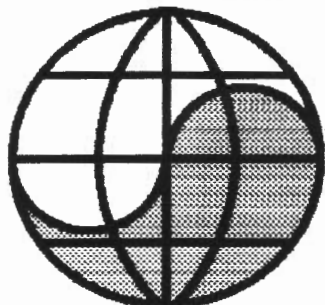


# Language Teaching

*The Korea TESOL Journal*

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An activist teaching style and  
insensitivity training

*Everette Busbee*

Teaching students to use  
feedback in the classroom

*Chuck Mason*

Lessons from teaching  
for Japan, Inc.

*Dennis Florig*

Andy's English Fun Workshops

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Show time!

*Barbara Enger*

August 1993  
Vol. 1, No. 2

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**Language Teaching**  
*The Korea TESOL Journal*

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*Language Teaching* is published in April, June, October and December as a service to members of Korea TESOL. Viewpoints expressed in the articles are those of the individual writers and do not necessarily reflect positions or policies of Korea TESOL or the editors.

The editors welcome letters, news reports, announcements, reviews and articles related to all aspects of language teaching. Please see "Information for Contributors" on page 65.

*Language Teaching* is the successor to the newsletter of the Association of English Teachers in Korea (AETK), which in October 1992 joined with the Korea Association of Teachers of English (KATE) in the establishment of Korea TESOL. The first AETK newsletter was published in 1982 with the name *Teaching English in Korea*. The name was changed to *AETK News* in 1985, to *AETK Bulletin* in 1987, and then to *AETK Newsletter* in 1990. The last issue of *AETK Newsletter* appeared in December 1992, when the publication was re-established under its present name. Editors: Barbara Mintz (1982-1984), Dwight Strawn (1985-1989), R.A. Brown and Cha Kyung-Whan (1990), John Holstein (1991-1992), Dwight Strawn (1993-).

## A fresh start

**D**URING THE PAST YEAR a great deal of time and effort went into the task of bringing AETK and KATE together to create Korea TESOL. Making a fresh start after the KATE/AETK joint conference in Taejon last October, members of the old organizations adopted a new Constitution and Bylaws in April and elected new officers in May. With these developments the task of establishing Korea TESOL as a new organization for language teachers in Korea has finally been completed. Now it is time to look to the future. What kind of organization will Korea TESOL become? What direction will it take?

The purpose of the organization as stated in the Constitution is to "promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea." These words provide the basic framework for programs and activities to be sponsored by the organization, but with this framework as a starting point Korea TESOL still has many choices to make about the kind of organization it will become.

For example, there may be some members who would like to see Korea TESOL focus mainly on helping members of the organization with their own professional and "networking" needs and with various problems they encounter while living and working in Korea. On the other hand there may be those who would like to see the organization look beyond itself and focus on ways in which it may be able to contribute to the overall advancement of English language education in Korea.

We believe that, while Korea TESOL must first give attention to providing needed professional support for its own members, it must also give attention, outside the organization itself, to ways it can be of service in the larger context. Both areas of concern are important, neither must be neglected, and they should not be placed in opposition. As Korea TESOL makes its choices for the future we hope that in any event they will result in the emergence of a community of dedicated teachers from Korea and other countries working together without discrimination to support one another in our various professional and scholarly interests so that our students will benefit and, with them, the nation as well.

Lest we forget, the Pagoda Language School in Seoul has kindly provided assistance for the printing and production of this issue, for which all of us at *Language Teaching* would like to express our appreciation. — DJS ■

This issue of *Language Teaching* was to have been the June issue and was scheduled to be distributed at the end of May. It became the August issue instead because the editor had to be away and, upon returning to Korea, was pressed by other responsibilities which left no choice but to postpone the publication date. Please accept our apology for any inconvenience which may have been caused by the delay.—DJS

Dear Editor:

I am a first-time participant in KOTESOL. The common goals of teaching English effectively along with the opportunity to understand different cultures which share the use of English sounded attractive to me. I heard of this meeting from Mr. Kim Tae Cheol, who is now teaching English at Shinil High School. I want to share my feelings about my first meeting.

It seems that the native speaker's teaching is limited to a few groups of elementary school students or college students who want to improve their English to study abroad. There were only a few Korean teachers there, less than I expected, most of whom were trying to find out what was going on except for a few regular members. Some KOTESOL executives were trying to join with the Korean teachers, but I felt that if the foreign teachers are going to learn about the condition of English education in Korea, they should allow the Korean teachers more opportunity to talk about their own experience. The topics might be the reality of classroom education done in middle and high schools, methodology for teaching English done by Korean teachers, Korean school culture, and the behavior of Korean students. Perhaps more attention could be focused on middle and high school students. In Korea, English education begins in middle school, though in a few cases it begins in elementary school. I feel that the methodologies have been improving gradually in Korea and that many teachers are trying new ways of teaching here. I extend my opinion that sooner or later more middle and high school students will study English conversation with native speakers through extracurricular study or at private institutes. Also, the Korean university entrance examinations are changing, particularly in the field of foreign language ability. This year, listening comprehension will be included. So, a lot of school authorities are hoping to employ native speakers to help middle or high school students improve their practical abilities. This is why encouraging more Korean teachers to join and listening to their opinions and suggestions should be done. We should choose one or more topics and have Korean teachers present their experience and suggestions and then discuss these. Random or "on the spot" meetings are ineffective to both Korean and native speaking teachers. So, I dare to suggest that a certain topic should be chosen before the monthly meeting.

I hope that my writing will be beneficial to all members.

First Participant in KOTESOL,  
Suh, Sung Yong  
English Teacher  
Shinil Middle School

**Korea TESOL**, an international professional association for language teachers in Korea, was established in 1993 to promote scholarship, disseminate information, and facilitate cross-cultural understanding among all persons concerned with the teaching and learning of English in Korea. Membership is open to professionals in the field of language teaching who support these goals. Please see the membership application on page 65.

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Jack D. Large,  
Wonkwang University,  
Iri

#### KOREA TESOL ACTIVITIES

## Council Meetings

### May

Under the direction of the Steering Committee established by AETK and KATE at the joint conference last October, the Korea TESOL Constitution has been approved and officers have been elected.

Members of the Korea TESOL Council and of the Steering Committee met in Taegu at the American Cultural Center on May 23 to discuss new directions for Korea TESOL. Council members present at the meeting were: Scott Berlin (President), Kim Jeong-Ryeol (First Vice President), Patricia Hunt (Second Vice President), Elaine Hayes (Secretary), and Chuck and Marian Ertle (joint Treasurers). Steering Committee members attending the meeting were Carl Dusthimer, Andy Kim, Chuck Mason and Steve Bagason.

Discussion centered around the formation of standing committees (Membership, the Annual Conference, Elections, Publications), the need for giving more attention to the concerns of middle school and high school teachers to attract them to membership in Korea TESOL, and various issues related to Korea TESOL chapters.

Further discussion was held in the area of finances, and it was decided that membership fees, as of October 1993, will be raised to a yearly rate of ₩30,000, and a half-year rate of ₩15,000 for those who come into the organization within six months of the national conference, that being the official renewal date.

A suggestion was also made to design an official Korea TESOL logo to be used on membership cards for Korea TESOL members.

### June

The Council met again on June 5 at the American Cultural Center in Taegu with Scott Berlin, Kim Jeong-Ryeol, Patricia Hunt, Elaine Hayes, and Marian and Chuck Ertle present. Also attending this meeting were Chuck

Mason, Ooh Sang-do, Carl Dusthimer and Mike Duffy.

The logo used on the cover of *Language Teaching* was adopted as the Korea TESOL logo, and Chuck Ertle was asked to work with Everette Busbee to design membership cards. Kim Jeong-Ryeol, Chuck Ertle and Ooh Sang-Do were asked to work on the establishment of a mailing list in *hangul*. Marian and Chuck Ertle were asked to coordinate the compilation of a Korea TESOL directory after the fall conference.

At the June meeting the Council also discussed the creation of an Advisory Board for Korea TESOL and plans for the 1994 Conference, to be held in Kyoungju. The next Council meeting was set for September 12 in Pusan. ■

## Chapter Reports

### Taegu

On June 5th, the first official meeting of the Taegu Chapter was held at the Taegu American Center. The meeting opened with refreshments, socializing, and a demonstration of "Human Bingo." Dr. Arthur McTaggart, Yeungnam University, gave a talk entitled "English Teaching in Taegu: A Thirty Year Perspective." Also, Robert Osborne, TAC Director, displayed a fascinating series of documentary photos of Taegu thirty years ago.

On September 18th at 2:00pm, the Taegu Chapter will have its second meeting at the Taegu American Center. Yeom Ji Suk, from Changwon, and Kiom Yeon Hee, from Cheju, will discuss ways of using Jazz Chants with small children and middle and high school students. Both speakers have written original chants specifically suited for Korean children. We will discuss the effectiveness of using "Jazz Chants" with second language

learners of all ages, from pre-school to university level. Other teachers who have written their own chants will be invited to share. At the meeting, we will also seek volunteers to help with the conference in October, make travel plans to go to the conference, and elect officers. The meeting will end with a social meeting that will include all of those tasty fixin's we all love. Korea TESOL members, Korea wide, are invited to attend.

Those needing more information about Taegu Chapter happenings please call Patricia Hunt at (053) 959-9974 or Chuck Mason at (053) 741-1227. So, in the future, put on your travelin' shoes, get with the program, and join us!

### Seoul

We are in the middle of an election of officers. We are actively canvassing potential candidates, but thus far, the following persons have been nominated:

- President: Greg Matheson
- Korean Vice President: Kim Tae-Chul, Kenneth Kim
- Non-Korean Vice President: Andrew Duckworth, Chris South
- Secretary/Treasurer: Lee Yong-Nam

The March 20 meeting was a cross-cultural workshop on needs clarification, a topic suggested by Chris South, which, despite fears it would be too difficult, went amazingly well with the thirty-plus participants. Discussion centered around common questions Korean students have about foreign teachers and visa-versa, the questions foreign teachers have about Korean students. Elaine Hayes then led a brainstorming session of needs we have in the classroom in which we split up into five groups, each consisting of Koreans and native speakers for a time of discussion. This resulted in spirited discussions about English language teaching, Korea TESOL, and all things under the sun. Teachers seem to find it harder to stay on task than their students!

