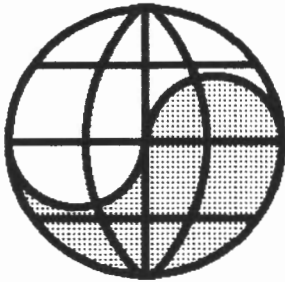


Language Teaching:

The Korea TESOL Journal



The myth of
the native
speaker and
its corollary,
the myth of
free talking

by Everette Busbee

Using comic
strips as
prompts for
dialog journals

by Stuart Tichenor

Reviews

Research notes

Conference announcements

Teaching tips

and more

December 1993

Vol. 1, No. 4

After

*"Narrowing the Gap Between
Theory and Practice"*

at the 1993 Conference in Iri

(reports on pages 106-113, 115)

look now to Kyoungju

Where the Past Meets
the Future

at the October 1994

Korea TESOL Conference

(announcements on pages 114 & 116)

EDITORIALS & CORRESPONDENCE

Students form collective consciousness at workshop	103
From the past to the future	103

KOREA TESOL ACTIVITIES

Chapter reports	104
-----------------	-----

OCTOBER CONFERENCE KEYNOTE ADDRESS

Examining intentions and perceptions: Keys to effective intercultural communication	106
<i>Piper McNulty</i>	

OCTOBER CONFERENCE PRESENTATIONS

Thomas Robb: Extensive reading in the EFL classroom	115
<i>Margaret Elliott</i>	
Elaine Hayes: Creativity in the English language classroom	115
<i>Jody Law</i>	

FEATURES

The myth of the native speaker and its corollary, the myth of free talking	117
<i>Everette Busbee</i>	

Using comic strips as prompts for dialog journals	121
<i>Stuart Tichenor</i>	

REVIEWS

Review and share your discoveries	122
Focus on words: With exercises, <i>Terry L. Fredrickson</i>	123
<i>Reviewed by John Holstein</i>	

RESEARCH NOTES

<i>Pak Joo-Kyeong</i> : Home-school difference in codeswitching behavior of Korean bilingual children	124
<i>Eom Ch'eol-Joo</i> : On the relationship between temporal variables in spoken discourse of Korean EFL learners	124
<i>Choi In-Ch'eol</i> : An interim report on validation of SNU CREPT	124

INTERNATIONAL CONNECTIONS

Conferences and institutes	127
Calls for papers	129

CAREER MOVES

The 1994 TESOL Institute at Iowa State University	130
Korea TESOL Conference Job Center	131
Job openings	131

TEACHNIQUES

<i>John Holstein</i> : The articles test: Three rules for general usage	134
<i>Betsy Reitbauer</i> : Creating a reading lesson from a newspaper interview	134
<i>Scott Berlin</i> : Ten seconds to action!	135

Information for Contributors	137
Membership Application/Change of Address Notice	137

Language Teaching:
The Korea TESOL Journal



EDITOR

Dwight J. Strawn

ASSOCIATE EDITORS

John Holstein, Jack Large
Carl Dusthimer, Tish Metheny
Daniel Roberts, Shane Carter

MANAGING EDITORS

Steve Bagaason, Donnie Rollins

Language Teaching is published four times a year as a service to members of Korea TESOL, a professional association of language teachers in Korea which is affiliated with the international organization Teachers of English to Speakers of Other Languages. For information about membership in Korea TESOL, please see page 137.

Viewpoints expressed in *Language Teaching* are those of the individual writers and do not necessarily reflect positions or policies of Korea TESOL or the *Language Teaching* 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 137.

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 reestablished 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-).

Address all inquiries to Steve Bagaason or Donnie Rollins (Managing Editors) at Pagoda Language School, 56-6 Chongno 2-ga, Seoul 110-122 (Tel 02-277-8257 or 02-277-5041, Fax 02-278-4533).

Students form collective consciousness at workshop

AT THE "Seventh Andy's Fun Workshop" in Namwon last September, I witnessed something of great significance. Andy's Workshops are a kind of Membership Training (MT) for students from all over Korea who are learning English. Andy Kim and ten or twelve professors get together with fifty students and go to some wonderful place like Namwon or Kyoungju. The focus is on the students. The whole purpose is to give the students an opportunity to practice their English in an environment of friendship and fun.

With time all things will change, and this workshop had a significant change. A change that let me realize something profound. At previous workshops the students were given the English script to a mini drama. They had to produce a ten to fifteen minute drama based on the script. A lot of latitude was given as to how closely they were to follow the script but the point is, they were given another person's idea to work with. At this workshop the students, who came from all over Korea, were presented with only a theme to work with. It was up to them to put their creative energy together and emerge with their own dramas. Dramas that reflected *their* feelings and thoughts, not someone else's. For ten to fifteen minutes each group could say what they wanted to about that theme.

