarded, often had previous experience in Korea or had higher degrees in English language teaching, and were generally treated as colleagues of the Korean faculty.

As English became increasingly popular in Korea in the early and mid-1990s, hagwons grew exponentially in number. The number of teaching positions climbed, with an average rate of pay of approximately US\$1,500 per month. *Hagwon* teachers taught 25-30 hours a week for nearly the same monthly salary as university professors, and contracts were for 52 weeks of instruction per year, not 32. With *hagwons* and universities struggling to fill their teaching slots, selectivity dropped. Native-speakers of English with and without teaching or overseas experience were welcomed as were less-than-successful teachers and social misfits even if they had been discharged from other schools in Korea. The increasing pool of foreign teachers in the heterogeneous Korean society increased Koreans' awareness of foreigners. As a result, the prestige and perceived "value" of foreigners as teachers declined. Concurrently, more and more universities began to downgrade the status of their "foreign professors" to "foreign instructors," removing them from academic departments and forming special foreign language education centers not unlike the private *hagwons*.

KORETTA/EPIK

A recent surge in the fifth wave of native speaking teachers of English came in the mid-1990s with the official launch of the

Korean Ministry of Education's Korea English Teacher Training Assistant (KORETTA) program, later renamed the English Program in Korea (EPIK). This program was modeled after the Japanese government's Japanese English Teachers (JET) program and was designed to place native speakers of English into Korean public classrooms (K-12)-for the first time, to co-teach with Korean teachers. While recruitment goals were aimed at qualified "university-level" or certified teachers, the pool to draw on was limited and many people without teaching education and experience were hired.

The KORETTA/EPIK program has been characterized by disorganization. Approximately 780 teachers went through an initial summer intake, but according to the *Korea Times*, only 463 teachers remained by the third week of October of the same year. The high attrition rate can be attributed to a lack of standardization of living conditions; late pay; poor recruitment and screening procedures; and a unilateral contract change adding a compulsory deduction for a pension. Lack of communication and miscommunication within the schools, between teachers and administrators, and with the Ministry of Education (MOE) further contributed to the high attrition rates. Though reduced, the attrition rate remains high. In late 1998, in response to economic factors, the EPIK program was downsized to approximately 25% of its former scale and teachers were removed from the school classrooms to become trainers at regional teacher in-service training centers.

The problems affecting the KORETTA/EPIK program are typical ones experienced by many people who come to Korea. The English language teaching institutions that recognize and deal with problems are the ones that thrive, and the foreigners who teach in them are the ones who remain for long periods.

MEMORY

LEVEL: All
AGE: Any
PREP TIME: None
RUN TIME: 10 minutes
MATERIALS: Flashcards or realia
LANGUAGE: Any
SKILLS: Speaking

PROCEDURE:

1. Place flashcards face up on the floor or table. Students are told to look carefully and then to close their eyes.
2. Remove a card (some cards) and students must identify the missing one(s).

VARIATION 1:

Students are shown a poster and told to look very carefully. They are then shown another, almost identical poster and they must identify the differences.

VARIATION 2:

Small objects are placed on a tray and covered with a cloth. The cloth is removed for 30 seconds and then replaced. Students write down each item they can remember seeing. Higher levels can give locations of items: there's a red pen near the ruler.

VARIATION 3:

Students can be shown before and after photographs/pictures and must say what is missing. Objects can be added and the students must identify the extra item(s). Objects can also be rearranged and the students have to explain the differences.

VARIATIONS:

Use minimal pairs: sheep/ship, tree/bee, fruits/vegetables, any categories.

Instead of a simple list, the students can listen to a more involved segment: “My son doesn’t like cupcakes, but he likes ice cream,” “He doesn’t like camels but he likes butterflies,” “He doesn’t like cats, but he likes tigers.” Students must determine why he doesn’t like certain things. In this case he dislikes anything beginning with the /k/ sound!

In both of these variations students can ask “Does he like...?” if they think they know the answer. This can be played as a team game.



A PASSION FOR EDUCATION

Throughout Korean society there is an emphasis on passing examinations at school and at work. This largely stems from the philosophy of neo-Confucianism, which flourished during the Chosun dynasty period (1392-1910). The only upward mobility possible in this period was through scoring well on the government test (called the *kwago*). Thus, from the earliest days of a child’s life, examinations were a reality for which to prepare. Still today, passing certain critical examinations are considered to be key to a successful career.

Since the 1960s, the ultimate educational goal has been entrance into the most prestigious universities. School ties are incredibly important in Korean culture. They will last throughout a person’s life and will assist them in gaining employment. Graduation from a highly regarded university has been a guarantee of social and economic success. Thus, the most important of all examinations is the University Entrance Exam (called the *soo-neung*). This exam determines which university and department (subject) a student may attend.

Preparation for the *soo-neung* begins early in life. Studying for a test is the primary duty of all children. A middle school or high school student rarely has a part-time job or helps out in the family business, on the farm, or in the home. Their duty is to study diligently and to advance at each level. Education is compulsory only through elementary school, and secondary school education is not free. Many school districts allow competitive exams for high school entrance, with more highly regarded schools typically attracting better students and having better university admissions rates. In pursuit of future employment, middle school and high school students may well study from 6:00 am until past midnight, breaking only for meals and travel between school and home.

Education in Korea is crucial in determining one's future profession. A person's position in society is, in large part, determined by whether they attended college or not, and by which college they attended. For this reason, nearly half of all high school graduates go on to enter universities, colleges and junior colleges, and many more would if there were more spaces available.

Competition for college entrance is extremely stiff and high school education, except for that of vocational high schools, is directed toward the single goal of preparing students for successful college entrance, which means doing well on the entrance exam. Failure to enter a college, or even the best college, brings disgrace on oneself and one's family.

Surprisingly, the successful college applicant does not face four more years of even more difficult study. College entrance signifies entrance into the group of young elite. College students and society in general feel that these students are entitled to some recreation and relaxation. They begin socializing by entering one of the many campus clubs, organizing departmental activities, and dating. Only a fraction of college students' time is spent studying in the college they worked so hard to enter.

Since the 1960s, as a result of the need and desire to modernize its economy, Korea has had to trade internationally. Since English has become the international means of communication, the importance of English in Korean educational and economic life has been further enhanced. English is now at the core of the school curriculum and it occupies a central role in all forms of testing and evaluation at all levels in the educational process.

ODD MAN OUT

LEVEL: All
AGE: Any
PREP TIME: 1 minute
RUN TIME: 5-10 minutes
MATERIALS: Pencil and paper
LANGUAGE: Various
SKILLS: Listening and speaking

PROCEDURE:

1. Prepare a few examples, such as a cow, goat, pig, or chicken. Students must decide which item in the list does not belong and why. Once the students understand how to play, they make their own lists and play together. In the given example, the conversation might develop as follows:

S1: Chicken.
S2: Why?
S1: It has 2 legs.
S2: And?
S1: The others have 4 legs.
or
S1: Chicken.
S2: Why?
S1: It's a bird.
S2: And?
S1: The others are mammals

VARIATION 2:

As a first day activity the Teacher writes a letter of introduction to the students. Students follow the procedure in Variation 1, but once they have completed the dictation they individually write letters of introduction back to the teacher.

INTERNATIONAL INFLUENCES

The Japanese colonization of Korea, officially recognized as starting from 1910, but arguably beginning as early as 1895, has had a profound effect on the social and cultural fabric of the country, an effect that persists today. Education and English language teaching are no exceptions; Japan has heavily influenced the Korean study of English. Textbooks, methodology, teaching techniques, and pronunciation were all largely imported from across the Sea of Japan. Japan and Korea exchange teachers and students now, but there is still a general feeling of ill will and mistrust of the Japanese among Korean students. Publishers of English language texts have grown wise to this in the past decade and have begun publishing texts featuring Korean landmarks and characters.

CLASSROOM METHODS

“It is safe to say most Korean English language learners have had at least 10 years of classes where grammar was the entre e’ with no garnish.”

–Lisa Grebinsky

Volumes have been written about teaching methods and methodology; this section will just briefly touch upon some significant issues particular to Korea.

The Grammar-Translation Method has been, and continues to be, the preferred method of instruction in Korean schools. English tests tend to be based on reading comprehension, vocabulary (translation), and grammar. Teachers teach to the test out of necessity either because their ability to speak English is limited or the students’ need to do well on the test drives them.

Native speakers of English have almost exclusively been recruited to teach “conversation.” Few schools had resources to provide audio and video equipment which left teachers to their own devices. In the 1970s, many teachers drilled pronunciation and dialogues according to the audio-lingual method that was popular at the time. In the late 1980s the communicative approach was introduced. New books aimed specifically towards Asian learners strove to have students speak their minds instead of reciting phrases and dialogues.

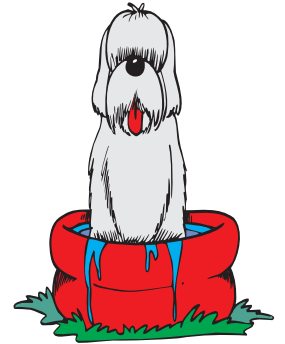
Computer-based instruction has made inroads into Korea in the past few years. Many students have computers in their homes and they obtain English-study software. Universities and *hagwons* have opened computer assisted language learning (CALL) laboratories for their students. Unfortunately, much of the locally produced computer study materials are not much more than grammar translation in a new package.

Listening skills development has continued to play a large part in classroom lessons, video tape and audio tape-based courses are produced by book publishers and adopted as part of the official curriculum by more and more schools. A number of university and *hagwon* courses are unabashedly “test-preparation” courses. The classroom materials are sample tests. Students will test, have the answers explained, and then take a new test, over and over again.

In the 1990s, the World Englishes movement has grown. Some scholars and professors argue that Asian varieties of English are no less valid than the “standard varieties of British and American Englishes. Thus, the line between Korean-English and “*Konglish*” (a pigeon or creole English) remains unclear. One perspective is that an acceptable variety of Korean-Eng-

RELAY RACE (RUNNING DICTATION)

LEVEL: All
AGE: Any
PREP TIME: 5 minutes
RUN TIME: 10 minutes
MATERIALS: Sentences, matching pictures
LANGUAGE: Any
SKILLS: All



PROCEDURE:

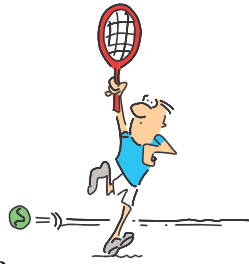
1. Prepare a numbered list of sentences: 1. The dog is in the pool, 2. The rabbit is playing tennis, 3... Post copies of the list around the room.
2. Divide students into teams. S1 reads the cue, runs to S2 and tells S2 what was written. S2 runs to S3 and repeats what S1 said. S1 returns to list for another sentence. S3 writes what S2 said.
3. When finished, the team gathers around a set of pictures and matches their cues to the appropriate picture, they take turns writing sentences on the board and correcting them.

VARIATION 1:

Dialogues may be cut into strips and taped to the walls. Students are divided into pairs. One member is the “runner” who runs from strip to strip committing the fragments to memory then dictating them to his or her partner who writes them down. Together they reassemble the dialogue and practice role-playing it.

TENNIS

LEVEL: All
AGE: Any
PREP TIME: None
RUN TIME: 5 minutes
MATERIALS: Balls/any small objects/none
LANGUAGE: Discrete vocabulary items/grammar
SKILLS: Listening, speaking, and hand-eye coordination



PROCEDURE:

1. Provide some categories or elicit them: sports, colors, fruits, and cities for example. Students then play tennis, throwing the ball back and forth while speaking.

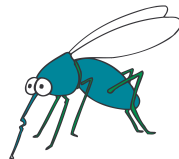
S1 (serves): blue
S2 red
S1 black...

2. The game continues until either one student repeats something or does not know another item in the given category. Points are awarded as in tennis.

VARIATION:

A lexical chunk can be used making the activity into a substitution drill:

S1: I don't like mosquitos
S2: I don't like flies
S1: I don't like butterflies



OBSERVATION:

This activity is ideal as a warm-up before a role-play or as a revision/consolidation exercise.

lish encompasses thoughts which otherwise cannot be adequately expressed in the standard varieties of English, but excludes terms and grammatical constructions which can be otherwise adequately expressed. Nonetheless, most Koreans themselves hope to become fluent in a standard variety. Many learners believe if they can use idiomatic American or British English expressions, they are fluent. Learners often request an emphasis on instruction of idiomatic expressions.

KOTESOL -- A PROFESSIONAL ASSOCIATION

The professional association of Korea Teachers of English to Speakers of Other Languages (KOTESOL) owes its origins to the amalgamation in 1992 of two separate teaching organizations, namely the Association of English Teachers in Korea (AETK), and the Korean Association of Teachers of English (KATE). AETK was established in Seoul in November 1981. It was essentially a Seoul-based association that held regular monthly meetings and published a regular newsletter with articles on relevant teaching issues, teaching tips, and association activities. A mix of Koreans and native speakers of English attended the meetings. There was a lot of enthusiasm and interest in development, though presenters came mainly from the group itself. The group provided a forum for teachers to discuss issues they faced in their classrooms. The organization increasingly attracted members from all over the Peninsula and a solid core of members formed in Pusan.

KATE formed in Taejon in April 1989. This organization sought to form an association catering to professionals based south of the Han River. KATE wrote a constitution and began convening meetings around Southern South Korea to attract a large membership. It should be noted this organization bears no relationship to the one currently in existence.

By the early 1990s, the practical need to somehow combine KATE and AETK was obvious by the numbers of teachers who were members of both organizations. At the time, virtually every community on the peninsula was experiencing an influx of native speaking English teachers to staff the *hagwons* springing up all over the country. In addition, growing numbers of Korean English teachers were taking notice of the association as an opportunity to practice their speaking skills with native speakers and to gather ideas, methods, and techniques to enhance their own classroom practices.

Increasing dual memberships and similarities in publications and meetings gave purpose to the joining of these two national groups as an affiliate of the international organization, Teachers of English to Speakers of Other Languages, Inc. (TESOL). Finally, at a joint KATE/AETK conference held at Hannam University in Taejon in October 1992, under the theme “International Communication: Meeting the Challenge,” KOTESOL came into being. KATE president Kwon Oryang commented, “...the beginning of a new era in the English teaching profession in this country has begun...this new association will make innumerable and invaluable contributions to the development of language teaching and research not just in Korea but in the world.” And so it has, with bigger and better conferences, the establishment of an academic journal, and increased relationships with other national teacher associations and international affiliates.