On Saturday, May 15th, Oh Sung Sik of the popular "Good Morning

Pops" radio program gave Korea TESOL members in Seoul some background information into his experience in English language learning and teaching. Since international travel was highly restricted when he was young, he learned at an early age that English could be his "passport" to experience the world, and he took every opportunity to speak English to foreign tourists. Later he attended Michigan State University in the U.S., where he studied TESL/TEFL. He returned to Korea and, spurred by the desire to create an interesting format for English language study, he developed the Good Morning Pops program, a monthly magazine and television program for EBS. His presentation was very interesting and can serve as a motivational model for aspiring Korean students.

The July meeting on July 17 was designated as Travel Night. Everyone had a chance to be famous for 5 minutes and talk about the exotic and not-

so-exotic places they have worked in or been in, both inside and outside Korea.

The August meeting, on August 21, will feature The Great Debate. Korean teachers will argue for the proposition, "Direct methods cannot be used in ninth grade English teaching." Non-Korean teachers will oppose. The kangaroo court will gladly suspend Robert's Rules of Order.

Seoul Chapter meetings are held at the Kohap Building (Fulbright Center) in Seoul on the third Saturday of each month. Time 2:00 PM.

### Chonbuk

The March meeting was held at the site of the upcoming Korea TESOL Conference, which is a wonderful facility. The subject of discussion was "Pronunciation—How good does it have to be?" Everyone, it seemed, had something to say on the subject, which

## Korea TESOL 1993 Fall Conference

# *"Narrowing the Gap Between Theory and Practice"*

October 16-17, 1993  
Wongwang University, Iri

For further information contact the Conference Co-Chairs:

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133 O-Jung Dong, Taejon 300-791  
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Faculty of Liberal Arts and Sciences  
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Dongsam-dong 1 Penji Yeongdo-ku, Pusan 606-791  
Tel: (H) 051-241-7118; (W) 051-410-4449  
Fax: 051-414-2475

made for an enlightening discussion and exchange of ideas. Dennis Florig, who has just joined the faculty at Wongwang University, emphasized the importance of communication, rather than grammar, in talking with students, both in and out of the classroom.

At the April meeting Chuck Ertle spoke about using sensitivity training techniques in the classroom. In his presentation, he used music as a medium to allow his audience (or your students) to experience their feelings and ultimately to express them to one another, in pairs or small groups. Everyone was later brought together for a time of sharing. The responses were varied, but surprisingly, many of the participants, both Korean and foreign, had similar impressions while listening to the music.

The May 15th meeting was very encouraging, with more than twenty teachers and teachers-in-training attending. The single most impressive and promising attribute of the meeting was that the program and discussion segment was dominated by the Korean participants. It was impressive in the quality of the English being spoken, and promising in that the key to long term success, in the view of many, is the attraction of significantly greater numbers of Korean teachers to Korea TESOL, and their full integration into the program development and executive processes. Put to rest at this meeting was the prevalent myth that teachers from the various levels will not voluntarily mix it up in a public English language forum of work-related subjects.

On June 6th, at Pyonsan Beach, many of the members enjoyed a fun, relaxing time at the Wonkwang University Training Center located there. Activities included excursions to the peaceful and picturesque surroundings of Naesosa and the rocky cliffs and tide pools of Kyeokpo.

As a reminder, the Chonbuk Chapter meetings will continue to be held on the second Saturday after the first Monday of each month. We invite all who are interested to join us! For more information please feel free to contact Marion Ertle at (0652) 70-2736.

## Pusan

The Pusan Chapter held a very productive meeting at Pusan National University on March 27th. Prof. Ahn Jung-hun gave a talk about the future direction of English education in Korea, in which he persuasively demonstrated the current problems in Korea, and in particular the college entrance exams. He suggested that English teachers should pay more attention to the functional skills of English usage as well as psychological problems learners face, such as confidence. Questions and comments from the audience followed and an active discussion ensued. During that meeting, officers for the upcoming year were elected. The results were as follows:

- President: Mike Duffy (Donga University)
- Vice-President: Hyo-woong Lee (Korea Maritime University)
- Secretary: Jeong-Ryeol Kim (Korea Maritime University)
- Treasurer: Jin-ok Hong (Pusan Nam Girl's High School/Korea Maritime University)

The Pusan Chapter meetings will continue to be held on the last Saturday of each month at the Language Education Center of Pusan National University. For more information, please contact Dr. Jeong Ryeol Kim at (051) 241-7118.

## Taejon

In keeping with the collective wish of our members, the Taejon Chapter is focusing its attention on communicative methodologies and activities that would be of practical use in the classroom.

At the April meeting, Chan Suk Park, Lee Henn, and Eun Mi Suh, who are teaching at FLEC (The Foreign Language Education Center of Hannam University), gave a very lively workshop style presentation. The activities presented were ones that could be used at the beginning to intermediate levels of English language teaching. Also discussed were ways to modify the activities to various classroom environments.

The May meeting was a celebration of using drama as a means to learn and experience English. Groups from Chonju, Iri, and Taejon assembled for the 1993 Korea TESOL Drama Festival. The event was particularly encouraging because people came from as far away as Changwon, near Pusan, and we also had students and teachers from West Taejon High School and from Taejon Arts High School. Our judges, chosen as "specialists" in audience reaction and in the "fun" factor, were among those who laughed the loudest. The publishers' representatives, whom we deeply thank for their participation in the Festival and for their contributions of various prizes, enjoyed both the event and lively traffic during the intermissions. Overall, it was a great success with the participants and the audience enjoying the kind of dramatic and comedic performances only Korean students of English can provide. Barbara Enger, our resident drama expert, led everyone through a program that included five competing groups and two encore performances. We wish to thank all those who participated and to invite *you* to participate in our Festival next Spring.

In keeping with an idea that is shared by many Korea TESOL members throughout the country, the Taejon Chapter began in March to hold workshops for secondary school teachers in the Taejon area. There is an ongoing effort to reach out to these teachers, to visit their schools to get a better feel for the environment in which they teach, and to develop some programs and communicative activities that they could implement in their classrooms, given the various constraints which exist in the middle and high schools. We are beginning to realize what a valuable asset they can be to our organization and we hope, in the future, to better accommodate their needs. These workshops are held immediately after our regular, chapter meetings and we invite you to join and share your ideas with us. If there is a similar program in your area, let us know, and maybe we can coordinate some of our activities!! United we teach(better), divided we screech(to a halt)!

## Kyoungju

In the past English teachers in the Kyoungju area often went to Taejon or Pusan for professional meetings, but at the Taejon conference last October several teachers from Kyoungju began to talk about forming a professional group of their own. Led by Tom Duvernay of Dongkuk University and Scott Berlin of Kyoungju University, the group now has sixteen of the twenty members needed to establish a Korea TESOL chapter in Kyoungju. If you know of anyone in the Kyoungju area who may want to join, or if you are planning to move there yourself, please contact:

- Scott Berlin  
Tel: (W)0561-748-5557  
Fax: 0561-748-5553
- Tom Duvernay  
Tel: (H) 0561-42-1623

## Looking Ahead

### Calendar of events for language teachers in Korea

July 31	Korea TESOL Pusan Chapter	Place: Language Education Center, Pusan National University
August 14	Korea TESOL Chonbuk Chapter	
August 21	Korea TESOL Seoul Chapter	Topic: The Great Debate Place: Kohap Building (Fulbright Center), Seoul Time: 2:00 PM
August 28	Korea TESOL Pusan Chapter	Place: Language Education Center, Pusan National University
September 18	Korea TESOL Chonbuk Chapter	
September 18	Korea TESOL Taegu Chapter	Topic: Jazz Chants Place: Taegu American Center Time: 2:00 PM
September 25	Korea TESOL Pusan Chapter	Place: Language Education Center, Pusan National University
October 16-17	Korea TESOL 1993 Conference	Topic: Narrowing the Gap Between Theory and Practice Place: Wongwang University, Iri
October 30	Korea TESOL Pusan Chapter	Place: Language Education Center, Pusan National University

Pay now,  
save later!

Pre-register  
for the  
Korea TESOL  
1993 Fall  
Conference

(See page 40)

*This column is reserved for announcements of meetings and other activities sponsored by Korea TESOL and chapters of Korea TESOL, and for announcements of other events in Korea of interest to language teachers. When sending announcements about the activities of your organization, please remember that to appear in a given issue they must be received by the publication deadline for that issue as shown on page 65.*

Korea TESOL 1993 Fall Conference

October 16-17

*"Narrowing the Gap Between  
Theory and Practice"*

Pre-registration Form

Name (last name first): \_\_\_\_\_

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

Institution: \_\_\_\_\_

Home phone: \_\_\_\_\_

Work phone: \_\_\_\_\_

Please check one:

- |                          |  |           |
|--------------------------|--|-----------|
| <input type="checkbox"/> | Member attending entire conference     | (₩25,000) |
| <input type="checkbox"/> | Member attending one day               | (₩15,000) |
| <input type="checkbox"/> | Non-member attending entire conference | (₩30,000) |
| <input type="checkbox"/> | Non-member attending one day           | (₩20,000) |

Membership fees: ₩30,000 annually

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | I would like to be a member of Korea TESOL for the year beginning October 1993 and ending October 1994. |
| <input type="checkbox"/> | I would only like to attend the Conference and not pay the annual membership fees.                      |

Total payment: Won \_\_\_\_\_

PAYMENT: All payments should be sent to:

Ae Kyoung Large  
Dongshin APT 106-901  
Youngdeung-dong  
Iri-shi  
Chonbuk 570-160  
Korea

On-line Account Number: Jeil Bank KOTESOL 702-10-015585

\*\*\* Remember to include your name. \*\*\*

*Pay now, save later!*

Korea TESOL  
1993 Conference  
pre-registration

To avoid the mad rush and a long queue at the registration desk, the Korea TESOL Conference Committee invites you to pre-register by mail. We are offering this to reduce the confusion which is seemingly inherent to the registration process. More importantly, it will save you money, as the on-site registration will cost approximately 50% more. We are also hoping that you will go ahead and become a member for the upcoming year. This too will facilitate the registration process. Please remember that your pre-registration will make the Conference, in general, run much more smoothly. Please register now!

