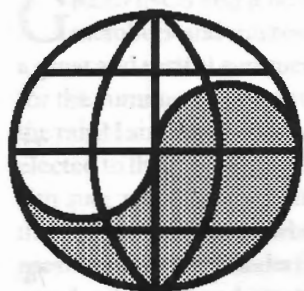


Language Teaching

The Korea TESOL Journal



The
Korea TESOL
Conference

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October 1993
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October 15-17
Wonkwang University, Iri

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 97.

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-).

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Cross-cultural understanding and peace

GREETINGS and a hearty welcome to all Korea TESOL members and interested readers. I hope everyone had a great and restful summer vacation. If you stayed in Korea for the summer I hope you kept your sense of humor about the rain! I sincerely want to congratulate all those who were elected to the Executive Council and Advisory Committee. I'm sure all of you will do an excellent job. My personal thanks go to all those who supported me in becoming the president of this wonderful organization. With all the talented, educated and creative members that abound, Korea TESOL will rapidly grow into a strong and supportive organization. I am excited and grateful to have a chance to work in Korea TESOL.

Our constitution says that the purpose of Korea TESOL is to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. What is cross-cultural understanding? Is it sitting down to a meal with some people from another country and eating their traditional food? Is it attending a customary ceremony or celebration in a foreign land? Is it going to TESOL meetings and talking with others? Yes, I think all of these are a part of cultural understanding, but there's more, much more.

As long as anyone can remember or read back through history, people have been engaged in wars, disputes and arguments. Did you ever stop and really ponder the subject and ask why? If you think about it for a while, I believe you will find that the answer can be boiled down to two reasons. People have wars, disputes and arguments, first, over the possession of property (land, money or people) and, second, because of a lack of understanding of the thoughts of others or their motivations. You may ask, "How do wars and arguments relate to cross-cultural understanding?" Stop reading for a moment and really think about this question. The two are very much related—cause and effect in many cases.

I have been living and teaching in Korea for more than three years now. I have embarrassed myself many times by opening my big mough and telling others (mostly students) how things ought to be, and how they should do something! Then someone will calmly say, "Mr. Berlin, did you know that in Korea we do like this...BECAUSE...Korean people think..." I then turn red and sheepishly say, "No, I didn't know that," thinking to myself how stupid I feel. Thank you, Mr. Kim, for the *cross-cultural understanding!* How many arguments have you witnessed, or perhaps experienced, because of a lack of understanding of another person's cultural viewpoint?

Cross-cultural understanding leads to acceptance of others and of their thoughts and motivations. One may not

completely agree with other people, but if one understands where they are coming from it is much easier to accept them and their viewpoint. Acceptance of others, I believe, leads to peace—peace between individuals, peace between groups and organizations from different countries, peace between nations and, hopefully, peace in the world. Wow! All that from a little understanding. It may sound pretty idealistic, but I believe it is possible. Why not?

In thinking about that part of our purpose in Korea TESOL which is to "facilitate cross-cultural understanding," I am proud and delighted to be involved in this organization. How about you? Are you involved, or are you just paying your dues? Do you know others who could be involved? Please join us. Why not? You just might be helping to bring world peace. ■

Scott Berlin
President, Korea TESOL

GOOFS AND GREMLINS DEPARTMENT

What page did you say?

A FEW READERS of our August issue (Volume 1, Number 2) have pointed out that the page numbers given in the table of contents were all wrong—as were all the other page-number references in the issue as well. If you looked carefully, you may have noticed that you could find your way around in the issue either by subtracting 32 from the numbers shown in the table of contents or by adding 32 to the page numbers at the bottom of the pages.

Continuing from the April issue, which had 32 pages, the first page of the August issue was page 33, and that's the way the issue was numbered when the final copy left our desk to be printed for distribution. During the printing process, unfortunately, gremlins from somewhere broke in and painstakingly replaced all the page numbers in the master copy we had prepared, renumbering the issue starting with 1. The issue was printed and in the mail before we discovered what had happened.

Our anti-gremlin agents have assured us that such things won't happen again, and the numbering of the present issue (Volume 1, Number 3) picks up from where the August issue should have left off. If you look at the bottom of this page you should see that it is page 71. - DJS ■

Council meeting

The Korea TESOL Council met on September 12, 1993 at Pusan National University. Present were: Dr. Ahn Jung Hun, Scott Berlin, Kim Jeong-Ryeol, Pat Hunt, Elaine Hayes, Chuck Mason, Carl Dusthimer, Ae Kyoung Large and Jack Large (conference treasurers).

Due to the importance of conference issues, several issues were tabled for later discussion. Items discussed were as follows:

1. The need for a mailing list in *Hangul*.

2. The resignation of Marion and Chuck Ertle from the position of Korea TESOL treasurer. Since most funds have already been transferred to the conference account, it was agreed that until after the conference, Ae Kyoung Large and Jack Large will act as treasurers. After the conference, a new treasurer will be selected. Anyone interested should contact Scott Berlin.

3. The return address on Korea TESOL mailings. At present it is the Pagoda Foreign Language Institute, and it was decided to leave it this way, with the recommendation that Pagoda (or the Publications Committee) inform the treasurer and secretary of any repetitive undelivered mail or complaints about mail not received.

4. Commercial Korea TESOL membership. Although it was agreed that the amount for commercial membership should go up to reflect charges made by other TESOL affiliates, it was decided that for this conference, charges would remain the same. Next year the charges will increase to ₩300,000, with the possibility of an additional conference fee. A committee was formed to study the matter further: Carl Dusthimer, Kim Jeong-Ryeol, Chuck Mason and Steve Bagaason.

In addition, a proposed agreement with JALT was voted on and unanimously accepted, including the following:

- publishing of announcements in newsletters reciprocally.

- exchanging newsletters.
- mutual publication of calls for papers and conferences.
- mutual invitations to conferences, with some financial aid available.
- exploration of joint activities, such as an Asian TESOL conference.

Kim Jeong-Ryeol agreed to head and form a committee to work on materials development for middle and high school teachers.

Scott announced that the Advisory Board has been selected, and all parties have agreed to participate: Ahn Jung-Hun, Kwon Oryang, Kim Nam Soon, Dwight Strawn and John Holstein. Dr. Ahn will act as chair.

Conference plans are continuing on schedule. See you all there! ■

Elaine Hayes,
Secretary

Chapter reports

Chonbuk

Chapter Vice President Lee Yeon Hee chaired an executive meeting on September 9 to fill the position left vacant by the resignation of Chapter President Dr. Charles "Chuck" Ertle and Secretary-Treasurer Mrs. Marion Ertle. A combination of professional responsibilities and difficult personal challenges requires them to focus their attention and energy elsewhere for the time being. We appreciate everything they have contributed to the growth of Korea TESOL and the Chonbuk Chapter.

The result of this executive meeting, which was ratified by chapter members at the regular meeting on September 18, is as follows:

- Acting President, Professor Kim Hyung Su;
- Secretary, Jack Large;
- Treasurer, Linley McEntyre.