The theme was "EXPO 93." I sat and watched with delight as these young Korean students performed. Their productions were funny, entertaining, and of course, in English.

Then I noticed something emerge. It was a message the students were sending out. Several of the groups by their own choice were not talking about EXPO 93, but about ecology. One story was that of a family that went to EXPO. This family was rude and they carelessly discarded their trash everywhere. In general the family was a humorous group of rogues who showed no respect for people or environment. Bad things began to happen to the family. In the end the family repented for their carelessness and all turned out well. Other dramas exemplified similar messages by showing bad people who threw cigarette butts, citizens who do not keep order or follow rules. The message was clear. On their own the students had fostered a collective consciousness that was clearly concerned with the environment.

It really gives me hope and inspiration for the future. I'm delighted to see that the young generation of today has a growing concern for our planet. Our "global village" is a fragile place, and the students in our classrooms are going to be the next caretakers of this "village." Are we as educators giving our students the necessary skills and attitudes to be good caretakers?

Thinking back on the workshop, I can say, "Yes, something more than just good English came from that!" ■

Scott Berlin
President, Korea TESOL

From the past to the future

THE 1993 KOREA TESOL Conference was a great success. Held in October at Wonkwang University in Iri, the conference provided the first occasion since the establishment of Korea TESOL earlier this year for members of the association from all parts of the country to meet together in one place. We haven't seen the official figures, but by our count there must have been several hundred teachers in attendance who shared their experience and expertise by taking part in nearly forty different sessions held during the two-day event.

The gracious hospitality offered by the officials at Wonkwang University will long be remembered, as will the dedicated hard work of the conference planners, student volunteers and many other individuals who cheerfully gave their time and energy to the tasks of organizing and managing all the little details that held the conference together and made it work.

Piper McNulty's keynote address and reports of some of the other conference presentations are included in this issue for readers who couldn't find their way to Iri, and we hope there will be more reports of the conference presentations in future issues.

Plans are now being made for the 1994 conference. With the theme "Where the Past Meets the Future," the next Korea TESOL conference will be held, appropriately, in the city of Kyoungju, capital of the ancient Silla Dynasty (668-918 A.D.) where many historical and cultural treasures are kept as reminders of Korea's past.

Meanwhile, Korea TESOL is much more than a series of annual get-togethers. Local chapters in several cities sponsor programs and events throughout the year, bringing language teachers together in their own particular contexts (see "Chapter reports," page 104), and *Language Teaching* provides a forum for further sharing and discussion of issues.

Korea TESOL got off to a good start and has made much progress during its first year. There are still some wrinkles in the administrative structure of the organization which need to be ironed out, but we trust that by the time we gather again next October in Kyoungju the path to the future will be straight and the organization will be in an even better position to serve the needs of its members for their benefit and for the advancement of English language education in Korea. ■ - DJS

GOOFS AND GREMLINS DEPARTMENT

"The best laid plans..."

WHILE WE WERE WORKING AWAY at this issue in early November, the computer suddenly began sending ominous error messages. Soon it wouldn't function at all. Many days were lost in looking for a solution to the problem, and as a result this issue didn't turn out as planned. There are more goofs than usual, and some of the material we had planned to include had to be left out. Sorry about that. All we can say is that the gremlins won again. ■ - DJS

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 137.

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

CHAPTER
REPRESENTATIVES

Seoul
Greg Matheson

Taejon
Sangdo Woo

Taegu
Chung Yun Kyu

Chonbuk
Kim Hyung Su

Kyoungju
Scott Berlin

Pusan
Mike Duffy

ADVISORY BOARD

Ahn Jung-Hun, Kwon Oryang,
Kim Nam Soon, Dwight Strawn,
John Holstein

KOREA TESOL ACTIVITIES

Chapter reports

Chonbuk

At the time of this writing, the November meeting of the Korea TESOL Chonbuk Chapter was still a week in the future. Mr. Mahn-gee Beck, a teacher at Kumsan Middle School will make a presentation from the perspective of a public school teacher on changes facing Korean English educators in the wake of policy changes by the government education ministry, and he will talk about some beneficial needed changes, also from that perspective. The last meeting of 1993, and following the successful first Korea TESOL Conference hosted by the chapter, a recognition ceremony was scheduled to present certificates of appreciation to the student volunteers whose efforts in welcoming, guiding and equipping the many visitors who came to Iri contributed to the friendly atmosphere approved by so many. A strong appeal to members not yet having renewed their annual dues payment was made, and a summary report of chapter finances was read.