Please include your institutional affiliation if it is not part of your address, along with your country and city telephone codes. Please type or print.

If you send your fees to the on-line account please remember to let us know who you are! Also, remember to send us this form by mail so we can maintain complete and up to date records.

Note

The deadline for pre-registration is October 8, 1993. Your cooperation is greatly appreciated.

TO WAIT IS TO FORGET. TO  
FORGET IS TO LOSE MONEY.  
TO LOSE MONEY IS TO KICK  
YOURSELF. TO KICK YOUR-  
SELF CAN BE PAINFUL!



# An activist teaching style and insensitivity training: A tough class is a good class

Everette Busbee

**F**OR BEGINNING STUDENTS a *laissez-faire* teaching style is inefficient, yet it exists at the beginning level throughout all fields in higher education. The *laissez-faire* teacher offers only general guidance and then allows students to do as they are able or as they wish. Perhaps this style stems from a teacher's desire to be "student oriented," with students being able to choose that which "fulfills their needs." But beginners in any field rarely have the expertise to determine their needs or choose wisely to fulfill them. If our own English students are given a choice between conversing with a native speaker teacher for a few minutes and learning a new vocabulary word, most of them unwisely opt for the new word.

A style that is genuinely student oriented is one that achieves the goals of the students, and the goal of our students is to learn to speak English as quickly as possible. This calls for the opposite of the *laissez-faire* style, an activist teaching style in which the teacher interacts with students by directing, enticing, pushing, and dragging them.

It is an efficient teaching style—it gets the job done. True, the pushing and dragging will occasionally be rough for some students, but that very roughness makes them tough. Using the term "sensitivity" in its negative sense, "the capacity of being easily hurt," I define a tough class as one which has lost its sensitivity. I call the various ways of toughening up a class "insensitivity training." It is the opposite of *laissez-faire* teaching.

The field in which I have seen *laissez-faire* teaching most often is wheel-thrown pottery, a field I have known both as a student and a full time professor. The professor of pottery at a university usually demonstrates a few minutes at the beginning of class every day, and then while the students struggle throwing one pound of clay, drinks coffee and talks with other art professors whose students are painting or drawing down the hall. Or worse, the professor goes back to the office, justifying this method as "giving the students time to discover clay."

The result is that most students cannot center clay by the end of the semester. But the professor still goes about following the syllabus: throwing cylinders for two weeks, then bowls, then mugs, then pitchers, and finally, lidded jars. And the students meet the assignment deadlines by sticking their thumbs into a glob of clay on the wheel and calling it a jar, even though it bears greater resemblance to a bowling ball.

How is it possible for a student to throw a jar without being able to center clay? We would never think of requiring a performance of a Bach cello suite from a student who can't hold a bow. Reality would take precedence over a syllabus. Perhaps the reality of grandly inept music is

harder to ignore than the reality of grandly inept pots—the eyes can be averted, but the ears cannot.

Inept English conversation on an equally grand scale is easy to ignore. It produces neither cacophony, nor a permanent object as evidence of the grand ineptness. The strongest indicator of ineptness is, in fact, silence.

We can attribute the silence to the supposed Korean character traits of shyness and fear of making a mistake. We can respond by chastising silent students, or we can give motivational speeches about what could be achieved if students would only try. Concluding there is nothing we can do about it, we may throw up our hands in despair, and forge ahead with the syllabus.

Another problem is the syllabus. In that syllabuses are probably activities as advanced and demanding as throwing a jar or playing a Bach cello suite, activities such as free talking, activities the majority of motivated students may simply be incapable of performing in any meaningful way. The *laissez-faire* teacher, undeterred, provides general guidance for the activity, and lets the activity proceed.

How is it possible for students to participate in free talking when they can't produce a sentence telling what they had for breakfast this morning, nor even understand a question asking what they ate? The past education of our students has probably been so ineffective that to chastise them for silence is a classic example of blaming the victim. Even if they can struggle and produce "Eat rice," or even a halting "I ate rice," what value is free talking on that low a level?

The situation calls for the more controlled and intense form of teacher-student interaction that comes from an activist teaching style. Prior to coming to Korea, when I was a full time ceramics professor, I taught throwing with such a style. Some of my experiences have relevance for language teaching.

First, I had to free myself from a constraining "common wisdom." It is a myth that the ability to center clay, like enlightenment, comes only to a lucky few, and then only after arduous study. Centering can be taught in one hour. The elbow is placed on the edge of the pelvic bone with the forearm straight toward the revolving clay. The body's weight is then lifted from the seat and placed on one leg as the student leans into the clay. The clay on the wheel must conform to the cupped hand. It is impossible for the clay *not* to be centered. The process is instantaneous.

Nothing so fundamental in language acquisition can be taught in an hour, but important things can be taught in a short time. The *Wh*-questions, with a range of appropriate answers, taught at native speaker speed hoping for assimilation, can be reasonably mastered by our beginning college students in about ten hours, and the *Wh*-questions,

along with their answers, open a world of communicative possibilities.

As a ceramics teacher I used a timer for pulling up cylinders. The students were learning a skill, and skill can be defined as accuracy plus speed. Students had three minutes to work on a cylinder, and then had to cut it off. They were forced to eliminate unnecessary motions and streamline inefficient ones. The resulting economy led to well-constructed cylinders whose surface was fresh, not overworked and dead.

The English teacher should also lead students toward economy—good economical English. I have students who can produce “My birthplace situated adjacent Kwangju” but are incapable of saying “I was born near Kwangju.” The language teacher should also push speed in student speaking, and, if the teacher speaks faster as well, students’ oral comprehension skills can be improved. Pushed students learn faster.

My throwing classes had no break in a two-hour class, which in effect added ten minutes to each class, as well as eliminating a break in concentration. We also added to the class time by having the requirement that students each have 25 three-pound balls of clay at their wheels ready to throw when the class began. This helped avoid students’ wasting valuable time preparing clay when they should be learning from me.

I told my ceramics students that if I could teach without a break, they could surely learn without a break. They accepted without complaint. My Korean students are more assertive of their right to take a break. Actually, as a more intellectual activity, language study is probably more efficient with a break. Yet as with ceramics, time for the language teacher is crucial. Time with a native speaker is rare for our students, and should be controlled wisely, not squandered.

Teaching requires figurative if not literal hands-on attention to the students. In my ceramics class I put my hands on the students’ hands. We put our fingers in the pot together. I showed them with my hands on theirs how much pressure to put on the walls. I showed them how to ease off at the top. Corresponding details of the English language, details that allow successful communication—phonetic details for aural comprehension and comprehensible speech—must be brought home vigorously, in any manner the teacher deems effective.

We played music in my throwing class, with a rotating “music dictator” controlling the tapes played. Most of them played rock, but in my turn as music dictator I played Bach. We had a tradition that every fourth cylinder someone told a joke. If the language teacher has an intense style, there must be comic relief. With a female student I act out an *American Streamline* dialogue concerning marriage proposal, and I really ham it up. The students remember that one.

I was good-naturedly rough in my ceramics classes. An eight-inch cylinder was an A, a seven-inch cylinder was a B, and so forth. I walked around with a ruler. If a student had a 7 3/4” cylinder, I applied pressure, telling the rest of

the class to stop and watch the last pull. If the cylinder went to 8”, we applauded. If it collapsed, we all said with mock sympathy, “Awww, that’s too bad.” If a student tried to keep working on a cylinder after the timer went off, I would attack the cylinder, piercing it with my rapier ruler. Shyness became impossible.

We certainly don’t want to embarrass students, but we can good-naturedly badger them. Point out a small woman in class who has a gloriously huge voice, and with histrionics, ask of the whispering man, “How is this possible?” Or repeatedly whisper to him a question so that he has to keep asking, “What?”

We can also good-naturedly correct students in class. Whenever the ubiquitous error of confusing *he* and *she* occurs, I draw a feminine silhouette in the air, and then two parallel lines to represent the male silhouette. The students laugh, make the correction, and then we move on. Or on a lesson for the -s on the third person singular verb in the present tense, I gasp in mock horror at the failure to add the -s. It happens so quickly there is no time for embarrassment.

Or perhaps it is more that they all feel embarrassed at first, but embarrassment becomes so commonplace the students toughen up and become immune. Whatever method used, a tough class is a good class.

Keeping some of the spirit of my ceramics classes in my English classes does present problems. The first is the energy required of the teacher. After teaching a two-hour ceramics class I sometimes had to go to my office, lock the

*...while many of our students may be shy, they are not nearly so fragile as we may think.*

door, turn out the lights, and lie on the floor for 15 minutes. It was there I came to understand the older professors who drank coffee while their students fought one pound of clay.

And there is the problem of this being Korea. Not only are students shyer here, the faculty is more conservative. The insensitivity training necessary to overcome student inhibition can sometimes be strong, and may be viewed unsympathetically by colleagues whose idea of appropriate classroom decorum may be defined more narrowly. I was recently introduced to a beginners class by a quiet, gentlemanly Korean professor who asked if he could stay and watch. Because the students answered my initial questions in a whisper, I was soon yelling, “My name is Busbee,” and then pointing to a student who had to bellow her name as loudly as I can.

With me repeatedly prompting “Louder!” some whispering students still had to try five or six times. Exasperated, they gave up and screamed their names. Students were laughing, and many were spontaneously shouting their names. Shyness was becoming impossible. Out of the corner of my eye I saw the professor’s wide eyes darting

from student to student. But that's OK. Most of our Korean colleagues make allowances for us Westerners.

The final problem demands the teacher's good judgment. The teacher has to know when to back off. An activist teaching style is appropriate for normally motivated students with normal personalities, which includes most students. It is inappropriate for three types of students falling outside this group: the profoundly unmotivated student, who should be ignored; the profoundly shy student who is handicapped and therefore in need of therapy; and that rare student who responds belligerently and is therefore also in need of therapy. We are English teachers, not therapists.