Korea TESOL-Chonbuk activities fill a need for interaction between native speakers and Koreans and for networking among English teachers that would otherwise be largely unmet in this region. An example of this can be found in the program of our Septem-

ber 18 regular monthly meeting. Lee Henn, Professor of English at Hannam University, conducted a workshop of two 40-minute sessions titled "How to teach creatively using your textbook."

Ms. Henn is a TESOL member from Cleveland, Ohio. With a major in psychology and a TESOL Certificate, she taught in the United States for many years, and spent over four years in the People's Republic of China teaching English listening, speaking and writing. She encourages her students to be creative while they are learning English.

Kyoungju

On September 10 the Kyoungju Chapter held a meeting to nominate executive officers. Regular meetings will soon begin, and already in the planning stage are mini-workshops and special programs. For further information, please contact:

- Scott Berlin
Tel: (W) 0561-748-5551
Fax: 0561-748-5553
- Tom Duvernay
Tel: (W) 0561-770-2132
Fax: 0561-42-1623

Taejon

Thanks to the efforts of our Executive and Social Committees, and strong support from our members, the Taejon Chapter blasted out of the starting blocks on July 18th with a luncheon at the Kyeongsong Buffet Restaurant, where members and quite a few prospective members enjoyed some of the best food (and conversation) in the city. It was a great chance to meet and get to know some new people. The second social gathering, on August 18th, was a trip to the international extravaganza no one should miss, the Taejon EXPO. Everyone enjoyed the info-filled exhibitions at the international pavilions and the technological wonders displayed at the Korean pavilions. The outing was made even more enjoyable because of assistance from some of our members' students,

who are working at the Expo site. Many students from various universities and colleges in the Taejon area, and elsewhere in Korea, are gaining valuable experience by working at the Expo, and seeing our students use their English out of the classroom was a great joy.

On August 14th, many of our Korea TESOL members joined graduates of the Hannam University English Education Department for a full day of workshops, presentations and discussions. Dr. Kim Nam Soon was the principal organizer and presided over the day's activities. This meeting marked the first time for us to jointly sponsor an event like this. The program included presentations by Barbara Enger and Dayna House from Korea TESOL and Dr. Seo Ju Soon from the College of Education at Hannam University and, as usual, our students helped everything run smoothly. We hope that this type of jointly sponsored event will become a more common occurrence in the future, as it greatly helps promote cooperation among everyone in the teaching community.

Aside from our social events, we also held a workshop in July for secondary school teachers, once again featuring short activities that can be used to supplement the material they are currently using. The Taejon Chapter is continuing to hold workshops, begun last March, for secondary school teachers in the Taejon area. These workshops are held immediately after our monthly chapter meetings. On September 25th, we held the first Fall Workshop, led by Ms. Lee Henn. The workshop focused on how secondary school teachers can more effectively use their textbooks in their classrooms by applying more communicative techniques to the teaching of the material therein.

The next Taejon Chapter meeting will be held on November 27th at 3:00 PM. At that time, several teachers from various parts of the world, including Australia, New Zealand, Britain and the U.S., will take part, and discussion will revolve around dialects and how they differ. It promises to be an interesting time for Korean

teachers of English as well as native speaking teachers of English.

Taejon Chapter meetings are held at Hannam University at 3:00 PM on the fourth Saturday of each month. After the regular meetings, workshops lasting an hour or so are held for secondary school teachers. Those needing more information about Taejon Chapter meetings and workshops should contact:

- Sangdo Woo (Tel 042-583-3567),
- Barbara Enger (Tel 042-629-7335), or
- Firaydun Mithaq (Tel 042-630-0544).

GIVE US A CALL SOMETIME!!

Seoul

In May, the Seoul Chapter elected the following officers:

- President: Greg Matheson (Tel 02-413-2692)
- Korean Vice-President: Kenneth Kim (Tel 02-515-7333)
- Non-Korean Vice-President: Fred Bauer (Tel 02-757-5639)
- Secretary-Treasurer: Lee Yong Nam (Tel 032-523-4187)
- Liaison to Korean Schools: Kim Tae Chul, (phone 02 363 8803)

We have been emphasizing the study of Korean at each meeting. In June we had Kris Esplin (Unification Church) introducing vocabulary with important cultural meaning, like *hyodo*, *uri*, and *jong*. At this meeting we also continued the theme of pictures from the May meeting and previewed the July topic, "Visas."

The July meeting's Korean lesson was given by Jessica Rae, principal of TLC. She introduced expressions like "anigo," meaning "no, but try again," and said that trying to use Korean can "lubricate" relationships, can make students feel more relaxed, and can just be fun to use. Meanwhile, Troy Ottwell set up a computer with CD-ROM programs that can be used to teach English and we tested them out.

To discuss the visa situation, former AETK Treasurer/Secretary, Jake Aller, now at the American Embassy, brought along colleague Brian Moran,

Korea TESOL, an affiliate of TESOL International, 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 all professionals in the field of language teaching who support these goals. Please see the membership application on page 97.

PRESIDENT
Scott Berlin,
Kyoungju University,
Kyoungju

FIRST VICE PRESIDENT
Kim Jeong-Ryeol,
Korea Maritime University,
Pusan

SECOND VICE PRESIDENT
Patricia Hunt,
Yeungnam University,
Taegu

SECRETARY
Elaine Hayes,
Sogang University
Institute for English as an
International Language,
Seoul

ACTING TREASURER
Ae Kyoung Large,
Iri

1993 CONFERENCE CO-CHAIRS
Carl Dusthimer,
Hannam University,
Taejon

Kim Jeong-Ryeol,
Korea Maritime University,
Pusan

1993 CONFERENCE
SITE COORDINATOR
Jack D. Large,
Wonkwang University,
Iri

and they explained the background to the May changes in immigration regulations. They are collecting horror stories from teachers to put in a 'bad boys' file. Corporate lawyer Tom Pinansky, the person who called the Samsung Group on severance pay as a diversion from his real work with international companies, suggested that teachers need to be told what's going down as they step off the plane and that a teacher's organization could achieve real results because the schools themselves are not 'major economic players.' He continued, saying that a streamlining of policy would actually be in the schools' own self-interest because it would force them to shape up.

At the August meeting we did a version of the true-false relay race introduced previously by our former Secretary-Treasurer, Chris South. It was agreed that it is a very effective activity for teaching English, even though it is sometimes difficult to get non-Korean speakers to do it in Korean. David Paul also presented on teaching children. He argued against the division of lessons into teaching segments and drill segments, maintaining that instead the whole lesson should be one long series of games because games are, in fact, disguised drills. He described 'teaching' as a negative activity because it gives children the answers before they have a chance to work them out for themselves. The trick is instead to choose activities that are at the appropriate level of difficulty in order to allow students to do the thinking. His presentation was filled with many fun-filled and interesting activities, and he concluded by saying that thinking is not incompatible with fun.

At our November meeting we will discuss "Teacher Training in the U.S.: Present Trends and Future Prospects."