3. Next, put the students in pairs to discuss their past experiences with illnesses and injuries. Useful language to put on the board: “Have you ever had any of these illnesses or injuries?” “Which ones?” “How did it happen?” “What did you do when you had --?”

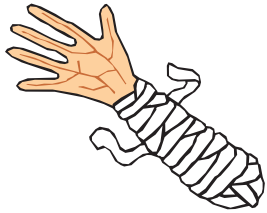
4. Write an interesting home remedy for a certain illness/injury answering the question, “What should you do for a ___?” “It’s helpful to ___.” Teacher monitors. In open class, students compare their home remedy and choose the most interesting one.

VARIATION:

With young children, matching vocabulary with pictures can be used to play the game “Concentration.” Advanced learners could build a dialogue in pairs and then role play their dialogue for others as doctor and patient.

OBSERVATION:

False beginners need extra vocabulary practice. Have them match illnesses with several pieces of given advice before writing a home remedy.



Broken Arm



Headache



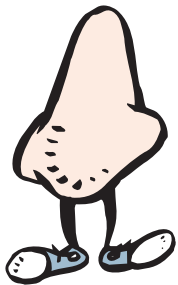
Doctor



Bloody Nose



Flu



Runny Nose



Sore Back

TWO

PROFESSIONAL DEVELOPMENT

Gina Crocetti

Gina Crocetti is a writer, public speaker and teacher trainer. She has lived all over the United States, Italy, the United Arab Emirates and Korea. She is the author of Culture Shock! United Arab Emirates and currently operates her own business, The Creative Pen, out of Tacoma, Washington.

A PROFESSION

KOTESOL is a recognized national affiliate not only of TESOL, Inc. (Alexandria, VA), but also IATEFL (UK); and has partnerships with Japan (JALT), Canada (TESOL-Canada), Taiwan (ETA-ROC), Australia (ELICOS), and Thailand (ThaiTESOL). KOTESOL is a non-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among people concerned with the teaching and learning of English in Korea. TESOL, Inc. serves the same purpose for the entire world.

Many countries throughout the world have an affiliate as do each of the 50 states. Affiliates are modeled after TESOL, Inc. and maintain their association with the parent organization by holding annual conferences, sending representatives to other conferences, publishing an academic journal and a newsletter, and maintaining membership. In large countries where there are many teachers of English spread out in different cities, the affiliate will behave as the parent and members will organize

associated chapters. Korea is organized in this way and has chapters in Seoul, Taejon, Pusan, Taegu, Cheju, Cholla, Chongju, Kyongju, and Chongbuk province. Seoul chapter meetings are held on the third Saturday of the month. Meeting time, date, and location are announced in the local English newspapers the week before the meeting.

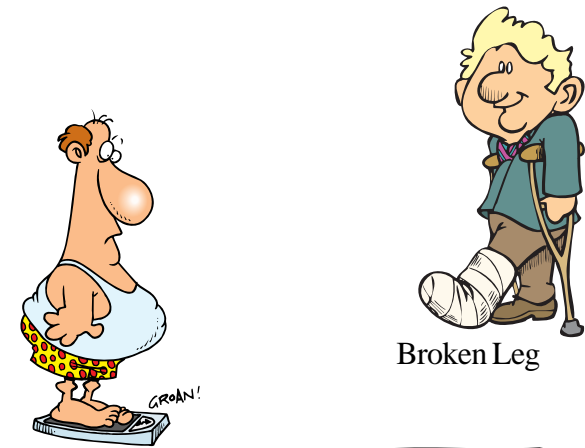
Other national teaching organizations exist in Korea:

- KATE - Korea Association of Teachers of English
- KOSETA - Korea Secondary English Teachers Association
- KAPEE - Korea Association of Primary English Education
- K-MALL-Korea Multi-Media Approaches to Lang. Learning
- ALAK-Applied Linguistics Association of Korea
- KAFLE - Korea Association of Foreign Language Educators
- YETA - Yeungnam English Teachers Association
- HETA - Honam English Teachers Association

By and large these are Korean formed and operated organizations with few foreign members. KOTESOL maintains professional relationships with several of these.

KOTESOL MEMBERSHIP BENEFITS

Members receive *The English Connection*, a bimonthly newsletter. It contains articles on topics from classroom research and methodology to reports on events in Korea and current issues facing the English teaching profession. Chapter newsletters, such as *SeoulBeat*, are distributed to members monthly. They contain a description of the upcoming feature presentation, notes on chapter activities, job advertisements, and information on local events. The Taejon chapter, for example, holds an annual drama festival. KOTESOL member teachers and their students participate in this widely known and well attended event.



Overweight

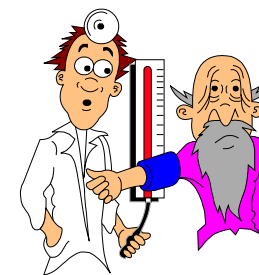
Broken Leg



Fever



Cut & Bleeding



High Blood Pressure



Sneezing

I HAVE A SORE THROAT

by Troy and Unju Blappert

LEVEL: Beginner to low-intermediate
AGE: Secondary to adults
PREP TIME: 15 minutes
RUN TIME: varies
MATERIALS: Flash cards depicting illnesses and injuries, a stop watch.
LANGUAGE: Describing health problems and giving advice, simple present, simple past, infinities, illness vocabulary:

flu	cold	sore throat
fever	cough	stuffy/runny nose
chills	rash	sneezing
hiccups hangover	indigestion	
insomnia	infection	insect bite
cut	bruise	pulled muscle
high blood pressure		black eye
sprained ankle/wrist		broken leg/rib
bumped head/elbow/knee		stubbed toe
head/tooth/ear/back/stomachache		

SKILLS: Speaking and writing

PROCEDURE:

1. Brainstorm health problems and injuries with the class and then present additional health vocabulary by miming, explaining or showing pictures.
2. Divide the class into two teams. Give each team 15 flashcards with injuries and illnesses on them. One team mimes as many cards as possible in 1 minute for the other team who guesses the illness or injury. Teams switch roles, the team with the most correct guesses wins.

KOTESOL members are encouraged to attend meetings in neighboring provinces and the mini conferences held in Pusan and Cholla.

Networking is important business at the monthly meetings and the annual conference. This is a chance to compare notes, learn from each other, and make new friends. With nearly 800 participants from all around Korea, the annual conference is the perfect networking opportunity. Employment clearinghouses are held annually during the conference. Recruiters from around Korea come to conduct on-site interviews. The employment service is currently offered free of charge. The conference is also a good time to sign-up for or even form a Special Interest Group (SIG) in an area of English language teaching of interest to several KOTESOL members.

JOINING

Dues for the national organization, KOTESOL, are separate from dues paid to be a member of TESOL, Inc. Membership is open to those interested in English language education and who support the goals of KOTESOL. Education among the members ranges from a bachelor's degree to a Ph.D. and everything in-between.

PARTICIPATING

Members participate on committees, conduct research, and attend meetings. For many, professional involvement begins at the chapter level. A chapter elects a president to represent them, chair meetings, and plan the activities for the year. The President appoints people to assist in running the chapter. Appointments may be 1st, 2nd, and 3rd Vice President, Editor, Workshop Coordinator, Treasurer, Representative, Social Director, and so forth. All of these positions are voluntary.

To participate, express an interest and make yourself available to help run the organization. The more you help, the more responsibilities and rewards will come your way. Volunteers have expressed frustration at not being able to break into the KOTESOL management cycle. Those in charge are also volunteers. They change frequently and are often overwhelmed with job related responsibilities and culture shock. That is why it is necessary to keep offering your assistance, or better yet, when you see a need, jump in and help.

Chapters hold monthly meetings. A speaker is invited to give a presentation on an aspect of teaching. These presentations can be theoretical, methodological, or practical. Presenters conducting research gain feedback to their ideas. Some presenters demonstrate techniques and methods of teaching and others provide numerous activities to use in a variety of teaching situations and environments. Sometimes publishers are invited to demonstrate newly released teaching materials. The goal for many teachers is to present at the KOTESOL conference or at TESOL, Inc.'s annual international conference (held in one of four regions in the U.S. or Canada) and a chapter presentation will help prepare them for such an experience.

After the main speaker has finished (30-90 minutes), there is typically a less formal exchange of teaching ideas that have worked in the local environment. This ranges from one teacher presenting one idea that worked to an entire *SwapShop* where everyone brings an idea and briefly explains or demonstrates it. Finally, the meeting concludes with a social hour, this is the time to network, meet other people and find out about social and professional events going on around you.

ACTIVITIES FOR ALL LEVELS

The second half of this section contains activities appropriate for intermediate through advanced levels of learners. They also tend to be fun, game-like activities though each one centers around a theme or topic. The section finishes with an organized list of websites useful for classroom purposes.

Editors note: The following activities were submitted by Andrew Todd unless otherwise noted.

5. Bring the students back together as a class and give them the written equivalent of the farm vocabulary words they have been practicing.

6. Students write these words in their notebooks. Students are then given a 2-sided worksheet to complete individually. On one side of the sheet there is a farm story. Vocabulary words have been replaced with pictures. The students must write the word for each picture. On the other side of the sheet are sets of 5 words. Students circle the word in each set that doesn't belong.

7. Next, introduce the song, "Farmer in the Dell." The students listen to the song one time. Then give the students a copy of the song on paper. The students follow along with their paper as they listen to the song a second time. Continue playing the song until students are singing along and seem to know it. Have them sing it with and without the music.

Chapters may hold mini-conferences to incite enthusiasm for the profession and to offer teachers further educational opportunities. These mini-conferences are held over a one or two day period. Speakers are scheduled throughout the event, organizational meetings are held, and socializing opportunities are available. The chapter hopes to encourage involvement in the organization, gain new members, and increase dialogue with other chapters through the mini-conference.

The national affiliate, KOTESOL, holds a conference once a year in October. The conference is scheduled so as not to conflict with the JALT conference, the Japanese affiliate of KOTESOL. JALT and KOTESOL send representatives to one another's conferences and members from each like to attend the other. The location of the KOTESOL conference is frequently in Seoul but occasionally is held in one of the provinces. The choice of location has to do with logistics. Speakers are flown in from other countries to give presentations during the two-day conference and Seoul, having an international airport, is most accessible. However, the annual conference attracts many new local members and holding it in various locations can help build energy, enthusiasm, and involvement in a local chapter. Thus, chapters do vie for the opportunity to hold the conference in their city.

The annual conference offers many choices of presentations given by members, authors, publishers, special interest groups, professional speakers, officers of KOTESOL and sister affiliates. Early morning breakfast meetings are available for conference attendees to meet with the guest speakers. These 'extras' are offered for an additional charge and space is limited. The guest speakers may also visit local chapters the week prior to the conference.

Special interest groups meet or are formed at scheduled times listed in the conference brochure. People who attend these are interested in solving a problem, developing programs, or sharing ideas with others teaching in similar situations. Examples of special interest groups active in 1998 were a Roving Workshop, a Teacher Development group, and the group who came together to write this book.

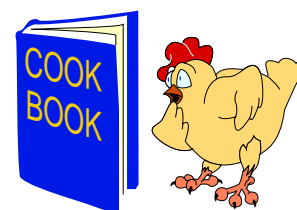
Officers at the national level are nominated and elected to their positions annually. These officers are the President, 1st and 2nd Vice Presidents, a Secretary, and a Treasurer. The presidency generally alternates between a Korean national and a native speaker of English. The 1st Vice President succeeds to the presidency the following year. The officers comprise the council and conduct the business of KOTESOL. People who are elected to these positions have usually been involved in KOTESOL and tend to be well known for their contributions to the organization. The immediate past president and chairs of standing committees also serve on the council and have a vote. Committee chairs are selected by the President. Each chapter sends a representative to council meetings with each representative holding one vote. All of these positions are voluntary.

PRESENTING

Whether you wish to give a presentation at a chapter meeting, a national conference, or the international conference, certain procedures are followed. KOTESOL sets deadlines for submitting presentation proposals. These dates are well in advance of the conference because of the tremendous amount of work involved in the selection process. A call for papers is usually released at the annual conference inviting members to submit proposals for the next year's conference. The call for papers lists submission deadlines and formats.



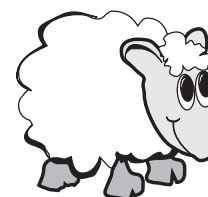
Tractor and plow



Chicken



Donkey



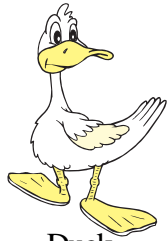
Sheep



Farmer



Horse



Duck



Barn & Silo



Scarecrow



Farmer & Pig



Farm



Milking the cow

Each conference revolves around a theme such as ‘art,’ environmentalism,’ and ‘culture.’ Proposals that relate to the theme may increase their likelihood of being selected. Proposals are given a number and submitted to a review committee ‘blind.’ Thus, the reviewers do not know whose work they are evaluating. Committee members read the proposals and make their selections. If you have not submitted a proposal, this is a committee in which you could participate. Notification of proposal acceptance goes out over the summer. You are required to notify the organization of your intent to follow through with your presentation.

If you accept the opportunity to present, it is important that you follow through. If after having a proposal accepted, you are unable to participate in the conference, notify KOTESOL immediately so your slot may be awarded to another presenter and the change made in the conference catalog before it goes to print. If your proposal is not accepted one year, it may be accepted another.

EDUCATING YOURSELF

Teaching English as a second or foreign language requires special training in subjects such as linguistics, cross-cultural communication, teaching methodology, and curriculum design. There is a wide array of degrees available for the TESOL professional to pursue. Options are a certificate, diploma, B.A., M.Ed., M.A., and a Ph.D. in TESOL, TEFL, TESL, TEFLA, DOTE, ESP, or ELT to mention a few.

British educational systems have instituted highly standardized certificates and diplomas in Teaching English as a Second or Foreign Language. The most highly acclaimed programs are offered through the Royal Society of Arts/Cambridge

University/UCLES and Trinity College. Both have training centers throughout the world including Korea. The certificate program, intended for people who have no previous EFL experience, provides over 80 hours of instruction over an intensive one month period or a part-time three month period. After completing the course, teachers gain entry level jobs and work in their field for a couple of years.