Being good-naturedly rough in class—insensitivity training—is good for our English students, because many of them are shy, and shyness, with the inhibition it entails, prevents language acquisition. But while many of our students may be shy, they are not nearly so fragile as we may think. They can handle insensitivity training. ■

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## Teaching students to use feedback in the classroom

Chuck Mason

ONE OF THE MOST DIFFICULT things I had to deal with, especially when I first arrived here, was how to “read” students in the classroom. I couldn't tell whether students were listening, bored, or dreaming of how to escape from my class. Now after almost three years of teaching, I still cannot read my students very well, but I have learned that, if I want to know what my students are thinking and feeling, I've got to teach them to tell me what it is they are thinking and feeling.

After reading through Chapter 5 of *The Culture Puzzle*, I realized that there are culturally different ways of giving feedback and of showing understanding. In Korean culture, the student generally does not give much feedback in the classroom. However, in almost all other instances, Korean feedback styles are similar to our “verbal culture.” Therefore, I feel we are not trying to bridge too great a cultural gap by teaching our students to give feedback in the classroom.

I teach students to give feedback through a series of activities. First, I give an awareness activity. The idea for this first activity came from a book in the Oxford teacher resource series titled simply *Conversation*. Awareness activities just point out something the student probably already knows but hasn't consciously thought about.

To begin the awareness activity, I play a tape of a couple of short conversations which are full of feedback sounds and have the students listen for the grunts and snorts the listener is constantly interjecting into the short pauses made by the speaker; i.e., “Uh-huh,” “Um-hum,” “Yes,” “Right,” and “Okay.”

Next, I have the students write the feedback sounds on a piece of paper. Then I sound them out and have the students repeat them with me. This is usually kind of funny because these sounds, as common as they are, sound funny to some students at first. After repeating the sounds with

the students, play the tape and have the students check (✓) each feedback sound they hear. Now, after playing a tape, the students will hopefully have a little better idea of how often and how we use these important feedback sounds.

One additional idea I've had was to preface this activity with the same task using the Korean language. I record two Korean friends talking and have the students write down all the feedback sounds they hear. You could pick up on a little Korean yourself by having the students help you list some of the commonly used feedback sounds on the blackboard before listening. Listing before listening is important because it helps set the stage for the task at hand.

After doing the awareness activity with my class, I try the “Skill practice” on using feedback in *The Culture Puzzle*, page 60. This activity is basically a transcribed conversation with blanks at the points where feedback should occur. Students work in pairs to practice giving feedback in a structured situation.

Finally, I have the students put it all into practice by using various information gap activities. Information gap activities cover a wide range of possibilities—pictures, maps or stories that give different information to the students in the group. Students solve problems or tasks by gathering information from each other. (A “must have” book full of gap activities is called *Talkactivities*. If you don't have this book, get it; you'll love it.)

One of my favorite gap activities is a slightly modified version of “Chinese Whispers” taken from *Recipes for Tired Teachers*. Directions for it are outlined below:

1. Have students gather into groups of four, and give each student a different short story or a passage explaining a different aspect of a problem, such as pollution, etc. An excellent source for this type of material is a book called *All Sides of the Issue* avail-

able from our member publisher Si-Sa-Yong-O-Sa. The short stories found in the reading sections of *Side by Side*, 2nd edition can also be used. Make sure you get the second edition because the first edition did not include a reading section. Give the students a few minutes to read the story; then have them prepare to tell the story, without looking at it, to their partner.

2. Next, each student shares the given story or passage with his or her partner. Student A tells his or her story to Student B, and next B tells his or her story to A. At the same time A and B are exchanging stories, students C and D also exchange stories. Remember, all the stories are different.
3. Next, have the students switch partners. Now student A tells B's story to C, and B tells A's story to D. Likewise, C tells D's story to A, and D tells C's story to B. Each time, students tell the story they have just heard to their partner.
4. Eventually, the stories travel around the whole group. At this point the last student to hear the story tells it to the others in the group. Usually there is lots of laughter because the story has invariably been changed a little along the way. The student who first told the story now can read or tell the original to the group. This continues until all stories have been shared with the group. This final part is fun and gives a sense of closure to the activity.

**IMPORTANT!** This is a listening and speaking exercise in which the listener is expected to participate by checking/verifying information as it is received. By doing so, the listener will be able to convey the story correctly to the next student. Please encourage the students to use the feedback skills that they have learned or are learning to check information and show that they understand.

The beauty of this activity is that the teacher doesn't do any of the talking, other than setting up the task and encouraging students to use feedback with each other. The students spend a solid fifty minutes talking and listening to each other. This is a very high energy activity that the students really seem to enjoy doing. It also is one in which the listener naturally feels the need to give feedback and clarify information. The task of listener is not a passive one and this fun activity clearly illustrates this.

I think if you try some of these ideas you will find your classroom a much more pleasant place to be because the students get more involved in the communication and learning that is taking place. They begin to take over the class and you then can truly become a language facilitator. In other words, you can stand back and just steer or guide the students.

It takes a while for students to fully learn feedback skills, so I continuously point out when and where to use feedback in the classroom and give the students chances to give feedback by slightly exaggerating pauses when I talk. For

example when giving instructions, I sometimes put my hand behind my ear and P-A-U-S-E until I hear some feedback. This is a bit artificial at first, but soon the students are giving feedback naturally. After using these techniques for just a few classes, I am pleasantly surprised at the amount and kind of feedback the students are able to provide. The classroom becomes a questioning and sharing language learning forum. ■

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### Call for Papers

Thai TESOL 14th Annual Convention  
January 13-15, 1994

### "Learner-Centered Methodology"

Deadline for Proposal:  
November 1, 1993

The goals of the convention are to share views and experiences in English language teaching methodology and disseminate practical information concerning approaches, designs and techniques used for ELT.

Proposals are invited for papers, demonstrations, workshops and poster sessions. Proposals (100 words) should be sent to:

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# Lessons from teaching for Japan, Inc.

Dennis Florig

## Out of the Frying Pan into the Fire

**A**T THE AGE OF 39 I made a "career move" and became a language teacher. After nearly 20 years of studying and teaching political science at several American universities I had become frustrated with the lack of real intellectual stimulation and exchange with students and colleagues. The narrowing of opportunities for tenure and a particularly bad experience in my last academic job led me to seek better pastures elsewhere. I answered a couple of ads for jobs overseas and the next thing I knew I was standing before a classroom of young Japanese businessmen who wanted to be "internationalized." I quickly learned just how intricate teaching English as a second language can be when I faced the challenge of explaining the use of the word "the" (a topic I had never once in my life considered) to a class with limited ability to understand anything I said.

For the first few months I had to question whether I had jumped from the frying pan into the fire. As many of you know all too well, the simplest tasks of daily life—finding your way around town, withdrawing money from your bank, making a telephone call—become major projects when you cannot read or write the language and can only speak a few words. My daily treks on the Tokyo subway taught me more than I ever wanted to know about the contours of the human body and how many ways it can be twisted and turned when subjected to physical pressure from several other bodies.

The company I worked for sent me out on a bewildering variety of classes. In my first month alone I taught basic grammar and usage from a text for a utility company, free conversation for intermediate students at a small watch importing company, and advanced business simulations and negotiations to newly recruited employees of a major manufacturing company. I came to expect being told one day that the next day I would begin a totally new class with totally unfamiliar content and materials.

My company's practices were often random and chaotic, but there was some method to the madness. Like many other language schools in Tokyo, my company recruited mostly native speakers who had strong educational backgrounds, but who had been trained in some other field. Japan, Inc. was riding high in international markets. Rising Japanese trade and investments overseas led to skyrocketing demand for English teachers who could actually speak and write idiomatic English, so visa rules for native speaking English teachers had been liberalized. There just were not enough trained professionals to go around, and besides, professionals have this nasty habit of expecting to control their own work situation.

Most of my company's new teachers were inexperienced in either living abroad or teaching English or both. The turnover was rapid. Some new employees quickly discovered they were not cut out for language teaching. Others found the stress of intercultural communication or just coping with Tokyo too much. Even those who mastered the game often had minimal commitment to the job and would jump at a good opportunity to move on. New employees were just fresh meat until they demonstrated ability, intercultural sensitivity, commitment, and resilience.

However once I survived my baptism by fire, I began to be assigned to classes based on my background. Increasingly I specialized in long term, intensive tutorials for young salarymen chosen by their companies to go to the U.S. to get an MBA or another graduate degree. I was also on occasion able to teach high level students on substantive issues of international political economy in classes that approximated graduate seminars.

The rewards in these classes far outstripped those of the standard Business English courses. My students were exceptionally bright, dedicated, and interesting. The long, intensive classes allowed real human relationships to develop. I could directly see the result of our efforts as TOEFL and GMAT scores rose and eventually students gained admissions to schools of their choice. I learned more about Japanese politics, society, and culture than I could have from a typical research grant and made many real friends in the process.

## The Importance of Motivation

**N**OW AFTER three and a half years at my company I have decided, after much reflection, to return to academic life as an English teacher at Wonkwang University. As I face teaching in a university environment again I cannot help but reflect on the lessons of my experience in the private sector.

One thing I learned was the importance of motivation. The greatest contrast I saw between the American university students I had taught and my Japanese salarymen was in the level of their motivation. Most of my American political science students seemed to view reading and writing assignments as personal punishments. However, my Japanese students rarely needed to be coaxed to work hard at their studies.

This was more than the Japanese work ethic. My students had powerful reasons to work their butts off. They knew that in a few months they would be in the United States trying to pass graduate level courses taught in English. The prospect of sitting in a classroom and not being able to understand the lecture or comprehend the textbook

was a powerful concentrator of the mind.