In December we will have a presentation on "The Korean Education Market: What it Means for Teachers." It will include a panel of representatives from overseas and various Korean educational organizations.

Meetings remain on the third Saturday of the month, but have been moved up to 1:00 PM. We are alternat-

ing our venue between the Fulbright Commission and Pagoda Language School. We hope you can join us sometime!

Taegu

The Taegu Chapter started its Fall schedule with a bang, or more accurately a CHANT. A presentation on the enCHANTING world of "Jazz Chants" was given to an enthusiastic audience by co-presenters Kim Yon Hee, who is teaching on Cheju Island, and Yeom Ji Sook, who is teaching in Changwon. Both presenters have done extensive work with jazz chants, and could rightly be considered our resident experts on the subject.

The meeting also included time for socializing and sharing ideas about teaching in Korea. We concluded with a business meeting in which we discussed the upcoming conference and how to get to and from Iri. Also discussed was the upcoming election of chapter officers at the November meeting.

At the September meeting we were quite fortunate in that Oxford and Longman publishers displayed some old favorites and some new titles, and members had a chance to browse through a wide array of materials before the Iri conference.

The Taegu Chapter would like to express its appreciation to Mr. Lee Myoung Shil of Yeungnam University, and to Mr. Lee Ho Chung of Oregon Language Institute, for their generous donations to the Taegu Chapter for program expenses.

The November 27th meeting will feature a presentation by Steve Garrigues entitled, "Hot Breeze on a Cool Day: Why Dictionary English Doesn't Work," and will be held at the American Center in Taegu at 2:00 PM. For further information, please contact any of the following members:

- Dr. Chung Yun Kyu
Tel (W) 810-3154, (H) 72-4943
- Patricia Hunt
Tel (W) 810-3157, (H) 959-9974
- Chuck Mason
Tel (W) 810-3158, (H) 741-1227

Taejon drama festival

George Bradford Patterson and
Barbara Enger

ON SATURDAY, MAY 23 of this year, the Korea TESOL Taejon Chapter held its second annual Drama Festival at Hannam University in the Liberal Arts Building from 1:30 to 5:30 PM. The purpose of the festival was to encourage this kind of English language activity and provide students a chance to perform for an appreciative audience of approximately 100 English teachers (including native speakers), fellow students, and all other interested persons, many of whom dropped in just to see what all the fun was about!

The five groups participating were on scene at 12:00 PM. to settle in and arrange for their practice time on the stage, which was larger than it had been the year before. There was much commotion behind closed doors and a number of weird looking characters (in costume) walking about the halls getting last-minute materials (buckets? mops?).

At about 1:30 PM. there were opening remarks to welcome the college student actors and their fellow students and supporters from Changwon, Chun-ju, Yusong, Iri, Chung-ju, two groups of high school students from West Taejon Boys High School and Taejon Arts High School, as well as Taejon area college students.

Before the contest started, the judges were named: Darren Figgins and Scott Schnarr (Yusong), Kim Hwan-young (Taejon), Libby McAnear (Baptist Theological Seminary) and George Patterson (Chunbok National University). The judges were advised to be on the lookout for best actor and actress, originality, comic effects, costumes and special effects.

The first group, Tuesday People from Hannam University, was very impressive in their originality in portraying a dramatic scene from the play by Kim Myung Gon, *Kyuk Jung Mak Li* ("The Stormy Distances," 1992) which is set in the time of the Japanese occupation. This group won the spe-

cial effects award for their original songs and an electrifying ending. Park Kyong-bok of this group won the Best Actor award.

"A Better Mousetrap" was the second entry, played by a group composed of students from Chungnam National University, Hannam University and Taejon University. Their "better mousetrap," formed of walking and talking human parts, plus colorful signs and a wily mouse which entertained the audience very much, earned this group the award for originality.

From Wonkwang University in Iri came the talented group which presented "Two Kins' Pumpkins" (written by John Holstein) and deservedly won the Best Overall Group award, the highest award given. Everything in this production showed the effects of enthusiastic group effort: the acting was superb in its comedy and melodrama, the *hanbok* costumes were beautiful while the costumes for the non-human characters were quite creative, and the special effects (balloons as pumpkins and hand motions for the little bird) ingenious.

The fourth group, from Ki-jeon Women's Junior College, presented "April in Moscow," an original playlet by the group's leader Kim You-Ja. The actors in this play won the prize for enthusiasm and group spirit for

their lively, funny and entertaining performance. You Ja-oung, playing an old man, won the award for Best Actress.

Finally, the Department of Economics at Hannam University gave a bizarre performance of "World Record" (using a bucket, mop and a crutch!) done in the style of a TV show. Kim Duk-chun received the award for comedy as the fool who stands with his foot in a bucket of hot soup to beat the world's record. This play is from *Off-Stage: Sketches from the English Teaching Theatre*, by Doug Case and Ken Wilson; the book is published by Oxford/Heinemann, 1979.

Everyone seemed to agree that the Drama Festival was very good for English language teaching because it motivated students not only to learn English, but to learn it creatively. The groups performed with tremendous verve and commitment, and the audience responded with joyous appreciation. The students obviously enjoyed working on this project wherein they learned English holistically, and achieved true communication with the audience.

Such a productive and entertaining festival certainly deserves the support of the whole Korean TESOL community in the future. ■

How to get there

IF YOU DRIVE, leave the Honam Expressway at the Iri exit midway between Taejon and Kwangju (just south of the Yeosan rest stop and about 8 kilometers north of Samnye). Iri is 15-20 kilometers west of the exit, and there is a major 3-way intersection about five kilometers outside the city.

To go to Wonkwang University, keep to the right at this intersection and look for the university medical center complex and the many-sided Munhwa Gymnasium on the right. To go into the city, turn left at the intersection. Contact Jack Large before you leave home for information about the location of hotels in Iri. If you get lost, phone 50-6511 or 50-8529 for assistance.

If you travel to Iri by train or bus, the quickest and most convenient way to get to your hotel or the conference site is by taxi. ■

Join the Conference Swap Shop

Greg Matheson

THERE WILL BE A SWAP SHOP at the conference in Iri where teachers can share and exchange teaching ideas that work particularly well for them. It's a chance to share your best ideas and receive some in return. Just write up a copy of your favorite exercise and make twenty copies to bring to the conference. The following information should be included:

1. Activity title
2. Your name
3. Source
4. Amount of time for the activity
5. Appropriate level (beg.-adv.)
6. Number of students
7. Skills and language focus (grammar point, reading, notation, etc.)
8. Materials and preparation required (photocopying, lists, etc.)
9. Procedure ■

Wonkwang University: Conference Host

Jack D. Large
Conference Site Coordinator

THE WONKWANG UNIVERSITY COMMUNITY is committed to the idea that better English teachers, teaching methods and educational policies benefit all citizens. We are determined that the sacrifice of convenience made by all those who come here for this conference will be compensated for by our warm hospitality, careful planning and thorough attention to detail. You heard it here.