Many teachers then attempt the more challenging diploma course. The diploma, offered to experienced teachers only, is an advanced teaching qualification. It is biased towards practical application though it does cover theoretical aspects of language learning and includes a supervised practicum. It teaches methods and techniques for working with language learners of all ages, backgrounds, and abilities, demanding both precision and versatility of its teachers. The 150 hours of coursework can be taken intensively over three months or can be spread out over the course of a year. The hurdles to be overcome in the program are in-progress evaluations, teaching observations, written papers, and the dreaded final exam. Candidates sit a six hour written exam and two externally assessed classroom teaching observations, one at a beginning level and one at an upper-intermediate or higher level. Candidates must pass both externally assessed observations and do well on the written exams to earn the diploma. The average pass rate for this challenging course is about 60%.

The diploma is well known and highly valued in Europe, the U.K., Australia, and by British Councils all over the world for developing master practitioners. Its value as a well-regulated degree which produces quality teachers is increasing and growing particularly in Asia. There are now numerous centers across the US offering the certificate and the diploma. Individuals

THE FARM

by Barry Shea

LEVEL: Beginner +
AGE: Secondary up to Adults
PREP TIME: 20-30 minutes
RUN TIME: 45 minutes
MATERIALS: 48 flashcards, 2-sided handout
LANGUAGE: Vocabulary
chicken
rooster SEE ITEMS
horse NEXT PAGE!

And the phrases:

“What’s this?”

“It’s a(n) ___“

“Does your farm have a ___?”

“Yes, it does.” “No, it doesn’t. Go fish.”

SKILLS: Listening, speaking, reading and writing

PROCEDURE:

1. Announce the new unit on farm animals and asks the students if they know the names of any farm animals in English or if they have ever visited a farm. Write their responses on the board and introduce the new vocabulary from the list above which the students did not already name.
2. Using picture cards, drill the new vocabulary.
3. Form groups of 3 to 5 students and give each group a deck of 48 farm flashcards, each item in the deck occurs 4 times.
4. The students play “Go Fish” using the phrases: “Does your farm have a ---?” “Yes, it does.”/”No, it doesn’t. Go fish.” Write these phrases on the board and explain them before play begins.

VARIATION 2:

Using flashcards as prompts, one team asks a question which the other team must answer correctly before throwing their airplanes. When one team is out of airplanes, the game moves on to the word making stage, thus, one team has more letters with which to work. This variation makes for a more complex and less chaotic game.

who wish to teach overseas for a year or two typically complete the certificate. Those who wish to become professional practitioners may go on to complete the diploma.

An M.A. in TESOL or TEFL is an academic degree focused more on theory than on practice. In addition to teaching, master's degree holders often become teacher trainers, curriculum and materials writers, or administrators or they go on to complete doctoral degrees. Graduates who choose to teach must still gain experience and entry level jobs are more likely to be found overseas. Teachers with master's degrees compete with teachers who hold certificates and diplomas and they may find that sometimes these are preferred for their practical nature over the master's degree. However, a master's degree is more likely to land a candidate a job at a college or university where contact hours, pay, benefits, and respect are generally better than at language schools.

Colleges and universities in the US usually require a master's degree as a minimum qualification. Full-time ESL teaching positions in the US are scarce particularly in higher education and there is an over-abundance of qualified degree holders to fill them. Often teachers hold several part-time teaching positions and low pay and no benefits are all too often the reality.

THE JOB SITUATION

Korea has a high demand for English teachers. Many unqualified and inexperienced teachers from native English speaking countries have found jobs in Korea perhaps because of the belief held by some Koreans that no skill is required to teach English. Many inexperienced teachers do exert a great deal of effort to improve their teaching skills through peer observation, conference attendance, and independent study. Despite

the economic recession, the demand for quality educators is on the rise.

HAGWONS

Hagwons are private study schools catering mainly to children. English is one of the subjects offered. Many Korean parents believe that for their child to be successful on the college entrance exam, which contains a section of written English, the child must take expensive private lessons at an institute. The children do not necessarily understand this driving force and teachers need to keep the classes exciting and entertaining to hold their attention.

Some *hagwon* owners are more interested in making large profits than they are in the quality of education offered. Westerners hired at these institutes are often equipped only with a B.A. and are getting their training by fire. Horror stories abound about low and lost pay; dirty cramped living quarters; and verbal abuse experienced by teachers at these poorly regulated institutions. However, these situations are not considered to be normal.

HIGH SCHOOL

If possible, high school students take even more private classes than younger students to prepare for their college entrance exam. This exam will determine the major they will study and the college or university they will attend which in turn will influence the job they obtain upon graduating from college. Until very recently, a person could expect to have that one job for life. In the wake of the IMF and globalization, this is no longer true. Koreans are experiencing a transition of industries and tightening of belts undergone in many other industrialized nations already.

AIRPLANES



LEVEL:	Beginner
AGE:	Elementary school aged
PREP TIME:	None
RUN TIME:	10 minutes
MATERIALS:	Paper for airplanes, chalkboard or whiteboard
LANGUAGE:	Vocabulary
SKILLS:	Reading, writing, speaking

PROCEDURE:

1. Have the students make airplanes out of paper. While they are occupied with this task, draw a grid on the board and in it write out the alphabet in BIG CAPITALS.
2. Divide the students into teams. Have a student from each team throw their airplane at the board. The letter it hits belongs to the team. Students from each team continue taking turns until all students have thrown their airplanes.
3. Next, the teams try to construct as many words as possible using their letters. Each letter can be used over and over in different words but can only be used once in a given word (if the team only has one “C,” they cannot make “chicken”). Points are awarded for the letters used (cat=3 points, chicken=7 points).

VARIATION 1:

Place alphabet flashcards on the floor and have students flip coins onto the letters. Combinations of letters can be used with more advanced students. Instead of airplanes, a variety of toys with suction caps can be used. The advantage to using airplanes is that they bounce off!

STEPPING STONES

LEVEL: Beginner
AGE: Elementary school aged
PREP TIME: 1 minute
RUN TIME: 5 minutes
MATERIALS: Chalkboard or whiteboard
LANGUAGE: Any
SKILLS: Listening and speaking

PROCEDURE:

1. Draw a wide river on the board (or make the river on the floor).
2. Place flashcards like stepping stones across the river. If there are 4 teams, have 4 sets of “stones”. The teams cross the river by responding to the cues on the flashcards.
3. Students ask each other questions. A correct answer advances to the next stone.

OBSERVATIONS:

This is a fun way to end the last class of the day. Teams are not allowed to leave until they have crossed the river!

Some high school students are extremely interested in Western culture and trends. When in private institutes they may ask for discussions on American movies or Western music. They usually comprise a minority in the class though the other students will begrudgingly agree and later may complain to their parents or the administration of the institute. A single complaint from a class of 15 students is enough to be called in for a discussion with an institute administrator. Korean students will complain to administrators, but they rarely confront the teacher. In paying attention to the students’ motivation, prudence would suggest keeping test preparation in mind.

LANGUAGE INSTITUTES

University and college language institutes and good quality *hagwons* are safe bets for making a good living and having a pleasant experience in Korea. Most require at least a TESOL or RSA certificate, but when qualified teachers are scarce, some teaching experience will be accepted instead. Students may be college students, housewives, or businessmen.

Adults in private language institutes are often financed by their companies to attend classes to improve their conversational skills. They have families and jobs, work long hours and commute long distances to class. They are often tired and distracted by their work, but may look forward to class as a way to unwind or as a way to avoid the rush hour traffic home. They are often motivated by meeting others in similar situations and by having fun after a long day. Classes can become social clubs that do not end when class does. These students realize the importance of English to perform their jobs and for gaining promotions, but they may be the most relaxed of all categories of students because they only have to improve their scores slightly over their previous TOEIC results.

COLLEGES AND UNIVERSITIES

Teaching English conversation in university academic departments comes with a surprising degree of status, but classes are large with as many as 80 students per class and thus, personal contact with students is limited. Historically, contact hours ran from 9-15 credit hours per term, with slightly above average pay and three to four months of vacation per year. These benefits appear to be eroding in the late 1990s. Eighteen to twenty-two contact hours per term and inter-session teaching responsibilities for special programs have become more common. Academic standards are usually lax, few students fail, and athletes are often given passing grades whether or not they ever attend class. Western teachers may face anti-western and nationalistic attitudes from both the students and the professors. Better working conditions all around including being considered a part of the faculty are more likely to be found at rural universities but this must be balanced against the isolation one may encounter in the countryside.

CORPORATE IN-HOUSE PROGRAMS

Some large businesses offer corporate in-house language programs for their employees. The following excerpt, contributed to this handbook by Barbara Mahnen, describes the high stress involved when English becomes business:

Many large overseas corporations have set up and administer their own corporate training centers. The northeast Asian conglomerates of Korea are a perfect example. When a corporation decides to operate a language training program, they risk viewing the language training as a product and the employee learners as customers to be satisfied. The training center is evaluated in terms of how it functions as a business, not in terms of how it educates learners. However, the effects of

RED MOUSE, BLUE MOUTH



LEVEL: Beginner
AGE: Elementary school aged
PREP TIME: None
RUN TIME: 20 minutes
MATERIALS: Chalkboard or whiteboard
LANGUAGE: Minimal pairs
SKILLS: Listening, speaking, writing, reading
(scanning)

PROCEDURE:

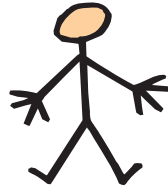
1. Two students go to the board to write exactly what the Teacher indicates. They write anywhere on the board. Teacher and students should use different colored chalk or markers.
2. Teacher says “mouth” and “mouse”. Both students write these words. By gesture or drawing, teacher elicits more minimal pairs: ship/sheep; rice/lice; coat/goat; and so forth.
3. The class is then divided into teams. The class is divided into teams. Individual students from each team come forward and when the teacher says “blue mouth,” the first student to underline “blue” and “mouth” gets a point for their team. Students change roles after 3 pairs of words have been underlined.
4. Initially the teacher gives the command but as soon as possible, control should be given to the students. Incidental language includes “left,” “right,” “up,” and “down” as the teams try to help their friends.

VARIATION:

Students unable to read can draw pictures which are then laminated for repeat use. Stacks of cards are produced and a caller reads from them (one stack for colors, one for minimal pairs).

DICEMEN

LEVEL: Beginner
AGE: Elementary school aged
PREP TIME: None
RUN TIME: 15 minutes
MATERIALS: Chalkboard, pen, paper, dice, flashcards
LANGUAGE: Vocabulary or spelling practice
SKILLS: Listening, speaking, reading, and writing



PROCEDURE:

1. Draw a figure on the board. The body parts are identified and numbered 1 through 6. 1=head, 2=legs, 3=fingers, 4=toes, 5=trunk, 6=arms.
2. Students ask and answer questions using vocabulary flash cards as prompts. After a correct answer, a die is rolled and the student is allowed to draw the corresponding body part(s) on a piece of paper. The first student to draw the complete figure is the winner. If the same number is rolled twice, the student does NOT get to draw or roll again.

VARIATION:

Any initial drawing can be made such as a tree with leaves, flowers, roots, a trunk, branches, and a bird.

OBSERVATION:

This activity enables you to make a vocabulary drill into a competitive game.



language training can be difficult to demonstrate and often the benefits do not immediately affect the bottom line.

Contact hours as product. *Contact hours are definable and concrete, thus they appeal to the corporate-minded. It does not follow though that because students have been taught, they learn. Equating language instruction with the product fails to include countless factors involved in language learning. The more intangible aspects of language teaching such as the curriculum, lesson plans, learner differences, and task hours are not necessarily seen as part of the product. Thus, while qualified educators may deliver a quality product, they cannot assure the learner will exhibit quality performance.*

Quality Assurance. *Reliable methods of testing and evaluating are well developed in the field of language education. Corporate programs often ignore established testing methods and proper procedures because they require too much staff and time. Training expense per student in these corporate programs is high and must be justified. Thus testing is done at frequent intervals to determine whether the product has been received. If it has not, a student is expelled from the program for 'not doing his or her best.'*

The learners in corporate training programs have extremely high expectations regarding quantifiable improvement because the results of the language programs affect the attainment of promotions. In Asia, where the corporation is seen as the employer for life, many employees expect to attain certain levels of advancement according to the number of years they have put into the company. When knowledge and proficiency of English language become an obstacle, many of the learners view the training program as yet another hoop they have to

jump through in order to achieve the next level within their company. Moreover, since they view the advancement almost as if it were a right, the hoops are seen as something they can and will get through. The employees thus approach the learning experience with the attitude that if they do their part as students: attend class and do homework, the teachers will do their part: provide the necessary scores for advancing to the next level. Time after time students enter their programs with unrealistically high goals for a ten-week term. When their expectations are not met, they become frustrated with their lack of progress and they may complain to the administrative staff that their teachers are not providing them with sufficient help.

Teaching in the corporate in-house language program requires extreme attention to ‘customer satisfaction.’ And just as an employees’ promotions are dependent on receiving a certain score in English, the instructors contract renewal and potential raise are dependent on student evaluations. The Korean corporate English training environment can be a valuable environment for gaining teaching experience, but one must be prepared for the politics and the possibility of feeling like a salesperson rather than a trained educator.

EXTRA WORK

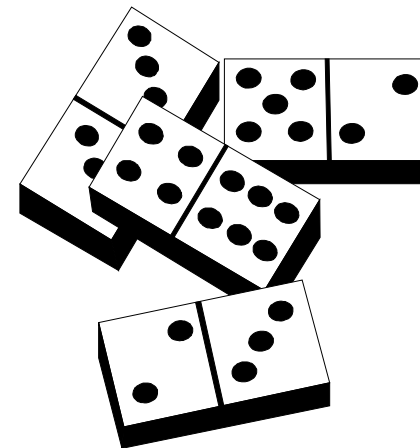
Many full-time English teachers work part-time to augment their income. Canadians and Australians, among others, are eligible for a 6-month tourist or working holiday visa and may find work under the table. Teaching is specifically excluded from the authorized activities of these visas. Teachers and tourists tutor privately, work at second institutes (legal only with permission from the teacher’s sponsor and the second employer), do copy editing, or appear on television or radio. Much of this work is illegal and foreigners are responsible for any

DOMINOES

LEVEL: Beginner
AGE: Any
PREP TIME: 10 minutes (done by students)
RUN TIME: 15 minutes
MATERIALS: Card, pictures from magazines, markers
LANGUAGE: Various
SKILLS: Reading and writing

PROCEDURE:

1. The students make their own dominoes on rectangles of stiff card. The cards can have [pictures/pictures], [pictures/words], [words/words], [numbers/words], and so forth.
2. Students start with 5 cards each, the remaining cards are stacked between them with one card placed right-side up.
3. One student attempts to match a card in hand to the one facing right-side up. Matching cards are placed together. If a student cannot place a card, they should take another. Play continues until one student has no cards left.