In addition, students felt a deep obligation to their companies, who were giving them 2-3 years of support and release time to enjoy the privilege of study abroad. Students were aware of the special benefit they were receiving and they wanted to pay their companies back by being successful. Moreover, companies put significant pressure on students to gain admission to elite schools. Client companies projected the characteristics of the Japanese educational system, which is organized by hierarchies of prestige, onto the American system. Thus in status-conscious Japan the value of a graduate program was judged largely by its standing on various ranking systems. So from the very beginning of the class, students felt a real obligation to score highly on their TOEFL, GMAT, and/or GRE exams.

Now that I am working again in a system where students do not have the same immediate, intrinsic incentives, I realize anew the importance of motivation. I must do all I can to connect daily lessons to something the students care about. Now when I select textbooks I scrutinize the dialogues and exercises for more than their substantive and functional content. I ask myself if the topics are the kinds of things that an 18-21 year old Korean student would really want to talk about and if they are treated in a way that students will find realistic and useful. I recall the conversations I have had with students and reflect on the kinds of questions they ask me, the things they want to learn about me and my country, and the issues they spontaneously talk about. All texts and activities have a bit of unreality to them, but some are more connected to the real interests of students than others.

Since my current students lack the direct motivation of my former students, I also try to be more skillful in using secondary motivators like peer pressure. Recently, after a few days of trying encouragement and persuasion, I still could not get the shy, giggly young woman to speak loudly enough to be heard by either myself or the other students. So I asked one of the other students if he could hear what she was saying. I followed by asking other individuals the same question. Then I asked the whole class. Perhaps there was some sadism in the chorus of no's, and of course the woman was further embarrassed. However she got the message that this was not just an issue between her and me, but that she was also letting her classmates down. The whole class got the message that everyone should contribute to the class and there can be public consequences for not doing so. Of course such a technique is not appropriate in every case. As time goes on I hope to learn gentler, more subtle ways of mobilizing peer pressure as a secondary motivator.

## Responsiveness and the Personal Touch

**A**NOTHER STRIKING CONTRAST between my experiences in the university and the private sector was class size. My MBA classes were mostly with single individuals

or occasionally with two students. Even my Political Economy and more standard Business English courses rarely had more than eight students. This meant I could get to know the students as individuals, ascertain their strengths and weaknesses, and tailor the course to their individual needs. I heard from other teachers horror stories of conversation classes with 20 or more students, but in my company I was never put in such a situation. The companies I worked with wanted results and they recognized the relationship between class size and individual improvement.

From the small classes, I discovered anew the value of the personal touch. Because of the high stakes involved and the inevitable cultural differences, a certain amount of resistance to my methods and my advice was inevitable. But working together closely for several days a week over several months, it was natural to develop personal relationships and a sense of shared purpose. In this context students came to trust that I had their best interests at heart and thus became more accepting of my methods and my recommendations. Sometimes this trust came quickly. Other times it came only after a considerable struggle. But in almost every case I could see students' resistance to my guidance fade as the relationship grew. At the same time, students learned to articulate their doubts, fears, and needs, and through dialog we could come up with better solutions to problems.

In a university setting where you have dozens or maybe hundreds of students, this close one-on-one relationship can rarely be replicated, except perhaps with one's own graduate students. However there are more indirect ways to be responsive. I was impressed by one of my colleagues who turned his written exam into a midterm course evaluation. Instead of the typical midterm, he asked students to write a short essay on how the class could be improved. He gave them several options about subjects and the use of class time as a guide and asked their opinions on how the course should be redesigned. If he skillfully followed up on the students suggestions he should have greatly increased their trust that he was there to serve their needs rather than just put in his time or impose his judgments on them.

Even symbolic reassurances that one is caring and responsive can go a long way. I read once that John Kennedy had a staffer whose sole job on political trips was to drill the president on the name of every local dignitary he was to meet and to give him a few details about their backgrounds to mention in conversation. By the time Kennedy was back on the plane for the next stop he may have forgotten what city he had just left, but the local notable would remember for a lifetime that the president had not only known his name but had talked to him on a personal level. I have no staffer to brief me nor do I have Kennedy's charisma, and unfortunately in Korea simply remembering Mr. Kim or Ms. Lee is not enough. But if a student reveals something about his family or background I try to work it back into our conversation while it is still fresh, and if I can remember, to bring it up again sometime later. Although it is a long way from a substantial personal relationship, a student will often take such a simple thing as a sign you recognize him or her as a real person.

Perhaps these comments only restate the obvious, but in our complex world sometimes it is the simple truths that escape us.

I have only been in Korea a couple of months, so I cannot even pretend I understand all the cultural implications of what I am doing everyday in the classroom. I expect many

of the techniques I developed in teaching Japanese businessmen will prove inappropriate for Korean students. But as the songwriter said, "Life is for learning." ■

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## Andy's English Fun Workshops .... Too good to be true ?

Patricia Hunt

IMAGINE BEING ABLE to kick off your shoes and teach in blue jeans and a sweat shirt at a condominium settled amidst some of Korea's best scenery. The students approach well-planned cooperative learning tasks eagerly. You have a chance to observe your colleagues conducting special workshops, and, as a result, you get some new ideas for your own teaching. As the weekend unfolds, you see your students, your peers, and even yourself in a new light as songs, games, meals, dramas, and even American-style hugs are shared.

What are these workshops and just how did they get started? Andy Kim, a professor at Kijeon Women's Junior College, organized the first workshop in April, 1991, at Songnisan because he wanted to build student's motivation and confidence by providing an opportunity for them to meet and talk with a variety of English speakers. Hence, he and his colleague at Kijeon, Carl Dusthimer, invited two professors from Hannam to join their English weekend. The first workshop was an overall success and a second one was scheduled to be held the following June, at the Muju Resort in Chollabukdo. This time, four guest instructors were invited to join the Kijeon students for a weekend of fun. By the time the third workshop was scheduled, several teachers had volunteered—and requested to bring their own students.

According to Andy, accommodating students from all over the country added a whole new dimension to the workshops. The organizing and planning time was tripled as funds were gathered and transportation to the site arranged for people coming from all over Korea. Unable to keep up with the demands of the workshops by himself, Andy began to train other instructors in the workshop organization procedures. Additionally, the students who had taken part in the first workshops became an integral part of the organizing team for the third, fourth, and fifth ones.

The sixth workshop, held last May in Kyoungju, signaled yet another expansion of Andy's English Fun Work-

shops: Andy worked with site directors Scott Berlin and Kim Jeong Ryeol who in turn found a local sponsor (Kyoungju University) and trained local student organizers. The ninth and tenth workshops are planned for next Fall. By the following Spring, or Summer, the workshops may be operating on an international scale, if teachers and students from Japan join us for an expanded workshop in Cheju.

Currently, the workshops are limited in size to fifty students; generally, each of the ten to fourteen instructors brings three to five students. The workshops begin at 11:00 A.M. on Saturday and end by 3:00 P.M. on Sunday. Students pay a 20,000 to 30,000 Won registration fee depending on whether or not meals are provided. Sweatshirts or T-shirts, favors, prizes, photos, refreshments, and transportation to and from the site from a central point are included in the fee. Local sponsors help defray the cost of the workshops with contributions. Sometimes student scholarships are given to students with high transportation costs to the site. Although the instructors volunteer their time, their expenses are paid.

The workshops have a lively pace and a wide variety of activities—all of which are FUN. Generally, the workshops open with a welcome, introductions, room assignments, (students from different schools are mixed together) and group assignments (five student groups of ten are formed and two to three counselors join each group). Then, everyone eats lunch together. Next, mixing and warm-up activities take place and are followed by a special workshop. After the workshop, outdoor games are scheduled. In the late afternoon, students divide into their work groups to plan a skit. All groups receive the same basic story-line and are asked to create a dialogue and an ending for the story. At sites where meals aren't provided, students then divide up into a different group to prepare meals together. The evening hours are usually spent with a talent night and a make-shift disco in the activity room. Surprisingly, when the colored lights of the disco subside, students often meet

in their drama groups again to get ready for the next day's competition. We've found students practicing their lines until 3:00 A.M.! All too soon the sun comes up, the drama contest begins, lunch is served, and the entire group is bussed off to a park or an outdoor museum where awards are given, photos are exchanged, and good-byes are said. The weekend is an intense and moving experience for all participants.

The popularity of the workshops speaks for their success. Andy has to return paid registration fees to at least twenty students each workshop, and that's with teachers setting limits on how many students can participate and a general rule of one-time-only participation. There is also a core of instructors who eagerly mark their calendars for these workshops. Already, we need to take turns so some new instructors can join each time—and bring with them new ideas and perspectives. Word of mouth travels fast among the students (and teachers) in Korea and Andy's reputation for creating a fun-filled meaningful weekend is already solid. These workshops provide an ideal learning and renewal experience for both students and instructors. If only for a day, we are immersed in an ideal microcosm of what life and learning should be like.

Andy Kim himself sets the tone for these events. A thirty-one year old Korean-American, Andy returned to Korea four years ago, after spending seventeen years in the United States. He knows well of the skills needed to balance two languages and cultures. He has a strong empathy for the students and instills them with positive thinking, determination, and a willingness to try—even if it means feeling foolish for a time. Andy also understands the foreign instructors, who may be experiencing bits of culture shock themselves. He enables them to see and experience Korea in a new way and at a deeper level. The workshops incorporate the closest kinds of interaction possible in both the Korean and the English cultures.

Andy captures the group-sense, camaraderie, and unity which is typical in Korea, yet manages to do it with a group of strangers—which is not so typical. The singing and outdoor games are events American college students wouldn't be caught dead doing, but they work well in Korea and solidify the bonding from a Korean angle. Andy also captures the Western sense of informality and self-disclosure which breaks down the traditional Korean distance between students and teachers. The sensitivity training workshops, which include touching, hugging, and eye-contact, would be hard to pull off in any other setting in Korea. In short, it is Andy's charisma, energy, and skill which enable him to weave the best of East and West into a unified whole.

Andy has several secrets for the success of these workshops. His bilingualism, and the bilingualism of some of the other instructors, is essential to keep a group of sixty-five people functioning as a whole. Another factor which keeps the workshops going so smoothly is that each workshop contains a mixture of the same activities and people mixed with some new activities and people. Group unity is reinforced by the use of a theme song for the workshop ("Hand in Hand," "We Are the World," etc.) which the

students learn and sing at the opening and closing sessions. Group "uniforms" (sweatshirts or T-shirts) not only help us identify each other, but also provide a subliminal sense of bonding.