Participants and prospective presenters have contacted my office from Japan, Hong Kong, Manila, Singapore, London, Sydney and the USA. Those who come will be sharing first-rate accommodations in the recently constructed multi-purpose, Venerable Soongsan Memorial Faculty Center. The facility is named for the founder of the university and is prominently sited on a campus which many claim is one of the two or three most attractively landscaped in Korea. ■

The 1993 Korea TESOL Conference

"Narrowing the Gap Between Theory and Practice"

October 15-17, Wonkwang University, Iri

Conference Schedule

Friday Oct. 15	6:00 PM	Pre-Conference Reception, Hanover Hotel, Iri	
Saturday Oct. 16	8:30 AM	Conference Registration, Venerable Soongsan Memorial Faculty Center, Wonkwang University	
	9:00 AM	Special Program	
	9:45 AM	Opening Remarks	Wonkwang University President Kim Sam-Ryong, Conference Co-Chairs Kim Jeong-Ryeol and Carl Dusthimer
	10:25 AM	Concurrent Sessions <i>See the Conference Program for room assignments and changes.</i>	Scott Berlin, Kyongju University <i>Goals: Setting and Achieving Them</i>
			William Burns, Sogang University <i>Journaling or Correspondence: Worth the Effort?</i>
			Roger Berry, Lingnan College, Hong Kong <i>From Language Analysis to Learning Materials: The Role of Concordancing</i>
			George Farrah, St. Cloud University, USA <i>The Shaping and Reshaping Forces of Acculturation: A Study of Risk</i>
	11:25 AM	Concurrent Sessions	Thomas Robb, Kyoto Sangyo University, Japan <i>Extensive Reading in the EFL Classroom</i>
			Tony Jones, The British Council <i>(To be announced)</i>
			Michael Boyd, Heineman International, Japan <i>Play Games with English</i>
			David Paul, Heineman International, Japan <i>Training Korean Children To Be Active Learners</i>
	12:30 PM	Lunch (Tickets available at registration)	
	1:30 PM	Plenary Session	Piper McNulty, Clarke Consulting Group, USA <i>Examining Intentions and Perceptions: Keys to Effective Intercultural Communication</i>
2:30 PM	Concurrent Sessions	Piper McNulty, Clarke Consulting Group, USA <i>Intercultural Communication: On-the-Job Skills for an International Faculty</i>	
		Steve Maginn, Cambridge University Press, England <i>Building Listening Skills</i>	
		Min Byoung Chul, BCM Publishing, Korea <i>The Innovation of Computer Assisted Instruction</i>	
		Colin Newman, Colin Newman & Associates, England <i>Retirement? Will You Be Able to Afford It?</i>	
4:00 PM	Panel Discussion	<i>Changes in the Korean Educational System: How Do They Affect Us?</i>	
	5:15 PM	Korea TESOL Business Meeting	
7:30 PM	Banquet (Tickets available at registration)		
<p><i>Conference sessions will be held in the Venerable Soongsan Memorial Faculty Center on the campus of Wonkwang University in Iri, and in the auditorium of the University Museum. From the University entrance, follow the signs to the Center. For directions about how to get to the campus, see "How to get there" on page 75.</i></p>			

Sunday Oct. 17	8:45 AM	Registration		
	9:00 AM	Special Program		
	9:30 AM	Concurrent Sessions	Margaret Elliot, Experiential English Program, Canada <i>Can Speech Patterns Be Changed?</i>	
			Spectrum Series, Simon & Schuster, Asia <i>(To be announced)</i>	
			Maidy Kiji, Konan Women's University, Japan, & Yasuharu Kiji, Baika Women's College, Japan <i>The Effects of Intelligibility in Recall of Sentences and Reading Comprehension</i>	
			Lynette Hutchins, Inha University <i>Standing Your Ground Against the Giants</i>	
			Pat Hunt, Yeungnam University, & Kari Kugler, Kei Myoung Junior College <i>High Context Polychronic East Meets Low Context Monochronic West: Implications for TESOLers in Korea</i>	
	10:30 AM	Concurrent Sessions	Chris Candlin, MacQuarrie University, Australia <i>Cross-Cultural Communication and the Assessment of Spoken Discourse</i>	
			Geoffrey Smith, Trinity College, England <i>Testing Oral Ability: The Hidden Benefits</i>	
			George Scholz, USIS, Indonesia <i>Interactive Task-Based Activities for the Classroom</i>	
	11:30 AM	Concurrent Sessions	Barbara Enger, Hannam University <i>Theatrics in the Classroom</i>	
			Stephen Edwards, Trinity College, England <i>Happy House: A Communicative Course for Elementary School Children</i>	
			Kim Jeong-Ryeol, Korea Maritime University <i>Computer Assisted Language Testing</i>	
			Thomas Farrell, Duksung Women's University <i>Tangled, Muddy, Painful and Perplexed: Exploring the EFL Classroom</i>	
	12:30 PM	Lunch		
	1:20 PM	Special Drama Presentation by the "Magnolias" from Hannam University, Taejon		
		Publishers' Displays		
	2:00 PM	Concurrent Sessions	Piper McNulty, Clarke Consulting Group, USA <i>Resolving Intercultural Miscommunication: Skill Building Activities</i>	
			Fiona Cook, School for International Training, USA <i>Right Speech: How to Use Error Analysis of Your Students' Spoken English Effectively</i>	
			Dexter Da Silva, Keisen Jogakuen College, Japan <i>Motivation: What Teachers Do</i>	
Andy Kim, Kijeon Women's College <i>A Shot in the Arm for English Language Learners</i>				
3:00 PM	Concurrent Sessions	Thomas Robb, Kyoto Sangyo University, Japan <i>Innovative Approaches to Teaching Writing in the EFL Classroom</i>		
		Elaine Hayes, Sogang University <i>Creativity in the English Language Classroom</i>		
		Carol Kim, Inha University <i>Using Communication Activities to Teach English Essay Organization</i>		
		Jack Large, Wonkwang University <i>Write for Information</i>		
		Chuck Ertle, Chonbuk National University <i>Sensitivity Training as a Method for Language Learning</i>		
4:00 PM	Book Lottery			
4:30 PM	Final Bash			

Cutting stone and eating toothpaste

Everette Busbee

A KOREAN PROFESSOR of applied linguistics with a Ph.D. from the States once told me that English is learned by listening and repeating, listening and repeating, listening and repeating. Then some day it all comes together and the student will be able to speak English.

This approach to learning English represents what I call the Stone Cutting Theory. The name comes from an explanation of how to win souls that I heard years ago in Sunday School. "Once you have undertaken to win someone's soul," I was told, "keep trying, keep trying, don't give up. It is like a mason cutting a stone. The mason may strike the chisel 50, 75, or even 100 times with no visible results, but continues anyway, knowing that the blows are having their effect. Suddenly, the stone falls into two pieces."

The Stone Cutting Theory holds not only for a stringent audiolingual approach, it holds for any approach whose effects will come "some time in the future." Believers can be recognized by statements such as, "I keep plugging away, and hope that something will happen." Well, that may be good for masons and missionaries, but is it appropriate for English teachers?