BATTLESHIPS

LEVEL: Beginner
AGE: Any
PREP TIME: None
RUN TIME: 10 minutes
MATERIALS: Pencil and paper
LANGUAGE: Various
SKILLS: Listening and speaking

PROCEDURE:

1. Both students have identical empty grids labeled “a” through “g” along the top, and “1” through “7” down the side. The students draw a variety of agreed upon objects in their respective grids.

2. Students use questions to find their partner’s objects:

Student 1: Do you have anything in C7?

Student 2: Yes, I do.

Student 1: What is it?

Student 2: It’s a kangaroo.

Student 1: Do you have anything in A5?

Student 2: No, I don’t. Do you have anything in B4?

3. Turns alternate after negative responses. the same student goes again after a positive response. Play continues until one student has located all the other’s items.

VARIATION:

Instead of numbers and letters, the students have small icons. In each row the students mark one box. Language use becomes more complex.

Student 1: Is the cat up the tree?

Student 2: No, it isn’t. Is the dog in the house?

violations of Korean law they commit. KOTESOL does not endorse any outside or illegal work.

CONTRACT DEMANDS

The conditions of your contract need to be in writing. Anything that is promised that is not written into your contract is unlikely to materialize after you arrive. Further, contracts are viewed by Koreans as rough, working documents subject to change. Your employer may need your passport from time to time to take care of visa matters, but never give up your passport for the duration of your stay. It is yours and should be in your possession no matter what an employer might tell you. Make and keep plenty of copies of your passport as well.

When an offer is made, you may request names and phone numbers of current or former western teachers. If the answer is ‘No,’ you probably do not want to work there. Many placement agencies will find employment for prospective teachers for no fee. KOTESOL does not endorse any particular placement agency or employer. Salaries are not usually negotiable. If you do not like the offer, keep looking. I kept saying ‘No’ to a university and they continued to offer me more money. That is the exception rather than the rule.

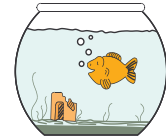
Some things you can expect in a contract and certainly need to ask for are: return airfare; minimum 10 days of vacation; health insurance; maximum contact hours (25-30 hours a week); 5-day work week; 8-9 hour work day from start to end; multiple re-entry visa; paid holidays; an apartment available when you arrive; your own furnished bedroom (ask for a detailed description of your apartment over the telephone and for assurance it will be clean and available when you arrive); and a one-month bonus at the completion of your contract. Employers

may try to avoid paying the end of contract bonus, which in essence is your retirement pay, by cutting your hours such that you are unable to complete the agreed upon contract.

Horror stories about teaching in Korea are numerous. However, if you have done your homework, attempted to speak directly to a former employee, read books such as this one and others about the culture, then you have minimized your risk and prepared yourself for a good experience in a fascinating culture.

HIDE AND SEEK

LEVEL: Beginner
AGE: Any
PREP TIME: None
RUN TIME: 10 minutes
MATERIALS: Posters/pictures
LANGUAGE: Various
SKILLS: Listening and speaking



PROCEDURE:

1. Most classrooms do not offer enough space to play the traditional game of hide and seek. Using posters or pictures, someone hides in the poster or picture. Language used: Are you under the TV? Are you in the goldfish bowl?



OBSERVATIONS:

This activity requires a wide variety of vocabulary. Pictures chosen to meet a theme or subject matter with lots of detail would be most appropriate. “Am I warm/ cold/hot?” is useful language when using very large or highly detailed pictures.

ACTIVITIES FOR BEGINNERS

This section contains many game-like activities that have proven successful with both children and adults. Why use games in the classroom? What advantage do games have over more traditional methods of instruction? Somewhere between learning to crawl and learning to drive, most of us have forgotten the experience of learning through play. Our teachers and parents tell us to study or we risk failure in examinations now and our later adult lives. Play is for recreation, but the serious matters in life require diligent study. This presents us, as teachers, with something of a paradox. Watch children when they are not studying or being held captive by a video and they will be playing. Something worth remembering is that when we (adults) have free time, we too, like to play.

Editors note: The following activities were submitted by Andrew Todd unless otherwise noted.

THREE

UNDERSTANDING KOREA

Dr. David Shaffer

Dr. David Shaffer is a professor of English Language and Literature at Chosun University in Kwangju, Korea, where he has worked for more than 25 years. He is involved in EFL instruction, teacher training, and materials development. He is the author of books and newspaper and magazine columns on the English and Korean languages and Korean culture and poetry.

PATERNALISM

Confucianism has profoundly influenced Korean culture and society. Confucius, born in China in 551 B.C., was a teacher and philosopher who believed society should be led by highly educated people rather than nobles and that everyone in society had a role. If all roles were carried out correctly, then society would be just and good. While Confucius' principles were introduced to Korea shortly after they took hold in China, they did not begin to become widely accepted until the 15th century when Buddhism was experiencing a period of unpopularity.

Confucianism, when adopted, became a strict set of rules for social conduct. The harmony of social relationships as set forth by Confucius were:

1. filial piety between father and son
2. loyalty between ruler and subject
3. distinction in position between husband and wife
4. respect between elder and younger
5. trust between friends

When everyone follows this correct social order, the flow of society is harmonious.

Within this largely paternalistic social order, the network of relationships is vertical, save for the last, which is horizontal. Thus, all people, except friends, are either higher or lower in status to one another. Status in Korea tends to be highlighted in daily interactions through such mechanisms as honorifics added to verb stems, depth and duration of bows, relative amount of eye contact, use of titles, and deference to elders and superiors. Americans, on the otherhand, highlight status through speech to reflect levels of politeness: “Excuse me, but would you mind opening the door, please?” versus “Please open the door,” but not to the extent and complexity that Koreans do in their language and actions.

Different levels of affection and responsibility are accorded to a person depending on their importance within the network described. It is essential for a Korean to identify their relationship to another person within this system in order to know how to interact. Traditionally, these relationships were so significant there was little space for individual personality. An individual would suppress emotions sooner than disrupt the flow of society. In exchange, people derived satisfaction from relationships through a sense of group membership. Koreans continue to respect this hierarchic order in the family, the educational system, and the workplace.

INSECURITY

Geographic, economic and political factors have lent a sense of insecurity to Korean society. Agriculture, until recently, has been Korea’s main economic resource and agricultural economics are subject to climactic conditions. When floods and

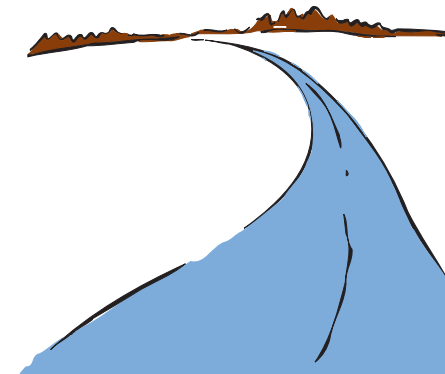
VOCABULARY EXERCISE: “hairdresser”

- 1.
- 2.
- 3.

IDIOMATIC EXPRESSION EXERCISE: “hit the road”

“I didn’t realize it was so late. I guess it’s time we hit the road.”

- 1.
- 2.
- 3.



IDIOMATIC EXPRESSION EXAMPLE:

“a sight for sore eyes”

Guy: Beth Wikowsky, you’re a sight for sore eyes! I haven’t seen you in a long time. I missed you while you were gone.

Beth: Thanks, Guy. I’ve missed you, too.

- 1. Do Guy’s eyes hurt? No
- 2. Is Guy glad to see Beth? Yes
- 3. Has Beth seen Guy recently? No

Now you try!

GRAMMAR EXERCISE: “used to” (discontinued past state)

“She used to be fat.”

- 1.
- 2.
- 3.

FUNCTION EXERCISE:

“Can I come in for an interview?” (requesting)

Ann: I’m calling about your ad for a secretary. Is the job still open?

Boss: Yes it is. Can you type?

Ann: Yes, I can. Can I come in for an interview?

Boss: Yes. What’s your name?

Ann: Ann Kramer

Boss: Can you come in on Monday at 10:00 am?

Ann: On Monday at 10:00 am? Yes. Thank you.

- 1.
- 2.
- 3.

droughts affect production, this provokes economic difficulties. The uncertainty caused by climactic conditions has deeply influenced the sense of insecurity in Korean society.

Politics also influence the sense of insecurity due to an uncertainty as to how authority will be applied. Leaders, following Confucian principles, apply authority to cases and situations according to their own interpretation, leaving individuals without consistency in the application of justice. As a result, corruption was, and still is, a cultural trait of Korean society. It is not without its merits, however, as it does provide a means of checking power of authority. An individual’s sense of insecurity represents the guide and motivation for continuing their relationships.

PERSONALISM

With paternalism defining the structure of Korean relationships and insecurity driving them, personalism as the link to an individual’s social network became all important. Personalism stresses the individual personality as the central concern. Loyal subjects, filial sons, and faithful women are admired, honored and venerated. As a result of striving for these qualities, love and duty between family members are usually strong. These values arise out of the social network and delineate good and bad, just and wrong. The importance of the values are manifested in the avoidance of shame and the dignity and prestige to be had and maintained. There was a time when loss of face was considered so shameful, it was to be feared more than corporeal punishment.

GROUP ORIENTATION

The meeting point of the three elements: paternalism, insecurity, and personalism, is the family. Paternalism requires a head of the family and all moral principles, levels of affection and

responsibility are reflected in each family relationship. Insecurity ensures the family will be the most common place to seek shelter. Personalism is illustrated by the deep interpersonalized knowledge family members have of each other. The family structure is repeated in all organizations within society. The family, the school class, the company, the country - all are important units of which the individual is merely a member, and to which primary loyalties should lie. Thus, the needs of the many outweigh the needs of the individual in the minds of most Koreans: when conflicts of interest arise, the individual bows to the needs of others.

In return for their support of and loyalty to the group, members receive care, protection, and help when in need, in ways beyond what most Westerners would consider sufficient for the circumstances. Something considered a sacrifice above and beyond the call of duty in the West is frequently a systemic, institutionalized obligation in Korea. For example, in Korean hospitals, most of a patient's care is left to family members, almost all of whom are expected to take time off from work or school to attend to the sick or injured person.

The hierarchic structure pertains to the work environment as well. Managers retain power through diffusing information, stressing aloofness, and maintaining a superiority typical of masters. They take care of daily work problems for employees and oversee retirement and welfare issues. Decision making is centralized into leadership hands and decisions are made autocratically in solitude because an extension of decision making to others might provoke a loss of prestige for the leader and negatively affect the organizational hierarchy. Even the work environment is characterized by a strong sense of insecurity, mistrust and competition.

GRAMMAR EXAMPLE: Present Perfect

"He has been to London."

1. Did he go to London or Paris? London
2. Is he in London right now? No
3. Was he in London for a long time? No

FUNCTION EXAMPLE: Inviting

Mark: Would you like to go to a movie tonight?

Helen: I don't feel like going to a movie. Do you have another idea?

Mark: How about going bowling tonight?

Helen: That's a great idea! I haven't been for a long time.

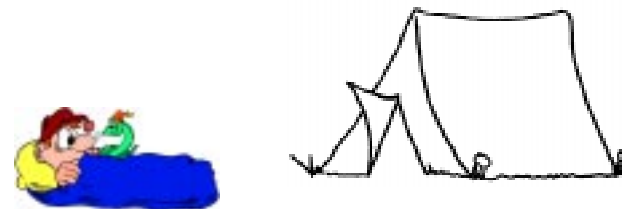
Mark: Great. Can I pick you up at 8:00 o'clock?

Helen: Alright. See you at 8:00.

1. Helen invited Mark to go bowling. False
2. Helen will go to a movie tonight. False
3. They are going bowling tonight. True
4. Mark will arrive at Helen's house at 7:00 o'clock. False

VOCABULARY EXAMPLE: "tent"

1. Is a tent a building? No
2. Can you lift a tent? Yes
3. Do you sleep in a tent? Yes
4. Do you take a tent jogging? No



COMPREHENSION by Arnold Ho

“Do you understand?” would seem a logical question to follow a presentation. Many Korean students would respond by nodding their heads in agreement. Even students who do not understand will nod their heads to prevent a loss of face for the teacher for not having explained it well enough, or for themselves for not having understood. When students are directed to begin an activity, their level of understanding is soon made clear.

To circumvent the time, confusion and frustration this method is likely to bring about, Arnold Ho encourages the use of comprehension-check questions: those requiring simple “Yes/No,” “True/False,” or a choice of “Either/Or” answers. This is not as easy as it may seem as evidenced by most textbooks that claim to have comprehension-check questions, but do not.

Here are some general rules to follow:

1. Ask relevant questions about the concept.
2. Make sure the concept you are checking is not too difficult.
3. Ask the right amount of concept check questions, not too many, not too few.
4. Avoid checking the same concept twice by asking the same question worded differently.

Concept-check questions are crucial early in the lesson during the warm-up. You do not want to lose the students from the start. It is also a good habit to check understanding of instructions before beginning an activity. Concept-check questions can be used to check understanding of grammar, functions, vocabulary, and idiomatic expressions. Following are examples and practice exercises.

“It was frustrating not to be able to express my ideas. All ideas came from above.”

-Christine Lowell, Yeungnam University

RELATIONS

In order to interact and develop economically, businesses follow the family structure. Entrepreneurs try to use family links to carry out economic activities. They place their trust on the shared values and traditions made common by such things as same birthplace, school, university or club. Alumni from the same college or university, especially from the same class, have a much stronger bond, and greater obligations, than in most Western countries. Employers often prefer to hire new employees from the same schools as the ones they attended because the bond makes for greater harmony in the workplace.

Because of the emphasis on strengthening group ties, Koreans expect to participate in many social gatherings and events outside regular work or class hours; Westerners may find such requirements overly demanding on their private time.