Seoul

Our September meeting featured Fred Bauer of Inha Technical Junior College and Bill Drummond from DAN- TES (Defense Activity for Non-Traditional Education Support - Pacific Field Office). They introduced testing and research. Bill discussed five kinds of research: historical, descriptive, correlational, experimental and causal-comparative. Following this, Fred showed us how to assign grades using test results by calculating means and standard deviations. The point one standard deviation above the mean separates the A's from the B's, and the point one standard deviation below the mean separates the C's from the D's. Assuming a normal curve, this results in giving A's and D's to one sixth of the students, and C's and B's to one third of the students. He also led us through the calculations to evaluate our own tests using reliability coefficients. It may sound difficult, but with Fred's help everybody benefitted.

Bill provided an introduction to number crunching, calculating a t-test

to determine whether right-eyed or left-eyed performed better on Fred's test.

We also listened to the Seoul Immigration Office's Korean language recorded information service (02-665-2103-6) and took roles in a Korean language teacher deportation drama.

In December, Thomas Farrell (Doksung Women's University) will lead a workshop on exploring classrooms using Fanselow's FOCUS as a coding device to see patterns of communication and then interpret them in light of student outcomes. In January, we will have Min Byoung Chul, the well-known English teacher, unveil his graphics program to teach pronunciation. In February, we will be asking Yeom Ji-sook to lead us in some Jazz Chants. Later, in March, we will be compiling our own textbook.

Administratively, our big task is getting the mailing list to Jack Large. Money and changes of address, if not rumors about the whereabouts of old members, sent to Jack will help get the Seoul Chapter mail sent to you. Or call Seoul Secretary/Treasurer Lec Yangnam (032-523-4187) after 10:00 PM.

Seoul Chapter 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 Yang Nam (Tel 032-523-4187)
- Liaison to Korean Schools: Kim Tae Chul, (Tel 02-363-8803)

Meetings remain on the third Saturday of the month at 1:00 PM. We are alternating our venue between the Fulbright Commission and Pagoda Language School. We hope you can join us!

Taejon

After a successful Korea TESOL Conference, the Taejon Chapter resumed its regular schedule of monthly meetings for Korea TESOL members and workshops for secondary school teachers. The post-conference agenda kicked off on November 27th at Hannam University with a presentation concerning different English accents such as British, New Zealand, Australian, and American. The presentation included a discussion of the necessity of being able to communi-

cate in English in accents that differ from what Korean students are comfortable with. The necessity of understanding different accents, including native and Asian accents, was discussed in detail. The rationale being that Korean students will more than likely be in contact with speakers of English from other Asian countries than with people whose native language is English, the idea being that the Pacific Rim will play an increasingly important role in international affairs and very possibly be the hub of the world economy in the 21st Century.

In an ongoing effort to reach out to teachers in middle and high schools, the Taejon Chapter also held its seventh workshop for secondary school teachers immediately after the regular meeting. It featured native English speaking teachers from various high schools in Korea that are participating in a program sponsored by the Fulbright Commission. The program was a "round table" discussion that dealt with the problems with and potential for using communicative techniques in the secondary school classroom.

We would like to make an early announcement concerning the 3rd Annual Korea TESOL Drama Festival, which will be held at Hannam University in Taejon on May 7, 1994. The past two festivals have been great successes, allowing students from the various chapters to show us what they can do and have a lot of fun in the meantime. They also confirmed that our students can amaze us with their ingenuity and creativity if we afford them the opportunity. The Festival highlights 10-15 performances by students on themes ranging from traditional Korean to modern Western to the ridiculous. Anything is welcomed. It simply offers students and teachers a chance, a forum, to work together and put together something that might interest others and promote the learning of English at the same time. If you are interested, please contact Carl Dusthimer (042-623-8472, home phone/fax) or Firaydun Mithaq (042-621-3521, home phone/fax). COME ONE, COME ALL!

The Taejon Chapter will continue to hold its chapter meetings on the fourth Saturday of each month in Building 4, Hannam University.

Taegu

On November 22nd the Taegu Chapter enjoyed Steve Garrigues' stimulating workshop presentation entitled "Hot Breezes on a Cool Day-Why Dictionary English Doesn't Work." Steve's presentation featured several examples of funny and confusing "dictionary English," perhaps better known as "Konglish." Through Steve's workshop we learned the importance of understanding the special English word usages here in the country, some of which reflect the rich and unique culture of Korea. Steve showed that understanding the phenomenon of "dictionary English" can help make us better English teachers and better communicators. We had a large turnout and all those who attended enjoyed and learned a lot. THANK YOU, Steve!