The Stone Cutting Theory is certainly convenient, for if results can be seen only "later," and maybe "much later," we are freed of accountability if nothing happens *now*.

Believers in the Stone Cutting Theory, because of their faith that something is happening inside the students, see signs everywhere that something is indeed happening. Inconsequential things take on significance. A colleague tells us about feeling really good, simply because last week a student who rarely talks answered a question. This is better than nothing, but for a college student majoring in English, it is inconsequential. The student should speak dozens of times each class. We never hear a math professor talk about feeling good because a math major who never did anything in class suddenly worked an addition problem. Why are our expectations so low in teaching conversation?

There are of course realities about teaching college in Korea. One is that we have huge classes. But there is a point beyond which size doesn't make a difference any more. Each student in a class of 25 students could talk two minutes in a 50 minute class in which no pauses are allowed and no roll called. A class of 50 students could each talk one minute. What is the practical difference between one and two minutes?

It seems to me that once a class gets above 25 students, it might almost as well be an auditorium class. Monitoring pair work becomes nothing more than something to keep the teacher from appearing to be idly standing around—it can't have much effect on learning. If large classes are a reality, we must develop a teaching style that is effective for large classes. It is a reality that we must teach students who often have little interest in grades, and no fear of

failing. In my first semester of teaching in Korea about 15% of my students failed, and I considered myself a Santa Claus because the figure was so low. After the smoke cleared, I understood the cultural difference and asked myself, "Who am I to impose Western values on Korean college students?"

Another reality in Korea is that the ability to converse in English does not increase the chances of obtaining a middle or high school teaching job—or just about any job, for that matter. In some universities, English conversation is an elective for English majors.

We teach in a crowded system that could hardly have been designed more efficiently to keep motivation low. But people can rise above the system, some heroically. We have all met Koreans who were so motivated that they mastered English conversation by listening to tapes four hours a day for years. Their motivation was like that of someone trapped in a cave who cuts through a thick wooden door with a pocket knife. Nothing could have stopped them from learning English.

Even in the hero-less world in which we teach, many students are as motivated as we have a right to expect. It is these students we must teach, and if we teach them for a semester, or even for ten hours, they should be able to see results. A lot of English conversational skills can be taught in ten hours, but every moment must be used wisely.

I have come to believe that, with few exceptions, every minute in class in which the native speaker teacher and the students are not interacting is a wasted minute. Student exposure to native speakers is limited and must not be squandered. True, short spurts of pair work interspersed throughout the class can reinforce the lesson, and a few minutes of free talking in pairs on such subjects as "My first train ride" can be fun for the students. However, they should be thought of as a break from the intensity of the class.

There are classroom activities that may be of value, but most of them require a lot of time to get going in class, and even if the students perform well the ratio of language-skill-gain to time-expended is dismally low. Take committee work, for example. I think we should locate all statues raised in honor of the educational theoretician who instigated committee work for students above the age of ten, and then we should give those statues the same treatment given statues of Lenin in Russia. Whenever I have assigned committee work to my classes, most students speak in Korean and have a good time. If I urge them to speak English, most run out of things to say almost immediately.

Which brings us to the toothpaste. Years ago I was at officers training school for the U.S. Air Force. We were all new college graduates, and not thrilled to be there. It was August in San Antonio Texas, we had to get up at 5:00 in the morning, and we had to sit through auditorium lectures

on subjects ranging from nuclear weapons to personal financial management. The lecturers, to have any hope of keeping our attention, had to be stand-up comedians.

The best of these comedian/lecturers was a dentist who gave a lecture, complete with slides, on the proper brushing of the teeth. One thing from his lecture has stuck with me, something larger than its subject.

He said we must teach our children how to brush their teeth. Actually get in there and teach them. "Too many times," he said, "parents say to their children, 'It's bedtime. Go upstairs and brush your teeth.' And the parents feel they have fulfilled their parental duties." "Well," continued the dentist, "the children aren't upstairs brushing their teeth. They're upstairs eating toothpaste."

This became a personal symbol of situations in which people have warm feelings as they work to achieve some worthy goal, but unknown to them, nothing has been accomplished. The dentist's goal was healthy teeth for the children. The goal was not a sweet breath as the children kiss their parents goodnight, nor children happy because they got to eat some toothpaste. The sweet breath became a personal symbol of superficial appearances.

Some teachers may get good results from committee work, but for me, with the students speaking Korean and having a good time, committees are a toothpaste orgy.

What is our goal as English teachers in Korea? What do we want our students to be able to do? We want them to be able to converse with native speakers of English, to read well, to write well. We want them to become proficient in the English language. Perhaps our teaching is interesting, and perhaps the students enjoy it. Perhaps the students, trusting the teacher is doing a good job, feel they are learning. The students may be happy. But if the students never become proficient at writing and speaking English, they are only eating toothpaste. How do we avoid this? Well, we might not be able to. But we should sure give it our best shot.

First of all, after we have tried our best to show our students what is possible, and a few students are still unmotivated, we should forget them. They are not going to learn English, and any time we invest in them is subtracted from that which we can invest in motivated students. We can give them a motivational video, or we can give them a C, but we shouldn't give them any time.

That's a hard-headed approach, but even for a highly motivated student in Korea, the odds of mastering English conversation are considerably less than 50-50. With no motivation, the odds are zero. Likewise, we should give the painfully shy students a C, and leave them alone. We cannot cure them, and they will be thankful.

Then, with the core of motivated students, we should spend all our time teaching. After a two-hour class, the students' voices, and especially our voices, should sometimes be hoarse. The students must have ample opportunity to listen. All too often we forget that listening comprehension is half of conversation, and all my experience indicates that it is the more difficult half to learn. When listening comprehension improves, a jump in speaking skills usually

follows—not just in pronunciation, although that can improve dramatically as listening comprehension improves, but also in fluency and accuracy.

What we present for our students to hear must be carefully graded and presented so as to be reasonably comprehensible. Present the question "Does he love her?" at native speaker speed, so it rhymes with "fuzzy cover." Present it at different speeds. Likewise with "Can he do it?" rhyming with "Fanny suet." There are always exclamations in class that indicate some students feel they have suddenly gained insight into "real English." Have the students repeat after us, but unexpectedly vary the material to be repeated. Ask them questions as a group, and sprinkle in questions for individuals. Create situations in which they ask us questions as a group. All this involves choral response, but in a style that keeps students on their toes.

Choral response has its problems. We must always take care to guide choral response with sensitivity toward intonation and pronunciation. We must teach many of our students, even motivated ones, to overcome years of habit and start to participate actively and energetically.

Given our large class sizes, it seems to me that some style of choral response, ideally a creative style, is the only method that maximizes our value to the students, that fully utilizes us. ■

Everette Busbee teaches in the English Education and English Language and Literature Departments at Chunju University in Chunju.

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Shorter and maybe sweeter

Barbara Enger

I DIDN'T KNOW it would be so much *work!*" says the first-time director of a student play. Those of us who have been in plays know how much work goes into a full-length, three-act play. Even plays with a single, simple modern set (couch, two chairs) with no costume or make-up problems can seem like more work when you are not familiar with the total process.