“When I mentioned I lived alone, my students expressed concern I might feel lonely or isolated at home, but I saw my apartment as a haven of privacy from the many intrusions I felt were made on my time at school.”

-M.K. MacKinnon, Flagstaff, AZ

ELITISM

Class and connections are another preeminent determiner of place in Korea’s social hierarchy. In the past, Korea had five main social classes which were fairly impermeable. Though these have nominally disappeared since the Second World War,

many families that were of the upper class still take pride in their history and expect a certain amount of deference. A person's connections to powerful individuals and groups also greatly influence their status.

SAFETY

One of the nicest effects of the Korean respect for authority is the general attitude of honesty and respect for other peoples' belongings. While crime is rising in Korea, it remains much lower than in many other countries. Leaving your bags unattended for a few minutes or asking a stranger to watch them is a safe practice in small or rural cities. Pickpockets are rare outside of Seoul and Pusan.

One can walk alone fairly safely in most areas until late at night, and even then if one keeps to well-travelled public areas it is a much safer risk than in many other countries. Women can travel alone with reasonable caution. Possession of firearms is illegal and even the police carry nothing more than a gas gun.

Despite the relative safety found in Korea, secure your living quarters. Foreigners are thought to have a lot of money and valuable foreign-made articles. Complexes with security guards at the entrance are fairly safe, but in the absence of security personnel, your chances of being robbed increase.

LANGUAGE

There are several different Romanization systems used for writing Korean in the Roman alphabet. For those with limited exposure to non-Roman scripts, sounding out Romanized versions of words is difficult as is connecting the written version with a word known aurally. This is because many Korean sounds and sound combinations have no direct equivalent in English,

ACTIVITY #3: Intonation Practice Through Dialogues

In dialogues, the main features to consider include opening and closing strategies, questions, interrupting, and agreeing and disagreeing. All of these features belong to the province of discourse analysis. Pronunciation, in particular intonation, is a key aspect of this linguistic area of study.

The teacher can provide dialogue models, either written or recorded on a cassette, or both. Learners then mark what they think is the appropriate intonation on the respective parts of the conversation using such marks as arrows to represent rising and falling intonation patterns.

A: He's going to Paris in the Fall.
B: Really?

////

A: I heard Joan returned from her trip to India.
B: Yes, I saw her yesterday and she...
C: Excuse me, this was in my mailbox, I think it is yours.
B: What? Oh, thank you. Where was I?
A: You saw Joan yesterday...

////

A: Would you like coffee or tea?
B: Coffee.

ACTIVITY #2: Sentence Stress Practice

To practice sentence stress, one fun technique is to present an improbably but amusing sentence such as “My wife doesn’t look like a sack of potatoes.” Students are encouraged to read the sentence aloud giving emphasis to a particular word. The teacher then answers with an appropriate response. For example:

Student: *My wife doesn't look like a sack of POTA TOES.*

Teacher: *O.K. what about carrots?*

or

Student: *My WIFE doesn't look like a sack of pota toes.*

Teacher: *O.K. what about your brother?*



and the Romanization systems must therefore have slightly different phonetic rules than they do in English. This also means that there are frequently several Roman spellings for one Korean word. For example, one Korean family name is spelled variously as Li, Lee, Rhee, and Yi. Conversely, you may find yourself sounding out a word written in “*hangul*” (the Korean writing system), several times before suddenly realizing that it is a word borrowed from English or another language.

Extra vowels and syllables are often added to words borrowed from English because the English consonant blend is not possible in Korean, turning an English consonant cluster into two or three syllables. Further, *hangul* spellings are often based on English spellings rather than on the actual English pronunciation of the words. Therefore, in order to make the correspondence between the spoken and written versions of words, learning the basics of the Korean sound system and how it relates to the less familiar phonetic rules for the Romanization system is necessary. Oddly enough, learning to read and write in Korean can literally be done in a matter of hours. *Hangul*, devised by scholars at the court of King Sejong (1418-1450), is considered to be one of the most scientific scripts ever devised. It consists of forty symbols and was invented with the purpose of promoting literacy among common people. This goal has been achieved: at almost 98% literacy, South Korea boasts the highest rate in the world.

NAMES

Korean names are usually comprised of three syllables, each syllable is a Chinese word represented by a Chinese character though of late more and more native Korean names are being used. The first syllable is the family name and the next two are the given name. There is a predominance of same last names.

The most common family names are Kim, Lee and Park. When written in roman script, the two syllables of the given name may often be hyphenated depending on the romanization scheme used. One of the two Chinese characters in the given name, the generational name, is often the same for each son in a family and their first cousin also. In most families, generational names are not given to daughters. Parents will consult fortune tellers when choosing a name for their child because names are thought to bring luck if they consist of Chinese characters with the right combination of strokes and a radical signifying one of Five Elements.

ADDRESSING OTHERS

It is essential in Korea to learn the appropriate forms of address relative to your status versus those to whom you speak. For example, various forms of “hello” according to whom you are speaking would include at minimum “*anyong*,” a very familiar form said to small children and very close friends of equal status. “*Anyong-haseyo*,” the informal polite form, is said to everyone from students to immediate superiors to strangers and casual acquaintances. “*Anyong-hashimnika*,” the most formal form, is said to the president of your school, the mayor of your city, people over 60, and other respected figures in society.

Korean formalities often disguise familiar, even intimate, relationships to Western eyes. Addressing someone with the use of an honorific suffix does not mean that the speakers do not know or like each other well, in fact, it may indicate profound respect and mutual affection. Formality should not be assumed to be a lack of intimacy; in the West, the two are often connected, in the East, they are not.

ACTIVITY #1 Contrast Drills with Minimal Pairs

In this activity, the teacher creates two lists of words containing the sounds to be contrasted. The words in one list have a corresponding word in the second list containing the contrasted sound. The contrasting sounds should be the only difference in pronunciation between the two words.

/r/	/l/
race	lace
right	light
rim	limb
row	low

The lists can be manipulated in more than one way.

Repetition Drills: the students simply repeat the words modeling the teacher’s pronunciation.

Auditory Discrimination: the teacher says a word from one of the lists and the students determine which list the word came from by holding up one or two fingers. Individual students may take over the role of the teacher when they are confident enough.

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PRONUNCIATION

One of the most challenging aspects for teachers of English to speakers of Korean lies in pronunciation. What follows is a summary of the most salient pronunciation difficulties for Korean speakers and some ideas for overcoming them. Most English teachers overwhelmingly agree on the areas of pronunciation that are the most problematic for Korean learners of English. These areas can be summarized as follows:

1. the sounds /r/ and /l/ as in /royal/ and /loyal/;
2. the sounds /p/ and /b/ as in /park/ and /bark/;
3. the sounds /f/ and /v/ as in /fast/ and /vast/;
4. the /th/ sounds, voiced and unvoiced as in /this/ and /thin/;
5. stress accent such as DESert versus deSSERT;
6. sentence stress and intonation as in /Ian has BLACK trousers/ versus /Ian has black TROUSERS/; and
7. word initial consonant clusters /strand/ and /black/

A great number of useful techniques have been developed to practice pronunciation. The three activities that follow have proven to be helpful for English teachers in Korea.

WORK IMPRESSIONS AND RESPONSIBILITIES

When I ask Koreans to rank professional status they consistently rank university and college professors in the top three. Historically, anyone who was a teacher or scholar held a prestigious position. Teachers at other levels usually rank in the top five. Doctors and civil officials are also highly regarded; these positions have a long record of prestige in Korean history.

The importance of status and hierarchy has implications for Western teachers. As a teacher, you would traditionally have very high status. As a foreigner, however, you do not fit anywhere within the traditional hierarchy. Your age, marital status, and gender also go into the equation. Most Koreans upon being introduced to you will probably begin conservatively by addressing and treating you respectfully as they would a Korean instructor of similar rank in the same situation. They will adjust their behavior according to the signals you give them. Therefore, if you want to keep this respect, you have to learn the right signals and project an appropriate image. The easiest way is to observe and imitate the behavior of your Korean colleagues. Note how they address their students and other faculty and staff; what names or titles do they use? Where do they look and how often do they make eye contact? Note how formally they dress. If you have an opportunity, ask to observe their classes to see how they manage class business like calling on students and disciplining them. Where do they stand or sit? What are the roles of teacher and students in the classroom?

As a teacher, you will be examined and judged harshly when you fail to meet Korean standards of behavior such as modesty, manner and group orientation. However, as a foreigner, you will have more freedom than your Korean colleagues since

you are given the benefit of having good intentions where cultural knowledge is lacking. You can increase the level of tolerance you receive by showing your efforts to respect, learn, and adjust to Korean language and culture. On the other hand, any major breaches you make will also be magnified. Avoid inappropriate behavior and any appearance of impropriety. Sometimes, despite your best efforts, you may offend someone anyway.

Status is not a one-way street. In Confucianism, those of lower status are expected to show respect and obedience to their superiors, but in return those of higher status have obligations to provide guidance and protection. Elementary and secondary school teachers have a parental role in their interactions with students. They are responsible for each child's overall development, and moral and social character as well as the child's intellect. Indeed, some Koreans joke that discipline is the teacher's job, not the parents!

College and university professors also have extended responsibilities. They are expected to attend and guide the many class and department activities, even if they participate only as witnesses or overseers. They are also expected to socialize regularly with students in activities outside of class or off campus. This means hours and days, even weekends, of commitment beyond that required in a Western situation. A regular week for Korean professors can run 60 hours and more, with the day at school starting between 8:00 and 9:00 am and running until 10:00 or 11:00 pm. Many instructors and professors work regularly on Saturdays even if there are no classes. Further, professors are expected to maximize their time with and availability to students by being in their offices as much as possible in addition to their posted office hours.

CLASSROOM ACTIVITIES

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In the West, the student holds primary responsibility for learning. In Korea, the teacher has traditionally held this responsibility: a student's failure is also the failure of the teacher and the school. Western teachers often face pressure to pass students who have not met their, or even the school's own academic standards. Students who fail reflect badly on the school and a school will protect its status and reputation at the expense of lowered academic standards. Schools are ranked and the fame of the school one graduates from is much more influential in landing a job than the grades received at that school.

AGE

The primary determiner of status in Korea is age. This is due partly to the influence of Confucian ideals which place emphasis on filial piety, or loyalty and obedience to the oldest male member and head of the household. Many titles of respect have origins in the family structure and are age-related. For example, "*nuna*," older sister, is used by a younger brother or close male friend or even work associate and "*halaboji*," grandfather, is used by anyone addressing an elderly man. Younger people are often called by their given names, but not always.

Because of the Confucian respect for age, a person's sixtieth birthday, called "*hwangap*" or "*hwegap*," has long been an occasion for a huge family celebration, with relatives and friends coming from far away to honor the elder. These days, with more people living longer, families often celebrate both the 60th and 70th birthdays in high style.

GENDER ROLES

The Koreans say, 'man is sky and woman is earth.' This reflects the Korean attitude toward gender roles. Both sexes need and support one another, but historically men have been in the superior position, certainly since the advent of the Confucian-

based Chosun Dynasty in the late 14th century. Prior to this, Korea had a much more egalitarian culture than many now realize. Even as late as the 1890s one queen consort, Queen Min, was so politically powerful that she was targeted for assassination by the Japanese. Her death is memorialized as martyrdom at Kyongbuk Palace. Men and women and their roles remain strongly segregated, reinforcing inequalities built into the system.

Eldest sons have traditionally supported their parents, with their wives providing all household services and daily care, so a premium has been placed on having sons rather than daughters. Korean women do not want to marry an eldest son because of the sons' obligation to care for his parents. In recent years a gender imbalance of male/female births has emerged as a result of selective abortion. Korea now has a law intended to prevent medical personnel from revealing the sex of fetuses in an effort to right the imbalance.

Women are increasingly entering colleges and universities, but their job prospects upon graduating remain limited to entry and lower level positions. This is because many families pressure young wives to have children and businesses know that when a woman becomes pregnant, she will also be pressured to quit work. Yet the relative positions of men and women in society are not so clear-cut, nor women as powerless as they might first appear. While women have traditionally been required to defer to their husbands and limit their work to the household, men have been expected to hand over their entire salary to their wives to manage! Handling the money was considered part of household and family management. Today, many working and middle-class Korean women operate small family businesses alone or in partnership with their husbands. There

Some students are hostile towards the language and cultures represented by the language. Their sole motivation is to learn the language in order to surpass or best its people. Meet with the student outside of class, do what you can to break down the barriers, but ultimately establish class rules and boundaries and insist they be respected. Discuss the situation and your actions with your supervisor and rely on the supervisor's assistance if the problem persists.

A few final words of advice:

- 1) deal with problems and disruptions before or after class whenever possible. There is no sense in punishing those who are on task and ready to learn with an interruption from an unruly student.
- 2) as much as possible, do not allow interruptions to disrupt what you are doing, wait until you have a break, pause, or transition in the lesson.

You will need to identify problems accurately to apply the right behavior altering tool. If you misdiagnose the problem, it will persist. Consult a colleague and perhaps invite them to your class. If that is uncomfortable, trade classes so that you teach your colleagues class while your colleague observes your teaching and then you will have the opportunity to observe your students being taught by another teacher. If your colleague is a good evaluator, you will receive beneficial teaching tips and you will also gain invaluable information about your students from the back of your classroom.

Adapting materials for one student is an unfair addition to a teacher's preparation time. If possible, move her to a class more suited to her level, if not, use her as an aide to help the other students and you or meet her half way by adapting materials to her level when you can. You will find some excellent resources in the reference section to this book on working with multi-level classes.

- 3) Hye-Jin has a personal problem outside of the class affecting her performance.

Speak to Hye-Jin privately. You may find she has a class prior to yours that is too far away to arrive in time for yours. Allow her to be late, but assign her an additional project. Enlist the aid of a Korean colleague willing to help in determining the issues if your efforts fail.

Situation 4: Hyuk-Lee frequently challenges you about grammar explanations and meanings of words

- 1) Hyuk-Lee really wants to understand the fine points of grammar and vocabulary and does not realize the inappropriate time or manner of his questions.

Tell Hyuk-Lee his question is a good one but not relevant to the lesson. Invite him to visit you during office hours for a thorough explanation.

- 2) He lacks confidence in your teaching and wants to reconfirm what has been taught.