Our next meeting on April 2 will feature Joanne Law. Joanne is a specialist in English as a foreign language and has experience teaching in Europe, Asia and the US. She served as the academic director for a large ESL institute in Seoul, and has recently moved to the Taegu area. Be sure to attend Joanne's April presentation at 2:00 PM, Taegu American Cultural Center, the first meeting of 1994.

On the business front, we nominated executive officers, and extended a special thanks to the teachers in the Taegu area who participated in the Korea TESOL Conference. We had

one of the largest turn-outs of any chapter in Korea.

For further information on the exciting things happening in English education in the Taegu area, please contact:

- 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.

Pusan

The Pusan Chapter held its regular November meeting at the Language Education and Research Center of Pusan National University. The invited speaker was Yeom Ji Sook from Changwon. Her presentation, which has become quite well known in Korea, revolved around the use of Jazz Chants as a method for teaching English in ESL classrooms. Her reputation as an educator promoting innovation in the language classroom was well sustained, as the participants gained insight in using this technique in their classrooms.

The Pusan Chapter meetings remain at 3:00 PM on the last Saturday of each month at the aforementioned location. If you have any questions, please contact:

- Mike Duffy
Tel 051-248-4080
- Kim Jeong-Ryeol
Tel 051-410-4449.

Experiential English Program Deep River, Ontario, Canada 1994 Extended Schedule

Intensive English Study Program in a beautiful environment.
The director has extensive experience teaching in Korea.
Enjoy getting to know about life in Canada.

Session 1	Jan. 4 - Feb. 11
Session 2	Feb. 14 - Mar. 12
Session 3	June 29 - July 10
Session 4	Jul. 11 - Jul. 29
Session 1 & 3	June 29 - Jul. 29
Session 5	Aug. 4 - Aug. 17

For further information write:

Margaret Elliott
Experiential English Program
21 Beach Ave. PO Box 1352
Deep River, Ontario
CANADA K0J 1P0

Examining intentions and perceptions: Keys to

by Piper McNulty

IT IS A GREAT HONOR to be here today at the Korea TESOL convention. This is my first opportunity to visit your country. I have wanted to come here for over fifteen years, ever since I saw a traveling exhibit of unbelievably beautiful Korean celadon porcelain in 1975. Now, thanks to you, here I am.

As you may know, I am here at the invitation of the conference organizers, as a co-author of the ESL textbook *The Culture Puzzle: Cross Cultural Communication for ESL*. I want to emphasize that I am a co-author, as I learned much about the field of intercultural communication and about being an intercultural communication skills trainer from my two co-authors, Deena Levine and Jim Baxter. Neither of them were able to be here, and I am indebted to them for the opportunity to visit a country which I have wanted to visit for many years.

I would like to begin today by telling you a story about Deena, Jim and myself, something that happened when we were working on our book together. Deena wrote a short dialog between an American woman and her new Vietnamese neighbor, and in the original draft of the dialog the American woman asked, "Are you coming to the neighborhood picnic next week?" The Vietnamese woman replied, "No, I don't think so," and then the American woman said, "Oh, why not?" The Vietnamese woman then smiled and answered, "Maybe you don't know this, but my husband passed away last month." Now Deena was working on a section of the book which concerned different interpretations of non-verbal communication and the point of the dialog was that the Vietnamese woman smiled when telling sad news, a behavior which would seem odd to most Americans.

However, the reason I have described this dialog to you today is because something very interesting happened when we were editing this section of the book. Jim Baxter and I each received our own copies of Deena's draft of this dialog, and we each sent our editing suggestions back to Deena. A few days later Deena called me and she was laughing. She told me that Jim and I had both, independently, suggested the same new wording for one part of her dialog. If you remember, in Deena's first draft the American woman says, "Oh, really, why not?" But Jim and I had both changed the words to "Oh, really? That's too bad." And when Deena told me this she said, "That's such a typical *goy* response!"

For those of you who are not familiar with Yiddish, the language spoken by some European Jewish people, *goy* means someone who is not Jewish. Deena is a Jewish American while Jim and I are both primarily northwestern European. So when Deena said, "That's a typical *goy* response," she was reminding me that she is Jewish and Jim and I are not.

Deena went on to say, "Here is an excellent example of a difference in communication styles." All three of us

(herself, Jim and I) were born in the US, and yet she said she disagreed completely with the way both of us edited this dialog. "For me," Deena said, "if the American in my dialog just says, 'Oh, that's too bad,' she is not showing a sincere interest in the other person. On the other hand, if the American says, 'Oh, why not?' for you and Jim she is being too inquisitive, even pushy, right?" "Yeah," I said, "she shouldn't ask why directly. She should just look concerned and say, 'Oh, that's too bad' and then wait and see if the Vietnamese woman wants to offer any more information."