Needless to say, there is an array of advantages for both the teachers and the students who participate in these workshops. What do the teachers get out of it? It's a good chance to get to know other teachers and to see friends who live in various parts of Korea—sometimes it's like an all-night college party. Other times it's an informal brainstorming session for Korea TESOL goals and activities. Our professional and social network is strengthened through these workshops. We have a chance to share and discuss teaching ideas and philosophies, and to observe various styles and approaches to teaching. We also have a chance to travel to a beautiful site for an expense-paid weekend. The weekend itself is refreshing and, for me, confirms all the reasons I like to teach and be in Korea. Most importantly, however, is that our students get a chance to participate in an event that changes them, and our relationship with them. What advantages do the students get out of these weekends? They, too, get to know their teachers in a new way, as plans for the workshop begin a few weeks prior to the actual event. The student to teacher ratio provides them with an ideal chance not only to be with their own teachers but also to get to know other native speakers from all parts of the States, and England, Australia, and Canada. In addition to native-speaking instructors, Korean teachers who have lived and studied abroad participate and provide valuable role models—and information and encouragement—for the students. The students also get to meet and work with students from other schools and have the same chance as the teachers to share ideas and make friends. Regional barriers and stereotypes are broken down and connections are made for future meetings when the students visit each others areas for class trips. One major advantage, however, is that the students are absolutely immersed in English for more than twenty-four hours of fun-filled activities that take place as groups work together to complete tasks.

Even the students are astonished at how naturally English begins to slip out of their mouths by the end of the weekend. At the end of Andy's fourth workshop, as my students and I were returning home to Cheju, I watched, amazed, as the students were asking a Korean bus driver for information in English—in wonderful English—and couldn't understand why he didn't understand what they were saying. When they finally realized what was happening, we all dissolved into laughter and one of them said, "After Andy's workshop we can't tell the difference between Korean and English!"

The students' smiles, their awakened confidence, and their enduring enthusiasm for English are testimonial that "Andy's English Fun Workshops" are fun...and they do work! ■

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## Choosing a play

Barbara Enger

IT WOULD SEEM THAT the choice of an English language play for performance usually depends on what the drama "adviser" has seen or heard about or read. Or perhaps the choice will depend on what the students have heard about from other students or seen other students perform. And I suppose this is both natural and inevitable.

However, there are so many good plays in English that would be suitable for Korean students to do, I invite those of you considering taking the plunge to try some of the plays that haven't been done as yet.

So how to find just the right play from the literally thousands of play titles available?

When I've been asked to recommend a play, I first determine what level of English and acting ability the students have, and then get the answers to several basic questions. The questions are:

- Do you insist on either a famous play or famous playwright?
- Do you want a comedy or tragedy? or something of both?
- How many students are there, and what is the male-female ratio?

With answers to these questions, I can scan my own memory of plays seen, read and heard about, but for a more systematic way to make the selection I recommend using the play catalogs published by Samuel French and Dramatists Play Service. There are other play catalogs but these are the two major ones in the United States, and they include titles from European and British plays—in short, most plays in English as of the catalog's publication date.

Basically, the catalogs provide a synopsis of every play currently carried by the company, the male-female ratio, some critical comments, the price of the production copy and the amateur royalty fee requested.

The catalogs also list the plays by length (one-act, short and full-length), cast composition (such as total number, all-male, all-female, children, ethnic group). Plays are also listed by category: musicals, mysteries, television plays, religious and so on. You see, something for everyone!

What the catalogs do not tell you is whether or not you will like the play.

They are not expensive and they are easy to order, so if you see some promising plays in the catalog it is best to order them and add them to your library. But before you take that step, you can narrow down the field by answering the questions asked earlier.

Let's start with the first one concerning a possible preference for a famous playwright or famous play. A little research in the catalog and elsewhere provides a list of Nobel prize playwrights, Pulitzer Prize winning plays, and Oscars given to films based on plays.

Nobel prizes for literature were given to the following playwrights over the last 70 years:

- Samuel Beckett (1969)
- Albert Camus (1957)
- T.S. Eliot (1948)
- William Faulkner (1949)
- John Galsworthy (1932)
- Andre Gide (1947)
- Francois Mauriac (1952)
- Sean O'Casey (year unknown)
- Eugene O'Neill (1935)
- Luigi Pirandello (1934)
- Jean-Paul Sartre (1964)
- George Bernard Shaw (1925)
- W.B. Yeats (1923)

It is impressive how prolific some of these dramatists have been: Shaw wrote 39 plays, O'Neill 36, Pirandello 18, Beckett 12, and Galsworthy and O'Casey each wrote 10. Not all the plays are well-known but there are still plenty to choose from if you want a playwright with an international reputation.

There is an even longer list of Pulitzer Prize winners (52 at last count), since the prize is given to a play each

year. O'Neill won it four times; Robert Sherwood three; Tennessee Williams, Thornton Wilder, Edward Albee and August Wilson each twice. Arthur Miller won it once for *Death of a Salesman*.

Here in Korea, Miller, O'Neill, Williams, and Wilder have been performed a number of times, but what about Sherwood, Albee and Wilson?

So there you are with a longish list of playwrights and their plays to look over. The catalog synopses should help to eliminate some of them. The rest you may have to read.

But there may be an easier way. Since a number of popular plays have been made into films and these in turn have become available as videocassettes, it might be possible to obtain them through dealers who publish catalogs and order forms. (A friend has told me she has catalogs from such dealers but I haven't seen them. She says the cost ranges from \$20 to \$80 for the products listed in these catalogs. If I knew the play I wanted to do is on videocassette, I would try a local store or ask someone to mail it to me.)

Now for the second question. What kind of play? Farce? Mystery? Thriller? Melodrama? Family comedy? Situation comedy? Social problem play? Character drama?

Let's start with a few plays popular with the folks in America in the category of family comedies, or what I like to term "wholesome" plays. (An asterisk indicates plays made into films available on videocassette.)

- *You Can't Take It With You*,\* George S.Kaufman & Moss Hart
- *Life With Father*,\* Howard Lindsay & Russell Crouse
- *I Remember Mama*,\* John Van Druten
- *Father of the Bride*,\* Carole Francke

Some still popular farces are:

- *Charley's Aunt*,\* Brandon Thomas

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Send your questions and comments to Barbara at the English Department, Han Nam University, Taejon, 300-791; or over Carl Dusthimer's fax (042-623-8472). Barbara's home phone is 042-625-5040.

- *Arsenic and Old Lace*,\* Joseph Kesselring
- *Kiss and Tell*,\* F. Hugh Herbert
- *The Matchmaker*,\* Thornton Wilder
- *The Teahouse of the August Moon*,\* John Patrick

Thrillers that come to mind:

- *The Desperate Hours*,\* Joseph Hayes
- *The Front Page*,\* Ben Hecht & Charles McArthur
- *Angel Street (Gaslight)*\*, Patrick Hamilton
- *Ten Little Indians\* (And Then There Were None\*)*, Agatha Christie
- *Witness for the Prosecution\**, Agatha Christie

The most illustrious playwrights often dramatized social problems, giving actors a chance to get their teeth into the roles. But this type of play also makes them more dependent on speech than action or characterization.

Despite the obscurity of the content, Nobel winner Beckett's *Waiting for Godot* is quite popular in Korea. So why not try for one of Shaw's "message" plays like *Major Barbara*, *Arms and the Man*, *Man and Superman*? Or Galsworthy's *Justice*, *Loyalties*, or *Strife*?

For students who want something more current we can look to the playwrights who have more recently won the Pulitzer Prize. They include:

- Sam Shepard for *Buried Child*
- Beth Henley for *Crimes of the Heart\**
- Paul Zindel for *Effect of Gamma Rays on Man-in-the-Moon Marigolds\**
- August Wilson for *The Piano Lesson*
- David Mamet for *Glengarry Glen Ross*
- Wendy Wasserstein for *The Heidi Chronicles*
- Marsh Norman for *Night Mother\**
- Lanford Wilson for *Tally's Folly*

Other playwrights who have proved popular and won recognition include:

- Peter Shafer, *Equus\**
- Arnold Sorkin, *A Few Good Men*
- Tom Stoppard, *Rosencrantz and Guildenstern Are Dead\**

- Neil Simon, *Barefoot in the Park\**, *The Odd Couple\**, *Brighton Beach Memoirs\** and 18 other plays

So, what I am suggesting here is a little research into the above titles and playwrights. If you do not already have copies of the play catalogs, take time to send for them. The addresses and nominal charges are:

Samuel French  
45 West 25th Street  
New York, NY 10010  
U.S.A.

\$1.50 plus \$1.25 book rate (may be slightly more for overseas mailing)

Dramatists Play Service  
440 Park Avenue South  
New York, NY 10016  
U.S.A.

\$1.50 postage & handling (may be slightly more for overseas mailing) (The catalogs for Samuel French and Dramatists Play Service give ordering information, including fax numbers. The fastest way to get copies, then, might be to send a fax and use a personal credit card. French also handles Dramatists Play Service titles.)

Choosing the right play for your students will require consideration of the three points covered above: first, selecting the desired type of play, whether comic, tragic, famous or obscure; second, having enough students with the ability to handle the parts; and third, having the confidence that the content and language level will be accessible to the audience and will entertain them.

Good luck in the selection process, and please send me an announcement of your production! ■

## References

- Complete catalogue of plays, 1992:1993.* (1993). New York: Dramatists Play Service, Inc.
- Fletcher, S., & Jopling, N. (Eds. & Comps.). (1989). *The Book of 1,000 plays: A comprehensive guide to the most frequently performed plays.* New York, Oxford: Facts on File.

*Samuel French's basic catalogue of plays.* (1991). New York: Samuel French.

Scheuer, S. H. (Ed.) (1991). *Movies on TV and videocassette.* New York: Bantam Books.