Know your stuff. Give brief detail of the grammar point, perhaps diagram a sentence, enough to impress Hyuk-Lee and the class and point out that you are there less for the mechanics of the language which they have studied endlessly and more to devise ways to get them to USE the language.

- 3) He actually distrusts or disrespects you and is challenging your authority.

is a smattering of women in political office, and a small but growing number of female professors. Men who stay home to care for the children and the house exist at least as characters on television and in movies though seldom in real life. While nontraditional roles are still limited for both sexes, there is an increasing trend toward sharing duties and responsibilities.

Though Korea's constitution stipulates equality of the sexes, its laws and courts do not. Until recently, men have enjoyed a distinct advantage under the law. This is now slowly beginning to change. In recent years, rulings have been made in favor of females in inheritance disputes, divorce and adultery proceedings, and in child custody cases. Progress in the area of women's rights is expected to continue at a slow but sure pace.

Situation 2: Students remain silent when an oral response has been requested.

- 1) Students do not understand the question or what to do
Either write the question on the board or dictate it to them, have them ask and answer the questions in chorus; demonstrate how parts of the question can be substituted with other information, and have the students drill in pairs if time permits.
- 2) The question is too easy, students feel the answer is obvious.
Maybe it was. Move on
- 3) The question is too personal and students are embarrassed.
Explain why you asked the question, modify the question, or assign it as written homework so students may reply privately

Situation 3: Hye-Jin, one of your students, is generally late to class, she does not do the homework assigned, and she does not participate in class activities.

- 1) Hye-Jin feels she is unable to keep up with the classwork and has given up trying.
Pair Hye-Jin with a more advanced student who can help her with instructions in L1 and keep her on task in English. If she is intimidated by the more advanced learners, pair her first with lower level learners until she grasps an activity and then with a more advanced student. Express interest in her progress, encourage her to visit during office hours.
- 2) Hye-Jin is bored with the class and work because she feels it is too easy.

Situation 1: Students use Korean almost exclusively while working in pairs or groups.

As Occasional Problems and Solutions:

- 1) Students do not understand the exercise and have resorted to chatting among themselves.
Stop the activity, run through the instructions again following Susan's method above
- 2) Students are not on task because they think the language is too difficult for them
Stop the activity, evaluate the language level and change activities, cover vocabulary, or do the task with them slowly
- 3) Students discuss how to do the task in Korean.
Recognize the lapse into L1 and give students time to switch into English; listen to one or two groups to ascertain the problem before stopping the activity. Stop only if necessary.

As Constant Problems and Solutions:

- 1) Students generally find the class or materials too difficult and have acquired a habit of avoiding all work
- 2) Students generally find the class or materials too difficult, but are trying to cope with it through use of L1
For both of these, review the section above on adapting materials, slow down, simplify lessons, and use supplementary materials. Be creative with the first group by introducing music or video, but make them work or the behavior will not change.

FOUR

MAKING THE ADJUSTMENT

M. Katherine MacKinnon

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DEFINITION

Culture Shock is the term used to describe the psychological reaction of an individual encountering a new culture for a prolonged period. It is a process of adjustment though it has been described as a disease. In general it is characterized by three stages: an initial "honeymoon" period; a downward slide of increasing stress and depression; and an upward acclimatization to the new culture. The length of the process varies with the individual, but generally lasts three to six months. For many the process is cyclical rather than a one-time adjustment.

Excitement, exaltation, and enjoyment of all the differences between one's former culture and the new one characterize the honeymoon period. Over time, however, the glow of the strange and unfamiliar eventually gives way to the discomfort of having to live with the differences. Communication problems, feelings of helplessness, childlike dependency on others, and consciously thinking about and planning processes that were automatic at home result in heightened stress. Reaction to the stress can be excessive, but it is an integral part of the process of culture shock.

Different people achieve different levels of adjustment. Some become completely at home in their new surroundings; others never really adjust at all. Most, however, fall somewhere in-between, learning to live with a certain level of ambiguity while becoming increasingly able to function independently. Some factors which affect one's ability to adjust include preparation, previous experience with other cultures, ability in the new language, goals and reasons for going overseas, age and maturity, personality, risk-taking ability, length of stay abroad, and availability of a support system. People who enjoy taking risks and can handle ambiguity usually adjust more quickly.

COPING

So how does one cope? The key is to balance recuperation with coping. Sticking to your routine can pull you through hard times. Korea offers a host of relaxation opportunities: a hot bath at a public bathhouse; a quiet hour reading a book in one of the many coffee shops; a hike up a mountain - 70% of Korea's landscape is made up of mountains; taking a sightseeing trip; or visiting a friend in another city. Many of the things you do at home to relieve stress, you can also do in Korea. Drinking excessive amounts of alcohol and complaining with other foreigners are also ready options, but most find them counterproductive.

For many people, ability in the new language can really make or break the experience of living abroad. If you are fluent, or have a good base in the language to develop fluency, you can prevent much, though not all, of the isolation and helplessness common to so many. Spoken Korean is admittedly difficult for native English speakers to master, but learning some basic words and phrases along with the Korean alphabet can go a long way toward establishing rapport with Koreans and a sense of inde-

Good. But this is too easy, you are too close. Move apart (Susan has the same two students as before move about 2 meters apart and waits while the others follow the example). Now this is how to do it... Let's watch how these two do it (the same two students model the activity)... Now "A's turn to page 18 and begin...GO!

Robert's instructions are clear and appropriate for advanced level learners who do not need as much time to digest and understand information. Susan's instructions are excellent for beginning and intermediate students. She has broken her instructions into comprehensible "chunks," provided students with a model, and given them time to execute instructions, having them demonstrate their comprehension before moving to the next instruction. Susan's instructions will take longer to deliver than will Robert's, but they are likely to result in the successful execution of the activity. Finally, Susan has told the students the goal of the activity, "...to train... how to speak loudly in English" and why, "...because you speak so softly in English I can't understand what you say." Stating the goal provides students with a reason to do an activity.

DEALING WITH PROBLEMS

No matter how carefully you plan; how well you understand your students; or how lucky you are, you will be faced with an occasional problem class or individual student. While the classroom management techniques discussed elsewhere in this chapter will certainly be of use, the topic deserves some discussion.

The following four situations are ones you may encounter with Korean students. The first two address problems encountered with a class as a whole and the latter two address problems encountered with individual students. Reasons for the problem and solutions are provided for each situation.

Consider the following two examples in which Susan and Robert are directing their students to do a shouting dictation, an activity to encourage students to speak loudly. One student dictates a passage in English while seated far away from their partner, forcing them to speak loudly.

Robert:

OK everyone, listen to me... yes... OK are you listening?
Right, OK, this is what we're going to do... Move into pairs, A and B. (Robert has two students sit facing each other as an example) Now you're going to work together, OK?
You're going to do a shouting dictation. A, you will read and B, you're going to write. But I want you to sit far apart so you have to speak loudly.
So, A, read from page 18... Everybody understands... Right?
Off you go.

Susan:

OK, everybody, look at me. Good. Today I'm going to train you how to speak loudly because you speak so softly in English I can't understand what you say...
We're going to do a shouting dictation. I want you to work in pairs. Choose a partner. (Susan waits until the students have found partners).
Good, one of you is A, the other is B. (Susan waits as students confer).
OK. A's, hands up! (Susan looks). Good, hands down. B's, hands up!
Good. OK. A's, you are going to read. B's, you are going to write, so get out a pen and some paper. No, no, just the B's have a pen and paper, A's, you are only going to read. OK? (Susan waits while the students get out their materials).
Now, everyone sit face to face, like this... (Susan has two students at the front of the room turn their desks so they are facing each other, and waits while everyone follows the example).

pendence for you. The payoff for learning a little Korean is significant. Students are impressed and pleased to hear a foreign teacher using their language. It shows them that you value their culture. It also lends insight into the English language learning difficulties of Korean students. Above all, pushing yourself to take a risk or to go a step further into the new culture and thus expand your ability to function boosts your spirits, preventing and combating the worst effects of culture shock.

LACK OF PRIVACY

Korea is densely populated. Houses are built extremely close together, few have yards, and most share common walls. Living in such close quarters, you may wish to escape to one of the numerous nearby hills or mountains. Do not be surprised when you run into hundreds of other people trying to do the same thing!

The population density contributes to a smaller personal space than is comfortable for Westerners. You will be bumped regularly while walking in public. Apologies will neither be offered nor expected. A word of caution, if the door to your residence is unlocked, maintenance workers may let themselves in unannounced.

The Korean concept of society also contributes to a lack of privacy. While Western cultures place importance on the individual and a person's independence from others, Koreans are group oriented. Their collectivism places the importance of group concerns over individual ones. Westerners typically say, "my country," "my school," "my house," and "my friend." Koreans are more likely to refer to the same concepts with 'our' as in "our country," "our school," "our house," and "our friend." The possession of a member of the group is easily seen as belonging to the group as a whole.

HEALTH AND MEDICINE

When slightly ill, most people go directly to the drugstore rather than to see a doctor. A doctor's prescription is not required to buy medicine at a drugstore. Describe your symptoms and the pharmacist will give you what you need.

While a doctor's advice may be necessary, an appointment is not. Doctors see patients on a first-come, first serve basis. Most doctors are specialists and have their own clinics. Large hospitals cater mainly to outpatients. Nurses have limited duties and patients require someone to act as their caretaker during a hospital stay. For a Korean, this would be a family member or friend.

Foreigners can expect to encounter language difficulties in describing exact symptoms and these are further exacerbated by the authoritarian approach of some doctors. Many Korean doctors are not as patient-oriented as are health practitioners in the West. Getting answers to questions and the right treatment may not be possible because a doctor could perceive you to be questioning his authority. An interpreter can help with the language but may not be able to bridge the cultural differences in this situation.

TIME

What to foreigners may appear to be a lack of advance planning, may actually be a lack of advance notice. Invitations to weddings, family celebrations of babies' 100-day and first birthday parties, department meetings and dinners are commonly issued verbally right before the event. To foreigners who are accustomed to claiming their time as their own, this seems inconsiderate at best. Koreans, however, do not have the same view of time as a personal commodity or possession. Placing

and fairly quickly. Instruct the students to write the words they hear under the category they think is appropriate without worrying about spelling or the correctness of their answers.

- 3) Have the students compare their answers with each other, give them a dialog model on the board if they need it:
Student 1: "Where did you put (waiter)?"
Student 2: "I put it under (not sure)."
Student 1: "I put it in (manual labor)." OR "So did I."
Student 2: "Why?"
Student 1: "Because..."
- 4) Have them look at the exercise in the book to check their spelling. Discuss different ways words can be classified and the reasoning behind their classifications. Have them reclassify the words according to the categories in the exercise.
- 5) Expand the categories of jobs through brainstorming (artists, entertainers, jobs using English, and so forth).

A class with low motivation needing a sense of progress, may require a fast pace. By occasionally adapting exercises, it is possible to surprise a higher level class and convince them to look at a textbook more closely. All of the examples given are quick modifications to illustrate the different ways the same text can be adapted to the levels and needs of learners.

GIVING INSTRUCTIONS

Instructions are critical as a major source of comprehensible language input and the orderly progression of a class. If instructions are not clear, students will be confused and will use their native language to seek clarification from other equally confused students. Instructions must be demonstrated and chunked in manageable parts.

- 4) Repeat the choral reading and answering for one or two more examples until you are sure the students are following the format. Have them continue working in pairs, asking and answering questions about the chart.
- 5) Follow the procedure for the more complex questions which follow and return the students to pair work.

The same drill format or a variation could be used for exercise 2 with the question “What category does architect belong to?” Find a balance in the length of the drill between confidence building and boredom.

Class B) is already confident and would benefit from variety.

- 1) The students were assigned homework to keep track of the number of hours they spent in classes, at work, and doing several other activities between the last class and this one.
- 2) Ask your students whether any of them know how to calculate averages, have them gather the information from their classmates and calculate their average. Compare theirs to the book.
- 3) Hold a discussion on the possible cultural reasons for the differences, e.g., “Why do Americans take so few holidays?” “Why don’t Brazilians or Americans attend school more often?” (Note: the American school schedule is based on the agricultural seasons).

Class C) is possibly the most difficult with which to work. The teacher must demonstrate to the students not only that the text-book contains new material, but also that the book can be intellectually challenging.

- 1) Before the students open their books, ask them to take out a piece of paper and divide it into three columns, titled: “Office Work,” “Manual Labor,” and “Not Sure.”
- 2) Dictate the words from exercise 2 on page 8 one at a time

the group or place of work before oneself takes precedence over the importance of time. Consequently Koreans are not as likely to be bothered by last-minute notification and may not understand why Westerners are.

In the West, if you have an appointment for a set time, you are expected to be there at the time or earlier and being late can be considered an insult. Not so in Korea. Today’s city dwellers lived in rural areas not long ago where clocks and watches were rare. Appointments were made for times like ‘the middle of the afternoon.’ One person often had to wait for the other. The practice has carried over into the more quickly paced urban life as ‘Korean time,’ the habit of showing up late for one’s appointment. Koreans are often prepared to wait an hour or more. As Korea has industrialized and modernized, the necessity for promptness and business efficiency has increased. However, you should still be prepared to wait longer than you would in the West.

THE VISIBLE MINORITY

One of the most difficult aspects of Korea for the foreigner to adjust to is becoming a member of a visible minority. Koreans are a racially homogeneous people who have repelled many invasions and suffered occupation by neighbors. To maintain its cultural, ethnic and national integrity, Korea closed its doors to the rest of the world for many years, earning the name “the Hermit Kingdom.”

Along with China, Korea has long considered itself to be part of the cultured center of the world--all others were inferior. The commonly used word in Korea for “foreigner” was once “barbarian,” showing how distrusting and wary Koreans once were of outsiders. Korea’s isolation and homogeneity has given

its people little opportunity to experience people of other races and creeds. Even today, the Westerner is somewhat of a novelty to many.

Outside of Seoul, particularly in smaller cities, towns, or rural areas, any physical differences a foreigner has is likely to bring open stares and comments. One hairy American man at the beach encountered two old men who poked and prodded at his abundant chest hair and full beard. Because of their exoticness, foreigners will often be told they are beautiful or handsome whether they consider themselves to be so or not. No matter how long a foreigner lives in Korea, how well that person knows Korean, and or how acculturated that person becomes, they will always be viewed as different, an outsider.