NOW THERE ARE non-Jewish Americans who would disagree with Jim and me and agree with Deena about what the typical American would say in this situation, but I told this story to illustrate four very important aspects of intercultural communication.

First, many if not most of the countries in the world include people from several different cultural, religious or even racial backgrounds, and individual citizens of these countries may disagree strongly on what is correct or incorrect behavior. It is not easy to know the "right" way to behave in a given country, because the right behavior may vary considerably depending on the cultural background of the person you are talking to. Of course in many countries it is also important to consider the age or status of the other person when deciding how to behave with them, but for the purpose of this argument we are focusing on cultural differences. Certainly in a country such as the United States it is easy to see that people come from many different cultural backgrounds. After all, the United States is a country made up almost completely of immigrants from other countries. In short, it is sometimes difficult to know what behavior is appropriate or acceptable from one group to another.

The second point that this story illustrates is that it's okay (in fact it's more than okay, it is absolutely necessary) to examine these differences, to wonder whether we are interpreting someone else's behavior based on our own culturally based assumptions about the "normal" thing to do, or the "best" way to behave, or the way to make the other person "comfortable." It's okay to say, "Oh, you *goy*!" lovingly, as Deena did, and by saying so, recognize that there is more than one acceptable way to respond to others, and more than one way to interpret their response to us. Deena was able to do this because she has examined the differences between Jewish and non-Jewish assumptions about how people talk to each other.

For example, if you are a Korean teacher of English and you now spend part of your working day talking with Americans or other non-Koreans in English, you probably do not interact with these non-Koreans the same way you

effective intercultural communication

would interact with your Korean colleagues and your family. You probably, consciously or unconsciously, demonstrate some non-Korean behaviors which seem comfortable and effective for communicating with your non-Korean colleagues. When you do this, ideally you are not changing, you are not losing a piece of your Korean-ness, you are *adding* to your total repertoire of communication skills. As my colleague Dr. Sheila Ramsey describes it, you are adding a new skill much as you add to your skills as a driver when you learn to drive on the opposite side of the road in another country. In other words, in addition to being 100% Korean, you are now 20 or 40 or even 50% American or English or a reflection of whatever native English speaking culture you have been exposed to. In other words, you are becoming a 150% person.

The model of the 150% person implies that if you start as a Korean, you do not lose any of your 100% Korean self as you add other culture skills. If you are an American, the implication is that no matter how long you work in Korea, and no matter how well you learn to speak Korean and enjoy Korean foods and demonstrate appropriate Korean-style behaviors, when you interact with Americans, you have not lost any of your American-ness. However, I think all of you who have made some adaptations to a second culture would agree that you do change, whether you want to or not. What you can tell your Korean students of English is that they will probably become something like this (Fig. 1); that is, they will probably retain most of their

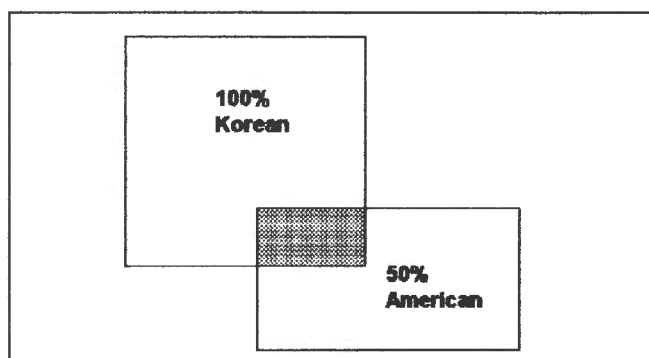


Figure 1. The 150% Person

Korean behaviors and communication style, and be able to use these effectively with family, Korean friends and Korean colleagues as appropriate, and they will also have new skills they can use when interacting with westerners. However, to some extent they will become a *new*, intercultural person, with some behaviors that are comfortable and effective in either culture. For example, when interacting with westerners, a Chinese person may become slightly more openly demonstrative than many Chinese, but not *too* demonstrative to be accepted among Chinese friends, and not *too* reserved from an American point of view. A Vietnamese person might take more initiative and interrupt

to confirm more than many Vietnamese do, but might do so somewhat more tentatively than is common among many Americans. Indian people might make more use of silence in conversations than is typical in some Indian groups' monocultural conversations, but would still be able to hold their own in a conversation with other Indians. The norm of behavior for such people may lie somewhere in this shaded area (Fig. 1), and such people can sometimes interact effectively in bi-cultural meetings, for example, without causing too much confusion or discomfort for other participants.