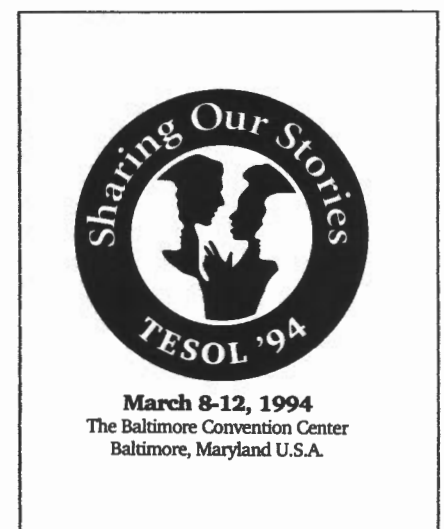
*Editor's note: Here are some other addresses of catalog houses (for videocassette or audio):*

Critics' Choice Video  
P.O. Box 749  
Itasca, Il 60143-0749  
Phone: 800-367-7765  
Fax: 708-437-7298

The Video Catalog  
P.O. Box 64428  
St. Paul, MN 55164-0428  
Phone: 612-659-4312;  
800-733-6656  
Fax: 612-659-4320

*Wireless Audio Collection (audio only; includes radio plays in its catalog)*

Minnesota Public Radio  
P.O. Box 64422  
St. Paul, MN 55164-0422  
Phone: 800-733-3369  
Fax: 612-659-4320



## Conferences and institutes

**Date:** August 5-8, 1993  
**Name:** **Fourth Annual International Whole Language Umbrella 1993 Conference**  
**Place:** Winnipeg Convention Centre, **Manitoba, Canada**  
**Contact:** Val Mowez, Whole Language Umbrella  
 #6-846 Marion St.  
 Winnipeg, Manitoba R2J OK4, **Canada**  
 Tel: +1-204-237-5214, Fax: +1-204-237-3426

**Date:** August 8-15, 1993  
**Name:** **International Association of Applied Linguistics (AILA), 10th world congress**  
**Theme:** Language in a Multicultural Society  
**Place:** Amsterdam, The Netherlands  
**Contact:** Johan Matter  
 Vrije Universiteit, Faculteit der Letteren  
 Postbus 7161  
 NL-1007 MC Amsterdam, The Netherlands  
 Tel: +31-020-5483075

**Date:** August 31-September 5, 1993  
**Name:** **5th EARLI (European Association for Research on Learning and Instruction**  
**Place:** Aix-en-Provence, France  
**Contact:** 5th EARLI Conference Secretariat  
 U.F.R. de Psychologie et Sciences de l'Education  
 Universite de Provence, 29 Avenue Robert Schuman  
 13621 Aix-en-Provence, Cedex, France  
 Fax: +33-42-20-59-05

**Date:** September 1-4, 1993  
**Name:** **Communication in the Workplace: Culture, Language and Organizational Change**  
**Place:** Sydney Hilton, Sydney, Australia  
**Contact:** PO Box 721  
 Leichhardt, NSW 2040, Australia  
 Fax: +61-2-330-3914

**Date:** September 8-10, 1993  
**Name:** **The 32nd JACET Annual Convention**  
**Place:** Tohoku Gakuin University, Izumi Campus, Sendai, Japan  
**Contact:** JACET  
 1-2 Kagurazaka, Shinjuku-ku  
 Tokyo 162, Japan  
 Tel: +81-3-3268-9686

**Date:** October 4-14, 1993  
**Name:** **International Symposium on Language Teaching Methodology**  
**Place:** Beijing and Hohhot, Inner Mongolia, People's Republic of China  
**Contact:** Dr. Stephen J. Gaies  
 TESOL Program, University of Northern Iowa  
 Cedar Falls, IA 50614-0502, USA

**Date:** October 8-11, 1993  
**Name:** **Japan Association of Language Teachers (JALT) 19th Annual Conference**  
**Place:** Sonic City, Omiya, Saitama, Japan  
**Contact:** JALT Central Office  
 #305 Shamboru Dai 2 Kawasaki  
 1-3-17 Kaizuka, Kawasaki-ku  
 Kawasaki-shi, Kanagawa Japan 210  
 Tel: +81-44-245-9753, Fax: +81-44-245-9754

**Date:** December 15-17, 1993  
**Name:** **International Language in Education Conference**  
**Theme:** Language and Learning  
**Place:** Hong Kong  
**Contact:** The Secretary ILEC 93  
 Institute of Language in Education  
 2 Hospital Road  
 Hong Kong

**Date:** March 8-12, 1994  
**Name:** **TESOL 28th Annual Convention and Exposition**  
**Theme:** Sharing Our Stories  
**Place:** Baltimore, Maryland, USA  
**Contact:** TESOL, Inc. Conventions Department  
 1600 Cameron Street, Suite 300  
 Alexandria, VA 22314-2751 USA  
 Tel +1-703-836-0774  
 Fax +1-703-836-7864

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## Korea TESOL Conference Job Center

The KOTESOL Conference Job Center, under the supervision of Dennis Florig, is now receiving information from employers searching for English teachers, and from English teachers in search of employment. Employers who wish to list their organizations with the center should submit details of position offered, minimum requirements, responsibilities, pay and benefits, and their full address including phone, fax and name of contact person.

Individuals who wish to be considered for available positions should include full documentation of their education and experience, salary expectations, personal and professional references, and several recent wallet-size photographs. Send all relevant information to:

Professor Dennis Florig, Director  
KOTESOL Conference Job Center  
c/o Dept. of English Education  
Wonkwang University  
344-2 Sinyong-dong  
Iri City, Chonbuk Province  
South Korea 570-749  
Tel: 0653 50-6877

## Job openings

**SUNGKYUNKWAN UNIVERSITY**, Seoul. Audio Visual Center needs one or two native speakers of English to teach two classes of conversation English from September 13 to November 19. The classes will be held Monday through Friday in the afternoon, 4:00-4:50 and 5:00-5:50. Good hourly rate. Contact Prof. Lee Young-ok at 02 760-1219.

**CHUNGNAM NATIONAL UNIVERSITY**, Taejon. Dept. of English Language and Literature is accepting applications from native speakers for positions the details of which are as follows: Qualifications: MA degree or above, preferably in English, TESOL or linguistics. Applicants with degrees in other fields should specify why they should be considered. Starting: One position begins fall semester, '93; a second opening occurs for Spring '94. Compensation: varies according to education and experience. Housing: On-campus housing available on request. Health Insurance: coverage provided under university faculty health plan. For further information contact the department chair at: 220 Kuk-dong, Yusong-ku, Daejon 305-764, Republic of Korea. Telephone: 042 821-5339, 5331, 5332.

**YEUNGNAM UNIVERSITY**, Taegu. Several ESL instructors are needed for the 1994 opening of a new Graduate Center in downtown Taegu. Qualifications: MA or BA in TESL/TEFL or related field. Salary: ₩1,300,000 for teaching 24 hours per week, split shift. Duties: plan, teach and evaluate classes. Benefits: housing and medical insurance. Send resume and photo to: Dr. Jeong, Director of the Foreign Language Institute, Yeungnam University, 214-1 Dae-Dong, Gyoungsan, Korea 713-749.

**INJE UNIVERSITY**, Kimhae. Position: Full time instructor of the Language Education Center, beginning from the Fall semester of 1993. Qualifications: Native speaker of English, Master's degree in TESL, Linguistics, English or a language related area, or a Master's degree in any field with at least 1 year ESL/EFL teaching experience at the college level. Salary: ₩1,200,000 gross for teaching 12 hours a week. Benefits: free housing (except for utilities), medical insurance. Send resume with recent photocopies of diploma, transcript, and references to Professor Jung Soo Lee, Director of the Language Education Center, Inje University, 18-3 Obang-dong, Kimhae, 621-749, Korea. For

further information, please call Professor Moon at Office 0525-34-7111-20, ext. 363 from Mon. to Thur. or at home: 937-9619 during weekends.

**PAGODA LANGUAGE SCHOOL**, Seoul. Positions: ESL instructors. Requirements: degree in TESOL. Salary: commensurate with experience. Benefits: RT airfare, help with housing, medical expenses and other benefits. Positions open throughout the year. Send resume and photo to: Steve Bagaason, Director, Pagoda Language School, 56-6 2nd St., Jong-ro, Seoul, Korea. Tel 02-277-8257.

**STAGE LANGUAGE SCHOOL**, Seoul. Position: Business English Director. Duties: Plan, teach, establish curriculum and evaluate classes. Contract: twelve months. Qualifications: BA/BS degree plus minimum of one year teaching experience in Business English or related programs. Benefits include: Accommodation, meal coupons and medical coverage. Salary: ₩1,800,000 per month. Contact: Ms. Lee, Assistant, Stage Language School, 831-3 Yeoksam-dong, Gangnam-gu, Seoul, Korea. Tel: +82-2-561-0777, +82-2-568-0999.

**KOREA FOREIGN LANGUAGE EDUCATION ASSOCIATION**, Seoul. Positions for English instructors. Contact Julie or Mr. Choi, Korea Foreign Language Education Association, #8F Hae Young B/D #148 Anguk-dong, Chongno-gu, Seoul 110-616. Tel: 02-720-6440. Fax: 02-730-9325.

*Language Teaching appreciates notification of position openings, and requests full details on responsibilities, credential requirements, position status, and benefits. Contact the Managing Editor. Language Teaching cannot vouch for the status of an institution listed in this publication nor does it certify the veracity or accuracy of information published. Applicants are reminded of the law which requires that additional permission be obtained from the Ministry of Justice for employment other than that for which your visa has been obtained.*

## Techniques: Tips for the classroom

### Poems

**I** LIKE TO USE POEMS in the classroom. I have always found them to be a stimulating device to keep the students from becoming bored and lethargic. In a listening/speaking class, I utilize poems in general class discussions and small groups. Poems can also be employed innovatively in a composition class.

One method I use in my conversation class is to write three or four haiku poems, such as the following ones, on the blackboard:

#### May

A magpie is perched  
On a verdant leafy bough  
In the spring twilight.

#### At a Bus Stop

A dream of faces  
By a moonlit road, starry fireflies  
Around a charred branch.