DAY TO DAY LIVING

Daily life in Korea has a distinctly different feel from that of most Western countries. Korea, as a relatively newly-developed country, is still learning to manage the problems of rapid industrialization. Little attention has been diverted from economic growth to aesthetics and environmental concerns. With over 45 million people in a space roughly the size of England, cities and the countryside are crowded, and pollution is a growing problem.

The crowding can become claustrophobic. You may get up in the morning and go to a small bathroom, eat breakfast in a small kitchen, leave home through a narrow alleyway, get on an overcrowded bus or subway, go to work at a workstation not much larger than your desk, eat lunch at a tiny restaurant where the tables touch each other, and go to bed in a room not much larger than the bedding. On the otherhand, many things are nearby. Within walking distance of where you live, you are

The following examples use p. 8 from chapter 2 of *New Interchange, Book 1* (Richards, et. al, Cambridge Univ. Press: 1997) to illustrate how the same material can be adapted in different ways to satisfy the needs of these three sets of learners:

A) A very low level, unmotivated class. The text seems difficult for them and you want to give them a lot of guidance as they grow accustomed to the book's format.

B) An average level, motivated class. The text is at their level, they participate in class and activities. To match their spirit and encourage their motivation, you wish to do more for them than merely teach the book.

C) A class with high level reading and vocabulary skills, they could use more conversation practice. You sense the students have a tendency to ignore the activities in the book because they think the activities are too "simple."

Class A) priorities are to make the material as easy as possible to give them access to the textbook. Establishing class routines with few variations will help. A sample presentation for exercise 1 is:

- 1) Write on the board: What is the average number of working hours per week in Brazil?
- 2) Looking at page 8, exercise 1, the students read the question in chorus and then read the answer in chorus.
- 3) Underline parts of the sentence on the board to demonstrate the possibility of substitution as follows:

What is the average number of working hours per week in Brazil?
the average number of national holidays the U.S.
the average number of working days per year Italy

2

How do you spend your day?

1 SNAPSHOT

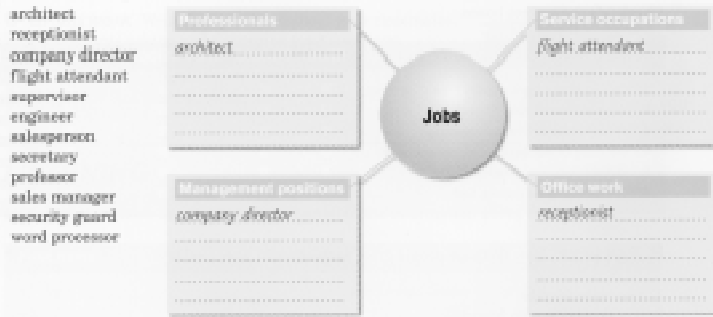
	Brazil	the United Kingdom	South Korea	the United States
Average number of working hours per week	44	44	40	40
Average number of paid vacation days per year	20-21	27	20	12
Number of national holidays	10	8	10	11
Number of school days per year	182	182	222	178
Hours of instruction in school per day	4.5	5	4.5	5.5

Information compiled from The New York Times Digest of Educational Statistics, and interviews.

Talk about these questions:
Which country would you like to work in? Why?
Where would you like to be a student? Why?

2 WORD POWER Jobs

A Complete the word map with jobs from the list.



B Add two more jobs to each category. Then compare with a partner.

likely to find a grocery store, an open market, a restaurant, a pharmacy, and a post office.

SOCIAL DRINKING

As a newly-arrived foreign guest being entertained, alcohol will be a concern. Alcohol has for centuries been a central part of Korean social interaction and ritual, including business and mourning as well as pleasurable occasions. The per capita rate of alcohol consumption in Korea is one of the highest in the world. Although only men drank publicly in the past, now social drinking is acceptable for both sexes. Non-drinkers are considered unsociable, or even anti-social. Even nominally tee-totaling Christians may consider, or be coerced by social pressure into accepting, beer or wine as an exception to their generally stringent religious restrictions. If you don't drink, or don't want to drink any more, a religious or medical excuse is about the only one that will excuse you from imbibing. Otherwise, you will be expected to participate in Korean drinking rituals fully.

Fortunately, food is generally served with alcohol, and beer rather than the traditional "soju," which is 50 proof alcohol, has become popular. To cut down on the amount of alcohol you consume, drink slowly, Koreans generally wait until a glass is empty before refilling it. Also, with recent crackdowns on drunk driving, one can plead the necessity to sober up to drive or ask to be the designated driver. Otherwise, expect to drink a LOT, and don't be surprised if at least one of your party overdoes things. Drunk in Korean terms only happens when a person throws up or passes out, and getting drunk in Korea is perfectly fine in the interest of unity, harmony, and general good feeling. Alcoholism is considered to be a Western problem, though many Korean men drink almost daily.

Your Korean hosts are sure to explain drinking etiquette to you. You will find variations to the following: the host generally pours (and pays), beginning with the eldest or most senior person at the table. This person holds the bottle with two hands, or with the right hand supported by the left at the elbow. If the guest is of similar status, they should hold the glass in a similar fashion and if of higher status, they should simply hold the glass with the right hand (using the left hand is generally considered to be insulting). Wait to drink until everyone has been served. A toast is common.

BUILDING CONSTRUCTION

Building construction and use is uniquely suited to Korea's history and environment. Traditional Korean houses are very different from Western-style housing, and modern construction incorporates aspects of both. You should take your shoes off at the front door of a Korean house in the alcove set aside for that purpose. Often there is a pair of house slippers waiting on the raised floor for you.

The floor is raised to accommodate the heating system, called "*ondol*." In older houses, heat was provided via ducts circulating smoke and heated air from coal or wood fires, so open windows and frequent airing were necessary to eliminate harmful fumes. Although many modern heating systems use hot water pipes, Koreans continue to open windows and doors even in the coldest weather to air rooms in the belief that this maintains good health. Some older traditional-style houses still use fume-producing charcoal briquettes, and electric or kerosene space heaters to supplement floor heat.

Older Korean houses had windows and doors covered with paper, so windows were double-framed to improve insulation.

progress. If Susan prepares exercises and activities well in advance, presents articles in a progressively difficult manner, and accompanies them with supporting cassette or video materials, she will be better able to sustain student interest. The preparation time for her would be extensive.

Robert faces difficulty in sustaining student interest as well. Korean students generally take so many English classes that no matter which book is introduced as the class text, one or two students have probably already studied from it. Each textbook typically follows the same sequence of activities in each chapter. Boredom sets in when there is too much predictability. Robert can stimulate his learners by occasionally introducing authentic materials (simplified to the students' ability) relevant to the theme of a chapter.

Language Input. Authentic materials tend to be not only more interesting than made for the classroom ones, but they tend to provide far more language input because of the amount of new language presented. If the amount of input is too high, the learner will be lost and receive no input and their motivation and self-esteem will suffer. Students may, especially at lower levels, actually get more useful language input from the use of a textbook. Authentic materials introduced on occasion may then be seen as a safe opportunity to apply skills and vocabulary studied in a more formal manner.

ADAPTING CLASSROOM MATERIALS

Choosing and adapting materials for classroom use is a wider issue than one of pure classroom management. Yet classroom materials have such a strong impact on student behavior that it is worth exploring in depth. Materials that are well suited to the students make successful classroom management easy, while mismatched materials will lead to student apathy, chaos, or both.

has the students read and discuss it in groups. The students then ask her questions about the article. Robert has chosen a textbook with pre-selected, thematically arranged readings, listening activities, and accompanying exercises. He uses the textbook during the entire class period beginning with listening, proceeding to group discussion of the reading which was assigned as homework, checking comprehension of the reading, and finally checking answers to the exercises.

Student level. With very low level language learners, finding authentic materials your students can understand or learn from will be difficult. Higher level learners have access to many more authentic materials. However, in non-native English speaking countries, the task of finding interesting materials that also match lesson objectives can be challenging. Textbooks provide ready material written to the level of student ability.

Preparation time. Using a textbook clearly reduces preparation time because you do not first have to find the material. Even if you do extensive adaptations or provide supplementary materials, a textbook will provide you with a steady progression of skills or themes around which to structure your syllabus. The progression textbooks provide, such as easy to difficult readings, or simple to complex tenses, coupled with the fact that students possess the textbook and can use it to review, gives the students a sense of security and progress in their language learning.

Interest Level. The current events articles Susan brings for her students are very likely intellectually stimulating and the students interest level will be high initially. Korean students seek “authentic English” experiences and enjoy debating issues, but their interest level will wane if materials are consistently too difficult for them or they cannot measure their

Panes in newer houses are made of glass, but the double sliding frames remain. The inside panes are generally frosted for privacy. Sliding doors, also common, are built the same way.

Rooms in the past were not restricted to a single use, so furnishings were minimal and portable. A padded mat called a “*yo*” was used for sleeping, then folded and put away during the day; tables and writing desks were built low to the floor, and cushions were used for seating. Most Koreans today use some combination of traditional and Western furnishings in their homes, and you will probably do the same.

APARTMENT LIVING

Most apartments in Korea come unfurnished, with no refrigerator or cooking range. Fortunately, used appliances and large furniture can be found fairly cheaply through classified ads or second-hand appliance stores. Clothes dryers are relatively unknown in Korea. Most people dry their clothing on portable folding racks or clotheslines strung on their balcony or roof.

If your housing is not provided, try to negotiate with your employer to at least provide “*chunsae*,” a hefty deposit of “key money.” You can expect to pay your own utilities, and in some cases you may have to get them hooked up as well. This will most certainly need to be done with the help of someone who speaks both Korean and English. Heating and cooking is generally natural gas- or kerosene-based. The gas is supplied in tanks ordered by you as needed and delivered to your apartment, unless you live in a complex that charges a utilities-and-maintenance fee (*kwalli-bi*) and then it would automatically be supplied.

Public restrooms bear mention here. Although this is changing, it is very common for toilet tissue not to be supplied in the stalls, or towels for drying hands; most people carry small pack-

ets of tissue expressly for this purpose. At smaller business establishments the restroom may be used simultaneously by both sexes, with urinals on one wall and stalls along another. If the restroom is not located in a business's office, it will most likely be somewhere in the stairwell. Larger or more recently-constructed restrooms may offer a choice of Western- and Asian-style toilets. The Asian-style is a short porcelain trough in the floor, with a flush handle to be pushed with the foot. Due to periodic low water pressure and/or habit, toilet tissue is often not flushed down the toilet, but disposed of in a nearby waste basket.

PUBLIC TRANSPORTATION

Korea is a wonderfully easy country to get around in without a private car. In fact, public transportation is often faster than private auto because auto traffic is typically heavy, particularly during holidays. Despite price increases caused by Korea's recent financial strain, you can get almost anywhere by some combination of taxi, bus, subway (in the Seoul area, Pusan, and Taegu), train, air, and ferry, for much less than you would pay elsewhere. Routes, destinations, and fares are posted near ticket windows for regional and express buses, trains, and subways, and on the outside and inside of city buses. Only subway routes, and sometimes train schedules are likely to be in English - another reason to learn at least rudimentary Korean. A good guidebook will also provide detailed information.

If you are planning to travel by train on weekends or holidays, buy your seat tickets as much in advance as possible (though no more than 30 days advance purchase is possible on the train). You can travel "*ip sok*," (standing), on all but the "*saemaul*"-class trains, but you probably don't want to do so for trips longer than an hour. You can also purchase train tickets through

method, Robert gives each student individualized attention and he may well hear students practicing for this particular test as he walks across campus, a heartening experience for a teacher.

Susan, in less rigorously structuring her test, has more closely simulated what takes place in "real" conversation. She is also able to test large numbers of students by taking them in groups of three. She cannot, however, control the length of the conversations because they are so open. Also, in simplifying her preparation at the outset, she has a set of evaluation criteria that is considerably more subjective than Robert's.

It is crucial to establish your testing procedure and how and why you chose it. Then communicate your evaluation criteria to your students. There will still be questions and requests for higher grades, so communicate your expectations in writing and keep them handy at the end of term along with your well kept records.

CHOOSING MATERIALS

One of the subtler components of classroom management lies in the nature of the materials used. Materials affect not only what the students learn, but also how they learn. That "how" is both a pedagogical issue and a classroom management issue. Assuming you do have complete control over the materials used in your classroom, how do you decide which book to use? Will you even use a textbook? Several factors to be considered in your decision are: the level of your students; preparation time; student interest level; and amount of language input for students.

Susan and Robert each teach a current events class in addition to their conversation class. Susan has chosen not to use a textbook with her advanced learners. Each day she brings an article (authentic material) from a newspaper or magazine and

Robert gives his students a list of 50 conversation questions based on the material covered in the textbook. For their test, students will have one-on-one interviews with Robert who will ask each student five questions, randomly, from the 50 on the list. The test is worth 10 of 100 points comprising their final grade. A correct answer to each question is worth two points, answers are either right or wrong without distinctions being made for fluency or grammar.

Susan's test is also worth 10 points towards a total of 100. She tests students in groups of three. Each group is given a previously unseen picture related to the content of the chapters they studied. Students were told they would need to talk about the picture among themselves with each student asking and answering questions. Susan grades them in three categories: grammar, fluency, and vocabulary.

Robert and Susan both have well-planned and well-organized testing strategies with several good qualities in common. Both planned their tests carefully; developed materials (questions and pictures); established grading criteria (points per question/categories in focus); and informed students in advance of the testing procedure. From the point of view of fairness, both teachers have done well.

Robert's test would not be ideal for large classes due to the time involved in interviewing one student. However, he has assigned a fixed set of questions for students to respond to and it is relatively easy for him to decide whether or not to award points. Each exam is short and fixed in duration. If Robert has written his test questions carefully to provide students with a chance to speak naturally about the topics they studied, his test will be a "useful" measure of their ability and achievement and will reinforce their motivation. With his

some travel agents. Regional and express bus tickets are available for same-day travel only. It is expected that you give your seat to an older person, or someone carrying a small child. If someone standing near you is carrying a heavy package, you can offer to hold it for them. Koreans often simply point to or tug at the package so the person carrying it knows to release it to their care.

If you are prone to motion sickness, take preventative measures before getting on the bus for long trips. Korean bus drivers are pressured by their companies to keep extremely tight schedules, so passenger comfort is not a high priority. Heavy traffic can also cause major delays during peak travel periods, and roads are sometimes in poor repair or under construction.