But there is an alternative to the full-length play, namely short plays of 15 to 40 minutes—as defined by Dramatists Play Service (DPS)—or one-acts, which are *not* full-length (as defined by Samuel French). The designation "one-act" can be misleading. Some plays are listed as one-act plays, but are actually full-length plays. What is significant is the playing time, and the DPS listing by playing time is therefore more helpful.

Generally speaking, full-length plays are written to be about 90 minutes long, and allowing for a late start and one or two intermissions totaling from 15 to 20 minutes, the entire program is expected to last two hours. Producers seem to feel that an audience would not be comfortable sitting for longer than that.

So if a full-length play is too much because (a) it is too long and requires too much rehearsal time, (b) it seems too difficult for the student talent available, or (c) there is uncertainty about the group's ability to bring it into performance, then look for a good one-act play, or even a one-hour program of one-act plays. One-act plays are a lot like short stories, where the elements of character, settings, plots and themes are trimmed down: a simple message told in a short, neat space of time. You will not be able to guess the actual playing time until you have the play in hand and see how many pages it has, but you can get a better idea when you read it aloud with the cast. Even at that, the actual time it takes will depend on the pace of the actual performance.

The shorter plays—some as short as 10 minutes—provide the opportunity for a more flexible program. It is possible to have a program of one, two or three one-act plays, which will

spread the work around to several student directors, feature more students in leading roles and allow you to run rehearsals concurrently.

After deciding to go this route, the next step is selection. As with the full-length play, it will depend on what the students want: prestigious playwrights, popular often-performed plays, unusual or topical themes, or basic entertainment, or all of the above.

A number of the most distinguished playwrights have written as many short plays as longer ones. European playwrights such as Luigi Pirandello, Eugene Ionesco and Bertolt Brecht along with Irish and British playwrights George Bernard Shaw, Samuel Beckett, Noel Coward and Harold Pinter all wrote numerous short plays. Noted American playwrights like Eugene O'Neill, Thornton Wilder, Tennessee Williams, Edward Albee and more recently, Peter Shaffer, Tom Stoppard and Sam Shepard also wrote a number of shorter plays each.

Some of these plays were written to be performed as programs, that is, two or three of them by the same author in one billing. For instance, Coward has nine plays of similar length to choose from under the general title "Tonight at 8:30." Also, there are a number of O'Neill one-acts that can be combined in a program. However, it might be even more interesting to do two or three entirely different dramatists to show contrast in styles or content, and also offer the audience a wider range of mood and display a greater range of talent.

The procedure for study and rehearsal applies to shorter plays as well as to the longer ones. They should be translated, studied and tape recorded for modeling the pronunciation. Since

the one-acts may not be as well-known as the oft-performed full-length plays, the selection may take more investigation. The catalogs mentioned at the beginning of this column give the breakdown by number and gender of the parts (e.g. 2 m, 3 f) and the type (drama, farce, melodrama, mystery, etc.). The description and story line are written to make the plays as attractive as possible (they are selling a product, after all), but the blurb should help either in arousing your interest or in eliminating the ones with unsuitable content.

What follows is a list of some of the most often performed one-act (short) plays:

Albee
 American Dream
 The Zoo Story
 Brecht
 Man Equals Man
 Chekhov
 Marriage Proposal
 The Wedding
 Ionesco
 The Chairs
 Pinter
 The Collection
 The Room
 The Tea Party
 Pirandello
 The Imbecile
 Rattigan
 The Browning Version
 Sartre
 No Exit
 Shaffer
 Private Ear
 Private Eye

Send your questions and comments to Barbara Enger at the English Department, Hannam University, Taejon, 300-791; or over Carl Dusthimer's fax (042-623-8472). Barbara's home phone is 042-625-5040. For more information on ordering catalogues and plays, see Barbara's column in the August 1993 issue of Language Teaching.

Shaw
Getting Married
Shepard
Unseen Hand

Reading the play catalogs is rather like being in a supermarket. There are so many titles that sound interesting, not only to produce or to see performed, but also just to read. So it helps to know of plays recommended by others. A few of those are:

Davidson
Baby
Houghton
The Dear Departed (de
Maupassant adaptation)
O'Neill
'Ile
Saroyan
Hello, Out There!
Wilder
Happy Journey to Camden and
Trenton

O'Neill wrote dramatic one-act plays about the sea. "'Ile" is one and there are three others, all with evocative titles: "Fog," "Thirst" and "Warnings." Two, three or all four of these could challenge students and student directors who want to try this American dramatist but in smaller doses.

A possibility for students who want to try something different—a program of Agatha Christie one-act murder mystery thrillers. There are three titles in Samuel French: "The Rats," "The Patient" and "Afternoon at the Seaside."

For a program of contrasts, how about Wilder's "Happy Journey to Camden and Trenton," David Weinstock's "Dawn Will Come" and Tom Stoppard's "The Fifteen Minute Hamlet." Here, to give you an idea of how the Samuel French catalog can help you in your search, are the entries for these plays:

THE HAPPY JOURNEY TO CAMDEN AND TRENTON. Comedy. Thornton Wilder. 3 m, 3 f. Four chairs and a cot. Imaginary properties. One of the characters representing the author leans against the proscenium and reads the lines for a number of minor characters who never appear. The

simple story of Pa and Ma and the two children who journey from Newark in the family Chevrolet to visit their married daughter in Camden. The American scene, and home are dramatically drawn while the figure of the mother stands out as a brilliant piece of portraiture representing the backbone of the nation. Review acting edition with full stage direction. \$2.50. (Royalty, \$15-\$10.)

DAWN WILL COME. Morality. David Weinstock. 3 m. Extras. A winner in the National Collegiate Playwriting Contest. A play set in a kind of Platonic cave among primitive people. They worship the light that pours through a crack, but forbidden by the priest to leave the cave and enter the land of light—the land, indeed, of the gods. But after centuries, two men do leave. They see all the wonders of nature and come back to tell the others. But instead of being welcomed they are seized as heretics. \$2.50. (Royalty, \$15-\$10.)

THE FIFTEEN MINUTE HAMLET. Comedy. Tom Stoppard. 4 m, 2 f. (with doubling). Open stage. Following his success with *Rosencrantz and Guildenstern Are Dead*, the author continues his association with *Hamlet* by taking the most well-known and best-loved lines from Shakespeare's play and condensing them into a hilarious version lasting approximately thirteen minutes. The miraculous feat is followed by an encore which consists of a two-minute version of the play! The vast multitude of characters are played by six actors with hectic doubling, and the action takes place at a shortened version of Elsinore Castle. \$3.00. (Royalty, \$20-\$15.)

There are also short plays in a variety of categories such as simplified classics, plays for religious and other holidays, plays for children (and with children's parts), and plays for all-male and all-female casts. In addition, it is fortunate that in Korea there are short plays in English based on Korean folk-tales written by our own John Holstein.