OF COURSE THERE ARE TIMES when it is appropriate to simply switch from one communication style and set of behaviors to another. I remember one class I taught in the Santa Clara Valley in California, or "Silicon Valley"—the home of much of the US's semiconductor industry. My class was an ESL support class for a vocational education course in electronics, and I had nineteen Vietnamese students and one man from Iran. At the end of each class I would explain the homework assignment for the next day. The Vietnamese students would quickly and quietly write it down, perhaps asking one or two clarifying questions, and then the Iranian and I would spend two to three minutes arguing about the homework until he was convinced that it was necessary and had clarified exactly what was expected of him. During these short daily interchanges he would often speak quite loudly, interrupting me, and sounding as if he was quite doubtful of whether my assignment was well thought out or necessary. However, after two or three minutes, if I smiled and answered his objections with confidence, he would agree that the assignment was appropriate and sit back, apparently satisfied. A few times he came up with an alternative assignment that seemed quite acceptable, and I would put his idea to the whole class.

The Vietnamese students almost always ignored his suggestions and announced they would do as I had first instructed, but I did agree to several of the Iranian's counterproposals. I do not know very much about the culture of Iran, but it was very apparent from the way this Iranian student interacted with me and with the other students that he expected to have a chance to express his opinions, and that he enjoyed, and perhaps needed, the verbal banter involved in this daily homework negotiation. The Vietnamese students appeared somewhat uncomfortable with the Iranian's behavior, but I did my best to appear confident and relaxed and did not show any annoyance at his behavior.

Now, if I had been teaching a group of Americans I would have expected something somewhere in between the two responses I got from the class of nineteen Vietnamese

and one Iranian. Mainstream American students would probably have clarified and questioned my assignment more than the Vietnamese students did, but if they had behaved as aggressively as the Iranian I personally would have considered them rude and would have indicated my annoyance. I was, in a sense, allowing the Iranian to behave in a way that seemed comfortable to him. It appeared to be important for his self-respect that I allow him to have some input to the content of his daily assignments. I was also aware that by allowing the discussion of the appropriateness of the homework assignments, I was demonstrating the strong value that Americans place on initiative, independent thinking, and dislike of authority.

In looking back now, however, I wonder if I wasn't doing that Iranian student somewhat of a disservice. By not showing any annoyance when he interrupted or sounded suspicious of my ability to design good homework assignments, I was not giving him the response he might get from many Americans. I was not preparing him to work effectively with people who might perceive him to be too confrontive or just plain rude. I was proud of my own tolerance and flexibility, but I was not giving him a chance to examine his behavior in terms of the typical reactions of mainstream Americans. If I had him in my class now, I would probably react differently.

THese days, if my students say to me, "You really understand us and know how to talk with us. We feel comfortable with you and we feel you are our friend," I worry, because one of the most addictive aspects of being a second language teacher is the feeling that you have a special ability to communicate with people from another country. I would be willing to bet that there is not a person in this room who does not find some pleasure and satisfaction from knowing that he/she has developed a degree of intercultural sensitivity, an ability to listen between the lines, to put aside gut-level reactions to non-native speakers' inappropriate words and annoying intonation patterns, to reach out to someone from another culture and respect them and help them no matter how irritating their language or behavior may be. This pleasure, this pride at your special insight, your perceptiveness and empathy is perfectly justified, and these are skills we all should be proud of. How much we wish that our political leaders had these insights, this ability to set aside judgment and prejudice. However, if we repeatedly meet our students more than half way, if we allow our gut-level reactions to inappropriate behavior to become dulled, we are ultimately going to do our students a disservice.

If we do not point out the consequences of certain communication behaviors, our students or second language colleagues may find that they have difficulty communicating effectively no matter how fluent they are. For example, I need to point out to my Japanese students the consequences of saying, "It's due tomorrow?" with the kind of incredulous intonation that Japanese speakers sometimes use. I should point out to my Cantonese speaking students that when they translate the Cantonese word *wahkjeh* they should say "I'll try" as in "I will try to call you" rather than "maybe," as in "Maybe I'll call you." I know, as a native

speaker, that there is an important difference between "Maybe I'll call you" and "I'll try to call you." When our students say something like this, we must be vigilant and not assume that they mean to sound different or unwilling to make an effort. Instead, we need to assume that they truly did mean to say, "I will try to call you," and point out that "I'll try" is a better choice of phrase.