#### February

A dreamer wakes up,  
Watches whispering snowflakes  
Fall softly to the ground.

#### Fallen Heart

From a withered branch  
With a drooping wet petal,  
A sighing heart fell.

Read each of the poems two or three times so that the students can get an intuitive sense of the rhythm, music, and imagery. Then, have them repeat each of the poems two or three times together, then individually. After the readings, ask them individually to give their reactions to the poems such as whether they liked the poem and why they liked or disliked it. Have them discuss the mood, symbolism, theme, setting, imagery, rhythm, and music of the poems. It is also useful for the students to compare and contrast the poems. The class should be organized into several small groups in order to discuss the poems,

and subsequently a volunteer from each of the groups can be called on to summarize his or her group's opinions.

In my composition class, I employ a different method. First I discuss a poem with the class in the same way as with my conversation class, but then have the class write a summary about the poem after the discussion.

Therefore, because poems galvanize the class in a cheerful, holistic sense (linguistically and affectively), and because they encourage students to speak and write more effectively, I feel that poems are an excellent "technique". ■

George Bradford Patterson III

### Dictionaries and second language learning

**A**T THE SEOUL chapter February meeting, I suggested that students use a dictionary for vocabulary learning. Objections were raised, and I found that I agreed with them; yet I am not ready to abandon the dictionary entirely. The method I recommended is a three-step process for independent reading: (1) The student reads a passage once to gain a general understanding, then (2) reads the passage a second time to identify unfamiliar words and record them in a vocabulary notebook. Using an English-English dictionary, the student locates an English definition for each word and writes it in the notebook. After reviewing the words, the student (3) reads the passage again for understanding the content.

The first objection was that it is better to teach students to use contextual clues to understand unfamiliar vocabulary. Contextual and structural analysis are tremendously helpful skills, and I support training students to use them. However, there are times when either there are very few context clues available, the clues are too vague, or there are too many unfamiliar vocabulary items clustered together. Also, students develop skills at different paces, and using context requires critical thinking skills and the ability to logically analyze the context. It may take some time to develop these skills in the second language. The method I described can be used immediately by any student.

As Elaine Hayes pointed out, it is not necessary to use a dictionary in a conversation classroom. In Elaine's words, "There are twenty walking dictionaries in the classroom." I totally concur. Both the teacher and other students can provide words or definitions of words in perhaps less time than it would take to look them up in a dictionary. However, Elaine doesn't really ban dictionaries for her class—only the ones in book form. The teacher or other students function as dictionaries—but in an active, communicative way, rather than in a passive way.

The method I described was for individual study—for the times when there is no one to ask, "What does \_\_\_ mean?" It is an alternative to texts like *Vocabulary 22,000*. Using the method I described, the students get a definition for the unfamiliar item in English, and see the word used in the context of the passage. On the other hand, if they study a vocabulary textbook, they often find words or expressions with no context beyond the sentence level. Or perhaps the words being taught are first translated and then explained in the Korean language.

This may be why Dale Garratt referred to dictionaries as a crutch. Students use English-Korean dictionaries because the unfamiliar items are supported with a Korean language equiv-

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alent and definition. Research suggests that the unfamiliar English word and the familiar Korean word will be in conflict, and rather than learning a new English word, and strengthening the weaker, English vocabulary, the stronger Korean word and vocabulary are reinforced. Students tend not to learn the words because they learn to depend on the dictionary. Furthermore, they avoid learning verbal methods for finding meanings of new words (i.e., asking teachers or classmates for definitions or synonyms) or for clarification. This may be a reason for not allowing dictionaries in the classroom, but the dictionary still has a place in independent study. In the method I described, students use the dictionary only once per word. They do not need the dictionary again after recording the words and definitions in their vocabulary notebooks. The students have a task, which is to read and comprehend a passage, and the dictionary is not a crutch but a tool for helping them complete the task.

While there are valid arguments against using dictionaries in the classroom, a dictionary can be a useful tool for our students, just as it is for native speakers. Perhaps we should not be strictly anti-dictionary, but train students to use the tool properly. ■

Christopher M. South

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*Do you have a "technique" you can share with other readers of Language Teaching? Write it up in 300 words or less and send it to Managing Editor Steve Bagaason for publication in the next issue.*

## Andy's English Fun Workshop

Dear Fun-Lovers,

For the past two years, our English Workshops have served students who need the motivation and courage to speak English better. This was done with the wonderful support of dedicated native speakers, who, through drama and various other FUN activities, have made the language learning experience a joy rather than a homework exercise.

Due to popular demand for more frequent workshops in other areas, we would like to announce that there will be three workshops in 1993, to be held in various parts of this great land. We are hoping that more students (and teachers!) will get involved and reap the benefits that await all who participate. The workshops we have scheduled are:

**The 6th Andy's English Fun Workshop**  
September 25-26 (Saturday-Sunday)  
Namwon, Cholla Province

**The 7th Andy's English Fun Workshop**  
November 20-21 (Saturday-Sunday)  
Songni-san, Choong Chung Province  
Site Directors:

Woo Sang-Do (Choongnam University)  
Carl Dusthimer (Han Nam University)

We are looking for English teachers who are interested in participating in one or more of the workshops as counselors. If you can join us, you will probably experience more excitement than you can handle in one weekend, not to mention the class time you spend with your students! These are some of the hardships you must face by participating in our workshops:

- Meet various enthusiastic English teachers from around the country.
- Share new ideas and techniques with other teachers and students.
- Get a chance to meet students from other schools and see how your students stand in comparison.
- Enjoy a trip to another part of Korea and see its beauty.
- Learn more about Korea from students who can tell you about the areas from which they come.
- Get lots of hugs from lots of wonderful people.
- Get free gifts from Andy.
- Feel the warmth and enjoyment of being with many wonderful people.

If you would like to volunteer as a counselor for the aforementioned hardships, or need more information, please contact Andy as soon as possible:

Andy Kim  
KiJeon Women's Junior College  
Chonju, Korea 560-701  
Tel (H) 0652-221-8595 (W) 0652-80-5225; Fax 0652-86-9995

**Come and join us!**

## Constitution and Bylaws of Korea TESOL

대한 영어교육 연구회

### Constitution (Adopted April 1993)

#### I. Name

The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be 대한 영어교육 연구회.

#### II. Purpose

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

#### III. Membership

Membership shall be open to professionals in the field of language teaching and research who support the goals of KOTESOL. Non-voting membership shall be open to institutions, agencies, and commercial organizations.

#### IV. Meetings

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

#### V. Officers and Elections

1. The officers of KOTESOL shall be President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. One of the Vice Presidents shall be a Korean national. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

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

#### VI. Amendments

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

## Bylaws (Adopted April 1993)

### I. Language

The official language of KOTESOL shall be English.

### II. Membership and Dues

1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

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

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be from the date of payment to the next Annual Business Meeting. Dues shall be assessed on a prorated basis. The Treasurer will have the prorated schedule.

### III. Duties of Officers

1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The first and second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of the Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee and shall be responsible for planning, developing and coordinating activities.

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

### IV. The Council

1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

3. Minutes of the Council shall be available to the members of KOTESOL.

### V. Committees

1. There shall be a National Program Committee chaired by the Second Vice-President. This Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be

responsible for planning and developing programs.

2. There shall be a Publications Committee responsible for dissemination of information via all official publication.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term the Co-chair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nominations and Elections Committee and for conducting the election.

### VI. Chapters

1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

### VII. Parliamentary Authority

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

### VIII. Audits

An audit of the financial transactions of KOTESOL shall be performed at least (but not limited too) once a year as directed by the Council.

### IX. Amendments

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

## Information for Contributors

As the Korea TESOL journal, *Language Teaching* welcomes submission of material for publication in the following categories:

1. News reports and announcements about the activities of Korea TESOL and its chapters, and about activities of other organizations which are also concerned with language teaching and language learning;

2. Articles about professional, academic and practical matters related to language teaching, ranging from short, informal notes describing a useful teaching technique to scholarly articles and research reports;

3. Information about resources for language teaching, including reviews of new books and other materials for language students and language teachers;

4. Letters to the editor and essay articles commenting on matters of interest to Korea TESOL members; and

5. Information about employment and opportunities for continuing professional development for members of Korea TESOL.

Contributors are asked to please observe the following guidelines when sending material for publication:

1. All material to be considered for publication in *Language Teaching* should be sent to one of the Managing Editors (Steve Bagaason or Donnie Rollins) at this address: Pagoda Language School, 56-6 Chongno 2-ga, Seoul 110-122, Korea.

2. All material should be accompanied by a covering letter giving the contributor's name, address, telephone/fax numbers and (where applicable) electronic mail address.

3. All material should be neatly typed or printed (double-spaced) on standard A4 paper and should be free of handwritten comments. In addition to the paper copy, a disk copy should also be submitted if possible.

4. Manuscripts should follow the APA style as described in the *Publication Manual of the American Psychological Association* (Third Edition). If the APA Manual is not available, please refer to a recent issue of *Language Teaching* or the *TESOL Quarterly* for examples.

5. In accordance with professional standards and principles outlined in the APA Manual, all material submitted for publication should be free of language which could be construed as sexist or which in any other way displays discrimination against particular groups of people.

6. The publication deadlines for each issue are as follows:

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

For further information, please contact one of the Managing Editors at 02-277-8257 or the Editor at 02-392-3785.

## KOREA TESOL

### Membership Application / Change of Address Notice

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#### MEMBERSHIP CATEGORY

- Individual** . . . ₩30,000 per year. Individual members are entitled to free admission to meetings and reduced admission to conferences, and receive the organization's publication and other mailings.
- Institutional** . . ₩50,000 per year. Institutional members receive two subscriptions to the organization's publication at one address. Additional subscriptions at the address are available at ₩3,000 each. The institution may also place advertisements in the publication at no charge.
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#### PAYMENT BY:

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

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☞ Please send this form to Chuck Ertle, Korea TESOL Treasurer, at the Department of English Education, Chonbuk University, Dokjin-dong 1-ga 664-14, Chonju 560-756. Tel 0652-70-2736.



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