WALKING

If you are a pedestrian, be extremely careful, even if you are crossing in the crosswalk with the signal. Drivers in Korea bend traffic and parking regulations considerably more than Western drivers, so accidents are frequent. Also, motorcycles and mopeds often use sidewalks. There may even be a special lane for them there! Automobiles, too, travel short distances down sidewalks to park in front of their homes or business establishments. Pedestrian traffic can be heavy in the Seoul area, and buses, subways, and trains are tightly packed during rush hours. Pushing and shoving should not be taken as deliberately rude or insulting.

LOCAL BUSINESSES

There is likely to be a small post office within walking distance of home and/or school, maybe even on the college campus, where you can mail most letters and packages - regular, express or registered mail; get stamps, and pay your utility bills. If you wish or your employer chooses, you can also open an

account for your money through the post office, which has its own ATMs on site. If you need to use a packing service to box and wrap something, the main post office in your area can do this for you. It helps to take a translator or write out what you need in Korean in advance until you and the staff get to know one another.

BANKING

Banking is also fairly simple once you get the hang of it. You need a residence card as well as your passport to establish an account or convert money. If your school uses direct deposit they will often take care of your account for you, including getting your first pass-book set up. If you will be sending money home on a regular basis, you should shop around for the best exchange rate and service. Although all banks use a set basic exchange rate, some keep up with it better than others, and fees and commissions can really make a difference in the actual value you get. The Korean government does set limits on how much of your salary you may convert each month. This amount varies but is often 66% of your stated contract salary. Money can either be wired or mailed home via a bank draft. Wiring generally takes 3-5 business days and is a bit more expensive than mail; also, some Western banks charge a hefty incoming wire fee. Wiring is generally dependable, but once my home bank failed to credit a deposit to my account for almost three weeks. Bank drafts are cheaper, but you run the risk of the draft being damaged, stolen, or destroyed. Whichever method you choose, be sure to keep your receipts from the bank and post office in case something goes awry.

The level of English spoken at most foreign exchange counters is sufficient for basic transactions, but you may need to bring help for more detailed queries. Korean banks are electronically oriented

Ultimately, a teacher's personal style and the class composition will affect the method of attendance taking. Two other methods of attendance taking are: 1) appointing a student attendance monitor to take it while you attend to other class business, or 2) collecting homework. Students who have not done homework can write their names and ID numbers on a piece of paper to give to you. More time tends to be spent on attendance at the beginning of a term when names and faces are still unfamiliar. A teacher's method may change as the term progresses. Experimenting with various methods is easy with small classes. If your class is large, think through the method you will use before you implement it as it will be more time consuming to change during the term.

RECORDING GRADES

Without entering into the debate on whether grades promote or inhibit language learning, it is a fact most teachers must evaluate students at the end of each term. It is in the teacher's best interest to be very clear about grading policies and, as with the issue of attendance, make those policies more than a required inconvenience by giving them a role in classroom management. Do take the time to record grades (and attendance) neatly, consistently, and accurately. It is hard to imagine anything more demoralizing for a student than receiving a low grade by accident - because the teacher forgot to enter a grade. And how does a teacher explain a low grade to a dissatisfied student, however fair that grade may be, without clear records to back it up?

Worst case scenarios aside, how you keep your records can have an important impact on day-to-day classroom management. Robert and Susan teach English conversation at the same school and use the same textbook. Their examples will be used to illustrate record keeping considerations.

advantage over the other methods in its ease of use for the teacher. It does not require any special planning or record keeping, and the teacher's official roster is accurate at all times. Moreover, it discourages lateness. If late students do not report to the teacher after class, they are not marked on the roster. "After class" is a key phrase. Late students will interrupt class to announce their presence until they learn another way.

In using ID cards, Karen must sort through her cards after class to mark her official roster, a definite disadvantage for a harried or overburdened teacher. Karen is also not likely to receive pictures from all the students. There are several hidden advantages to Karen's method. By looking at her ID cards, Karen has an additional opportunity to review students' names and win her students' respect. The students were involved in the process by making the cards and they completed a truly communicative language learning task by telling the teacher something personal about themselves. They view attendance taking as a learning tool for the teacher rather than a mindless requirement. Finally, the task provided the teacher with an initial writing sample from each student.

John invested time up front in creating an assigned seating chart. He then had the advantage of being able to start class more quickly than either Mark or Karen. This can be a great advantage with students who have a limited attention span or where calling a hundred names can take much longer than noting down five or six empty seats. Depending on the type of class and the teacher's style of teaching, this method can also result in a much less personal class than either Mark's or Karen's. Students in even the largest classes expect some personal attention from the teacher and taking attendance may be the only way to guarantee they get it. John could assign a quiet activity for students to work on to fill the "down time" of taking attendance.

You can electronically deposit money into other domestic accounts for very low fees, pay your utility bills with cash or your passbook, get a complete up-to-date record of transactions printed in your passbook on demand, and access your money and balance through ATMs all over the country. Also, you can get "*soopyo*," (bankers' checks) for set amounts - similar to travelers' checks, through the ATMs, which is helpful when handling large amounts of money. Personal checks are not used in Korea; cash or credit card are the usual methods of payment.

It is possible to get cash from sources outside of Korea but only through the HanNet ATMs. These can be found in subway, train, and bus stations. The exchange rate is based on wholesale commercial rates and reputedly can actually be a better value than a conventional bank. This can be handy to know in a fiscal emergency. If you cannot find a HanNet machine, you should be able to get an advance on your credit card at most banks.

MARKETS

One of Korea's more interesting features is its numerous underground malls. Under the main thoroughfares of almost every city and town, often in the city centers or near the train station, is a series of underpasses connected by a veritable maze of small shops. These shops sell clothes, shoes, accessories, dishes, stationery, electronics, lamps and lighting, books and magazines, food, and so forth. Many of these businesses are in close proximity to one another, making comparative shopping easy and interesting for the shopper. Above ground, too, it is very common to find a large number of small shops selling the same types of items in the same general area.

You will probably be able to walk to several grocery stores or small supermarkets near your residence to get basic groceries. Some also have a butcher in-house, or there may be a separate butcher shop nearby. There are also numerous bakeries, most of which sell surprisingly good French bread among other treats. If you are really lucky you may live near a “*shijang*,” or large open market selling food and almost everything else, too. The markets frequently have better prices and fresher goods as well as the convenience of everything being close together, but be prepared to bargain. If you don’t know what a fair price is, you can try comparing with supermarket prices or listen to another customer’s deal.

If you establish a relationship with a particular vendor by returning often to their stall, the vendor will usually reward you with a little extra: a better price or a special treat. If you are looking for Western goods or other specialty items, the basement floor of most department stores (“*paekhwa-jom*”) has a larger, more Western-style food market. Frequently there are reasonably-priced small restaurants and lunch counters as well.

DINING OUT

Restaurants in Korea are a boon to the single person. It is possible to eat well for 5,000 won or less per meal in most areas. You can get seconds on most side dishes for no extra charge, and sometimes even extra rice. Barley tea is often served in place of water; your drink may be hot instead of cold in the winter. Many restaurants have a choice of Korean- or Western-style seating. The menu (in Korean) with prices is usually posted on the wall. Non-Korean food can be a bit hard to find in some areas, but Western-style fast food, Chinese food, Japanese food, and pizza are plentiful in the city centers. Pizza may have some unfamiliar toppings and sauces. In larger cities you can find Western-style

dance encourages students to take class seriously and to come on time. This in turn increases students’ ability to work together by building trust that others will be present and prepared and increasing their ability to work independently of the teacher. Several teachers’ attendance taking methods are described:

Mark greets the class at the beginning of each period. He then produces the official class list issued by the school and reads through the names in order, checking off each one for that day as the students respond, “present.” He then begins class.

Karen has instructed students to make “ID cards” with their picture and some personal information. After greeting the class, she reads through the ID cards in random order, placing cards for absent students aside. She completes her formal register later.

John begins class immediately after greeting the class. He has given students assigned seats and makes a mental note of the empty places as he is teaching. He then goes through his register after class, referring to a seating chart to verify which students were not present.

You Write a description of the attendance procedure in your class before continuing.

Each of the methods described has its advantages and disadvantages. Mark’s method reinforces the importance of attendance and gives each student a chance to be individually addressed by the teacher at least once during class. It works well in small or medium sized classes with students of any age. However, with very large classes or very young students, the amount of “down time” in reading through a long list of names would be too much. It has a definite

stand up and move around straight away, out of nervousness and confusion they will speak only to the people closest to them anyway. The comfort of a few “practice rounds” clarifies the activity and gives students confidence to stand up and use the language. It also gives the students a reason to move since they have spoken to all the people around them.

Late Students. Students will be late and their lateness will be a minor disruption. The key to minimizing the disturbance is to make it clear to the late students exactly where they should go. Keep a few empty seats near the door designated as late seats. This will keep them from distracting others by walking around the class and they can move to another seat at the start of an activity where everyone is getting into place.

RECORD KEEPING

Teachers keep records of students’ attendance, work, exam scores, and grades. Records are almost always required by the school and are usually expected by the students. Grades motivate students to work harder and it gives them an evaluation of their performance throughout the term. Using grades to assess the effectiveness of teaching on the whole class can help in planning future lessons. Keeping attendance records emphasizes the seriousness and importance of your class; gives you an opportunity to greet each student at the beginning of class and learn names; and signals to students that class has begun. Record keeping can also be used to communicate with students about their ideas and progress, giving the students language input and practice.

Attendance. Korean schools, even at the university level, place relatively more importance on attendance than do schools in the West. Attendance can be used by the teacher with a positive effect when it is made part of the classroom dynamic. Requiring atten-

chains like Bennigan’s and TGIFriday’s along with Korean counterparts. Most other ethnic food, like Thai, Indian, Mexican, or Pakistani is limited to Seoul. Beer, “soju,” and other alcoholic beverages are available at most restaurants.

The Korean diet consists of a bowl of rice three times a day, less red meat than in Western diets, and more fish and greens. There is also the ever-present spicy pickled cabbage called “*kimchi*.” Whether eating Korean food or going out for Chinese or Japanese, you will be expected to consume your food with chopsticks. Skill is required to manipulate them well, but once you are good at it, you will be able to pick up even a single sesame seed.

GATHERING MORE INFORMATION

Korea’s recent political past, current economic situation, and the increasing influence of outside cultures make for a culture in flux, with rapidly changing conditions. Much of what you read about Korean culture will not apply to your particular situation, so try to get information from several sources both before going and while in Korea. Again, the most accurate information will come from Koreans and expatriates with ties to the area where you will be living. You may be able to find helpful people through connections with your past and future schools and teachers’ organizations.

Many cities have Korean immigrant community interest groups listed in the local paper or phone book. Your country’s embassy and state departments often have information on countries with further contacts listed. Finally, several media sources including the *Korea Herald*, the *Korea Times*, Arirang television station, and the American Armed Forces Korea Network (AFKN, both TV and radio) can provide information and insight into Korean culture.

activity, students could be placed in pairs or small groups to design a furniture layout. A pyramid decision-making process could ensue. Two groups join together, present their layouts to each other, and vote on the best or preferred design. The winning design moves up to the next level. The group joins another, the two layouts are presented and voted on. The winning design moves to the next level and so forth until two layouts remain. These are presented to the entire class and are voted on. Since the students determined the furniture layout, they are more likely to take responsibility for setting up the classroom at the beginning of each period. Another good application of the pyramid decision-making procedure is to establish classroom rules. If students set them, they may be more likely to follow them.

When furniture is immovable, there are still numerous methods for pair and group work. Students tend to choose and occupy the same seat for an entire term. With immovable furniture, this causes them to work only with the same people who always sit near them. Rotate rows. Have the person in the first seat go to the back and have all other students in the row move forward one seat. Students then work on a task in their new pair. Rotate them again just before they finish. Keep doing this until students are back in their original seats or are showing signs of boredom. You can rotate entire rows and in group work where one pair is sitting backwards in their seats to work with the pair behind them, you can rotate pairs to keep mixing the students.

When organizing a mingle activity (for example, a “find someone who” activity in which the students must ask different people in the class the same questions) it is worth having the students work first with the students seated near them before asking them to find someone new. When students are made to

situations described in this chapter are meant to help new teachers build “experience” in advance and cause experienced teachers to reflect on their own practices. While the examples given come from adult teaching situations, the principles outlined apply at any level of teaching and to any age group.

SEATING ARRANGEMENTS

Distance. In large classes where 30, 50, 80 or more students pack the room, visibility and audibility become issues. Students at the back of the room cannot see the board, hear the teacher, or hear each other. They will go off task and will talk among themselves. Insist students sit as close to the front as possible and have those at the back rotate to the front mid-way through the lesson.

Improve students’ ability to see the board by writing in large letters in clear ink or chalk. Provide students with handouts containing the information you are covering and make certain the information on your overheads can be seen from the back wall of the room. The overhead projector is a great tool to use in large classes because it is usually projected above the chalk or whiteboard and thus serves to focus student attention.

Furniture. The furniture may be too heavy to move or may even be bolted to the floor. Seldom are classrooms designed or furniture purchased by practitioners. Your physical environment will more than likely hinder pair and group work. It may also prevent your students from standing for a mingling activity. The frustration you may have is also felt by your students who may resist your attempts to have them move around the classroom.

If the furniture is movable, try moving it yourself before class begins or assign several students to arrange the furniture regularly. This could be a rotating responsibility. As a term-initial

PART TWO

*“Anyone who thinks that there is much difference
between education and entertainment,
knows very little about either.”*

-Oscar Wilde

FIVE

CLASSROOM MANAGEMENT

Andrew Jackson and Peter Kipp

***Peter Kipp** taught composition and language arts in the U.S. before coming to Korea. He presents his ideas on classroom management to English teachers from around Korea. He currently teaches at Ewha Women's University.*

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INTRODUCTION

Classroom management is a process of imagination. It requires imagining critical stages of the lesson, what the teacher will do, and what the students will do in response. It requires imagining the end result of an assignment and the tasks students will do to complete the assignment. It also requires imagining and preparing for the possibility that things will go wrong. This is not easy.

Good classroom management involves experience, a repertoire of responses to potential problems, and a bit of experimentation along the way. This chapter focuses on five key variables in planning and conducting classes: seating arrangements; record keeping; selecting and adapting materials; giving instructions; and dealing with problem students and classes. The