In the same way, we need to point out the consequences of other behaviors which may be interpreted differently in the target culture. We must never assume that the student understands fully the consequences of using certain behaviors.

Those of you who are native Korean speakers and have non-Korean colleagues could probably think of many things that non-native Korean speakers say that are grammatically correct but nevertheless annoying! It's important to point out these annoying habits to our students or colleagues, whether they be learners of English, of Korean, or any language. If we are aware of odd and annoying intonation, of overuse of idioms, or misuse of formal or informal language, it is our duty to inform the other, just as much as it is our duty to correct our students' mistakes in grammar and spelling. It is also common courtesy not to jump to conclusions when our colleagues, speaking in what is for them a second language, say or do something that could be taken the wrong way.

Of paramount importance, then, when teaching intercultural communication theories and skills, is teaching the consequences of using and not using certain language and behaviors. My favorite example of this also comes from Silicon Valley. I was teaching a group of assembly line workers and line managers from Mexico, the Philippines, Vietnam, Korea and Taiwan. One of the skills we focused on was the skill of "waving your own flag," that is, promoting yourself; making sure your boss knows what you can do well, and what you have contributed to the team. In many American companies, if you want to be promoted you have to take the initiative to make sure your boss notices you and is aware of what you can do. You want your boss to see you as better than the average worker. In many Silicon Valley companies this means, for example, that if you suggest a way to improve the assembly line, you don't just tell your boss, you put your idea in writing, and you copy your memo not only to your immediate supervisor but also to your supervisor's supervisor. It means that when you have a performance review and your boss says to you, "Tell me your strengths," you are ready and willing to say, "Well, I think I work well with other people, and I am efficient, and I know the process well, and I helped Mr. X and Mrs. Y solve a problem last month..." and so on. It means, basically, that you should not be too modest and that you should be able to tell your boss what he or she should notice about you, and why you should be promoted. During the 40-hour class I taught for this Silicon Valley company, each student did at least two role plays practicing self-promotion. We also discussed that the consequence of not promoting yourself was that you might not get the recognition and the promotion that you deserved.

We talked about how employees were managed in the students' native countries, and compared these management styles to the management styles they had observed in their current job in the US. We talked about how in the US

it could be very important to show that you were "hungry" for a higher position and more responsibility; that if you demonstrated self-confidence and initiative by asking for a promotion and stating why you think you are qualified, you might convince your boss that you have the confidence and initiative to be an effective manager.

Now, in this class there was one older man from Taiwan. He had lived in the US for about twelve years, and his English was quite good. I had noticed that he often helped the other students to express their ideas clearly, and he seemed to be a natural leader. One day, he came up to me at the end of class and said, "You know, I would like to talk to you about this idea of taking initiative to tell your boss

Our students need our encouragement and respect as they reaffirm their own cultural norms and values and examine their own discomfort with some of the expectations placed on them by the second culture.

you want a promotion and this idiom 'wave your own flag.' I understand how to show my boss my ability, you taught us what to say and I can say it smoothly and in good English, and I know when to say it, and I understand that I might not get a promotion if I don't say and do these things. But you know, I just can't do that! It just feels so wrong for me to talk about myself and to brag about myself. It is very important to me to think of myself as a modest person. I think I would rather stay where I am, and not be promoted, and not make any more money. It is not worth it to me to do what is expected to get a promotion."

I was both concerned and relieved to hear my student say these things. I was concerned because I felt that I had not helped him find a way to promote himself that allowed him to keep his self-respect. But overall I was relieved, because I could see from his statements that I had done a pretty good job of teaching the expectations, the skills and the consequences in this context, and, perhaps because we had spent class time exploring different management styles and different workplace roles and relationships, my student had a clear understanding of his own reluctance to apply the skills we had practiced. In other words, he was able to make an informed choice about what to do.

Our students need a basis on which to judge their own willingness or unwillingness to use unfamiliar behaviors. In addition to teaching the consequences of using or not using a specific behavior, we must give our students the opportunity to say no, as this student did. Our students need our encouragement and respect as they reaffirm their own cultural norms and values and examine their own discomfort with some of the expectations placed on them by the second culture.