The following is a partial list of short plays and where to find the catalog listing.

Edward Albee (Dramatists Play Service)
The American Dream
Counting the Ways
The Death of Bessie Smith
FAM and YAM
The Sandbox
The Zoo Story

J.M. Barrie (Samuel French)
The Twelve Pound Look

Samuel Beckett
Not I (Dramatists Play Service)
Footfalls (Samuel French)
Ohio Impromptu (Samuel French)

Bertolt Brecht (Samuel French)
The Beggar of the Dead Dog

Anton Chekhov (Samuel French)
The Boor
The Marriage Proposal

Agatha Christie (Samuel French)
Afternoon at the Seaside
The Patient
The Rats

Noel Coward (Samuel French)
Tonight at 8:30 (*It is recommended to do any 3 of the following*)
The Astonished Heart
Family Album
Fumed Oak
Hands Across the Sea
The Red Peppers
Shadow Play
Still Life
Ways and Means
We Were Dancing

Conrad E. Davidson (Samuel French)
Baby

Lady Gregory (Samuel French)
The Rising of the Moon

Stanley Houghton (Samuel French)
The Dear Departed

David Henry Hwang (Dramatists Play Service)
Sound and Beauty:

The House of Sleeping Beauties
The Sound of a Voice
The Dance and the Railroad

Eugene Ionesco (Samuel French)
The Bald Soprano
The Chairs
The Lesson
The New Tenant
The Painting

David Mamet (Samuel French)
Reunion
The Shawl

Arthur Miller (Dramatists Play Service)
Danger: Memory!
I Can't Remember Anything
Clara
Elegy for a Lady
The Last Yankee
Some Kind of Love Story

Sean O'Casey (Samuel French)
Bedtime Story

Eugene O'Neill
(Dramatists Play Service)
Before Breakfast
Bound East for Cardiff
The Dreamy Kid
The Long Voyage Home
(Samuel French)
Fog
'Ile
Thirst
Warnings

Harold Pinter (Dramatists Play Service)
The Basement
The Collection
The Dumb Waiter
The Dwarfs (8 revue sketches)
The Lover
Mountain Language
(a political play)
The New World Order
Other Places
Family Voices/One For the Road
A Kind of Alaska
Victoria Station
The Room
A Slight Ache
The Tea Party

Terence Rattigan (Samuel French)
The Browning Version

William Saroyan (Samuel French)
Hello, Out There!
The Hungerers
Once Around the Block

George Bernard Shaw (Samuel French)
Annajaska, The Bolshevik Empress
Cymbelline Refinished
Dark Lady of the Sonnets
Great Catherine
How He Lied to Her Husband
The Inca of Perusalem
Press Cuttings (Getting Married)
The Six of Calais
Why She Would Not

Sam Shepard (Samuel French)
Rock Garden
Unseen Hand

Tom Stoppard (Samuel French)
The Fifteen Minute Hamlet

August Strindberg (Dramatists Play Service)
Creditors
Miss Julie
The Stronger

John M. Synge (Samuel French)
In the Shadow of the Glen
Riders to the Sea

Thornton Wilder (Samuel French)
Childhood
The Drunken Sisters
The Happy Journey to Camden and Trenton
Infancy
Love and How to Cure It
Someone from Assisi

Tennessee Williams (Dramatists Play Service)
The Frosted Glass Coffin
I Can't Imagine Tomorrow
I Rise in Flame, Cried the Phoenix (re: D.H.Lawrence)
The Mutilated
A Perfect Analysis Given by a Parrot

References

Fletcher, S., & Jopling, N. (Eds. & Comps.) (1989). *The book of 1000 plays: A comprehensive guide to most frequently performed plays*. New, Oxford: Facts on File.

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

Complete catalogue of plays: 1992-1993. (1992). New York: Dramatists Play Service.

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Conferences and institutes

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: November 5-6, 1993
Name: Connecticut TESOL & Connecticut Association for Bilingual Education Fall Conference/Book Fair
Theme: Bilingual Education and TESOL: Two Sides of the Same Coin
Place: Meriden Ramada Inn, Meriden Connecticut, USA
Contact: Carmen A. Cancel or Thomas J. Foran
 Consolidated School District
 One Liberty Square
 New Britain, CT 06051 USA
 Tel +1-203-827-2283

Date: November 5-6, 1993
Name: Texas TESOL V, 15th Annual TextESOL State Conference
Place: Park Central Sheraton Hotel, Dallas, Texas, USA
Contact: Dianne Elkins, Conference Chair
 1801 Los Rios Blvd.
 Plano, TX 75074-3812 USA
 Tel +1-214-578-0779

Date: November 5-7, 1993
Name: New York State TESOL Annual Fall Conference
Place: Syracuse, New York, USA
Contact: Sharon Heberlig
 209 Lasdowne Road
 Dewitt, NY 13214 USA
 Tel (W) +1-315-445-8340

Date: November 6, 1993
Name: Three Rivers TESOL Annual Conference
Place: Duquesne University, Pittsburgh, Pennsylvania, USA

Contact: Jerry Gebhard, President
 Three Rivers TESOL
 English Department, 101 Leonard Hall
 IUP
 Indiana, PA 15705 USA
 Tel +1-412-463-1969
 Fax +1-412-357-5640

Date: November 11-13, 1993
Name: Colorado TESOL
Place: Holiday Inn, Denver Southeast, Denver, Colorado, USA
Contact: Barbara Sihombing
 Economics Institute
 1030 13th Street
 Boulder, CO 80302 USA
 Tel +1-303-492-3012
 Fax +1-303-492-3006

Date: November 12-13, 1993
Name: TESOL Italy, XVII Annual Convention
Theme: Interdisciplinary Foreign Language Teaching
Place: Hotel Parco Dei Principi, Rome, Italy
Contact: TESOL Italy
 V. Boncompagni, 2
 00187 Rome, Italy
 Tel 06/4674-2432
 Fax 06/4674-2478

Date: November 12-13, 1993
Name: Oklahoma TESOL
Place: Century Center Hotel, Oklahoma City, Oklahoma, USA
Contact: Judith Flores
 Langston University
 Langston, OK 73050 USA
 Tel (H) +1-405-946-6950 (W) +1-405-466-3384
 Fax +1405-466-3271

Date: November 12-13, 1993
Name: Carolina TESOL 15th Annual Fall Conference
Theme: Charting a Vision for Our Profession
Place: Holiday Inn West, Myrtle Beach, South Carolina, USA
Contact: Kathy Bledsoe
 English Program for Internationals
 Byrnes 311
 University of South Carolina
 Columbia, SC 29208 USA

Date: November 13, 1993
Name: Northern New England TESOL
Place: New Hampshire College, Manchester, New Hampshire, USA

Contact: Lucie Germer
112 Pleasant Street
Marlborough, NH 03455 USA
Tel +1-603-876-4154

Date: November 14-15, 1993
Name: English Teachers' Association of the Republic of China

Place: Taiwan
Contact: Albert Lee
ETA-ROC
5/F, 42, Minchuan East Road, Section 2
Taipei, Taiwan, ROC
Tel 02-5642818
Fax 886-2-5643105

Date: November 18-21, 1993
Name: Federacion Nacional de Profesores de Ingles de Universidades Y Politecnicas del Ecuador
Place: The University of Cuenca, Cuenca, Ecuador
Contact: Rafael Argudo
Juan Montalvo 11-40 y
Lamar-Cuen, Ecuador
Fax 593-4-398338

Date: December 1-4, 1993
Name: TESOL in Moscow Association of Applied Linguistics
Place: Moscow, Russia
Contact: Natalia Bochorishvily
Serafimovicha 2-392
109072 Moscow, Russia
Tel 7095-939-50-82, 7095-231-31-60

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: January 13-15, 1994
Name: Thailand TESOL 14th Annual Convention
Theme: Learner-Centered Methodology
Place: Thailand
Contact: Kanitha Vanikieti
Dept. of Foreign Languages, Faculty of Sciences
Mahidol University, Rama 6 Road
Bangkok 10400, Thailand
Tel 662-246-1377
Fax 662-247-7050

Date: January 21-26, 1994
Name: Australian Council of TESOL Associations and Washington Association for Teachers of English to Speakers of Other Languages (ACTA-WATESOL National Conference)

Place: University of Western Australia, Perth, Australia
Contact: Australian Convention and Travel Service
GPO Box 220
Canberra ACT 2601, Australia
Tel +61-6-257-3299
Fax +61-6-256-32256

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

Date: April 29-May 1, 1994
Name: Association of Teachers of English in the Czech Republic, Third National ATE CR Conference
Place: Liberec (North Bohemia)
Contact: Ms. Marcela Malá
Krushnohorská 2
Liberec, Czech Republic

Date: October 28-30, 1994
Name: New York State TESOL Annual Fall Conference
Place: Long Island Marriott Hotel, Uniondale, New York, USA
Contact: Linda Ann O'Malley
235 Doherty Avenue
Elmont, NY 11003 USA
Tel (H) +1-516-352-2141, (W) +1-516-877-1260
Fax +1-516-742-2015



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ku, Daejon 305-764, Republic of Korea. Tel +82-42-821-5339, +82-42-821-5331, +82-42-821-5332.

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.

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. ■

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:

Prapa Vittayarungruangari
Dept. of Foreign Languages,
Faculty of Sciences
Mahidol University, Rama 6
Road
Bangkok 10400, Thailand
Tel 662-246-1377
Fax 662-247-7050

Love-Love: Let's play conversation

AS A CONVERSATION instructor, I often find it frustrating that my students view conversation as a series of speeches rather than dialogue or interactive communication. I like to use the analogy of a tennis game to set a general conversational goal for them. I relate the concept of volleying the tennis ball to conversing. If one player bounces the ball on their side of the court continuously, it makes for a boring session and cannot be called tennis. Likewise, a long-winded speech makes for an equally boring session and cannot be called conversation. How then do we teach our students to volley?

I think that the easiest way to teach our students an interactive "game" of conversation is to teach them and encourage them to ask questions. I am not suggesting that they don't know how to make questions, but a little review of the basics of question-making never hurts any class. After a review of simple modals and wh- questions, I then hand out a simple currency that I have devised and copied on the copy machine. The style is not so important, but be sure to put the student's name or student number on the currency for your reference, and to let the students know that you consider the game important. Each student receives an equal amount of currency. I suggest that the students be issued 10-15 units per month depending on the level of the class.

Then, during the warmup period at the beginning of each class, I let the students know that they are responsible for initiating conversation by asking questions. If they ask an appropriate question, they can give the teacher one unit of currency. This generally starts off slowly and the silence can be deafening, but the goal is to make the students feel the responsibility for initiating conversation through questions. You can give rewards for the most currency turned in, best or funniest questions, etc. After a month of using this warmup technique, students seem to understand the importance of asking questions and how they fit into the structure of conversation. This is an important first step towards communication. ■

Steve Bagaason

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.

TESOL

Awards

DON'T BE LEFT OUT!

TESOL offers a variety of awards to its members. Don't miss out on the excellent funding and recognition opportunities they provide! Below is a list of the 1993-1994 awards. For more complete award descriptions and application/nomination guidelines, consult the June/July 1993 issue of *TESOL Matters* or contact TESOL at 1600 Cameron Street, Suite 300, Alexandria, VA 22314-2751 USA. Applications/nominations must be received by November 15, 1993.

For Graduate Students

Albert H. Marckwardt Travel Grants: To support graduate students from the U.S. who wish to travel to a TESOL convention.

United States Information Agency Travel Grants: To assist graduate students from countries outside the U.S. who are studying in the U.S. who wish to travel to a TESOL convention within the U.S.

TESOL Regents/Prentice Hall Fellowship for Graduate Study: To support TESL/TEFL graduate studies and to support the development of projects with direct application to L2 classroom instruction.

For Materials Writers

Mary Finocchiaro Award for Excellence in the Development of Pedagogical Materials: To recognize a person who has achieved excellence through the development of practical pedagogical materials, not yet submitted for publication.

For Researchers

TESOL Research Interest Section/Newbury House Distinguished Research Award: To recognize excellence in any area of research on language teaching and learning.

For EFL Teachers

TESOL Longman Robert Maple Memorial Travel Grant: To support an EFL professional who wants to attend a TESOL convention.

For All TESOL Members

Ruth Crymes Fellowships to the TESOL Summer Institute: To support teachers and teacher trainers/supervisors who wish to attend the TESOL Summer Institute and spend the summer renewing and expanding their abilities.

You might also consider nominating a colleague for the *James E. Alatis Awards for Service*, the *TESOL Newbury House Award for Excellence in Teaching*, and/or the *Virginia French Allen Award for Scholarship and Service*.

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 pro-rated basis. The Treasurer will have the pro-rated 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

Name (Print) _____

Address _____

City _____ Province _____ Country _____

Postal Code -

Organization _____

Position _____

Tel: (Work) _____ (Home) _____

Fax: (Work) _____ (Home) _____

Please check the items that apply to you:

- New Membership Application
 Membership Renewal
 Change of Address Notice

MEMBERSHIP CATEGORY

- Individual ₩30,000 per year.
 Institutional ₩50,000 per year.
 Commercial ₩200,000 per year.

PAYMENT BY:


- Cash
 Check
 On-line Transfer (Please make on-line payments to KOTESOL, Jeil Bank Account Number 702-10-015585. Be sure to include your name on the transfer slip so the organization knows whom to credit, or send a copy of the slip with this form.)

Amount _____

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

- Yes
 No

Date _____ Signature _____

 Please send this form to Ae Kyoung Large, Korea TESOL Acting Treasurer. Her address is: Dongshin APT 106-901, Youngdeung-dong, Iri-shi, Chonbuk 570-160 (Tel. 0653-54-8529).

The Korea TESOL Conference

THEORY

NARROWING

the GAP

BETWEEN

Practice