Let us take as an example the skill of clarifying and asking questions. Many westerners, perhaps particularly Americans, assume that in most classroom settings students have a responsibility to speak up and clarify and ask questions. If a student makes mistakes in an assignment

because she didn't clarify or ask questions, it is often considered to be her own fault for not taking the initiative to clarify what she did and didn't understand. In other words, to some extent, in American culture the listener has the responsibility of insuring her own comprehension. We do not typically teach American students to ask questions; rather we sometimes wish they would not ask so many questions, and listen more carefully before they do ask. I'm going to make the assumption that, compared to American students, Korean students usually do not speak up as frequently in class, and do not clarify and confirm and ask questions as often as their western-trained teachers might wish. If we assume that these students' behavior is a reflection of the usual Korean assumptions about teacher-student interactions, then not asking questions must be socially appropriate, and asking questions must be socially inappropriate in Korean society. Perhaps in Korean society it's the speaker more than the listener who has the responsibility to insure comprehension. If this is the case, then before we can work on such clarification strategies phrases as "So I should... (do X)...?" for confirming and "Turn right at ...?" for asking for repetition, we should examine, with the students, why these phrases are used and expected by westerners, and how it might feel, from a Korean perspective, to use them. We must take the time to explore both our own and our students' assumptions and expectations, and recognize that each has value in its own cultural setting. Only then can we reasonably expect students to actually consider using, out in the real world beyond the classroom, the phrases and skills that we have them practice in class.

WHEN PEOPLE from different cultural backgrounds work together, it sometimes happens that one group accuses another of prejudice or unfair treatment. For example, the Chinese employee I mentioned might assume that he is not getting noticed and promoted because his manager is prejudiced against immigrants, Asians or specifically Chinese people. Unfortunately, prejudice certainly does exist, but I wonder how often negative stereotypes, which can lead to prejudice, are a result of unmet expectations. An American manager who expects manager/leader types to demonstrate ambition and self-confidence through certain behaviors may simply overlook the management potential of a more quiet, self-effacing, yet highly effective leader.

I now work for a training and consulting firm in California called Clarke Consulting Group. Our company specializes in helping US-based companies with subsidiaries and joint ventures in Japan and other Asian countries. Often our clients assume that the products they manufacture will be as popular overseas as they are in the US. You've all heard stories such as the one about the American car manufacturer who tried to sell a car called the "Nova" in Central and South America. Well, in Spanish, *no va* means "doesn't go," and who is going to buy a car which doesn't go?

It is easy to see how product names, types of products, and advertising are not always as successful overseas as they are at home. In the same way, but sometimes not so obviously, management styles and employer-employee roles and responsibilities may not transfer effectively. One

of the things that we teach our trainees is that through increased control of English, combined with increased understanding of their parent company's assumptions and expectations, they will be in a better position to convince their supervisors, when necessary, that the American way is not the best way. There is a cultural continuum, with American business communication styles and assumptions at one end and Korean business and communication styles at the other end. The Korean employee of a Korean company in a joint venture with an American firm will be an invaluable employee to his company if he can use American-style persuasion strategies to persuade his American counterparts to really listen to the Korean point of view. 150%-employees can be invaluable to their companies. Our training company is also committed to developing our clients' American employees' intercultural skills, so that ultimately the two cultural "sides," so to speak, can meet each other half way. In my opinion, the long term goal for multicultural or multinational business, including educational institutions, should be to take the best of both worlds and develop new management styles, new norms of communication, new teaching styles that recognize and respect the styles and values which each employee brings.

I ASSUME THAT the vast majority of you work in the field of English as a Second Language, and that therefore most of you work in departments or programs with both native Korean teachers of English and native English speaking teachers from the US, Great Britain, Australia or other countries. I would like to suggest that, in each of your institutions, you take time to examine the effect that your multicultural teaching team has had on the communication style, the culture, if you will, of your department or division. How have the non-Koreans adapted to working in a Korean environment, and how have the Korean colleagues adapted to working with non-Koreans, most of whom are presumably of a western background? Have you developed your own departmental culture, which uses some aspects of both Korean and western communication style? Have you experienced some difficulties, perhaps some stereotyping, which has reduced your effectiveness as a department? What you would find from such an examination would give you insights into the challenges and benefits of working in a multicultural environment, which many of your ESL students will face in the future.

I mentioned stereotyping. In our training program, and in *The Culture Puzzle*, we emphasize the distinction between stereotypes and generalizations. Generalization, as most of you are aware, is a term used to label useful information which describes how the majority or "mainstream" population in a given group behaves. Useful generalizations about Americans, for example, might include that many Americans tend to use a relatively informal style when talking to others, even older people or people of higher status, or that many Americans expect their children to be relatively independent by the age of 18 or 20, and often expect them to move out of their parents' house by that age whether they are married or not. Notice that in these sentences I used words such as "many Americans" and "tend to" and "relatively" and "often." Stereotypes, on the

other hand, tend to be stated as absolutes: "Americans are very direct," for example, implies that all Americans are very direct in all situations, which any American will tell you is simply not true. Though Americans are known for being more direct in expressing their feelings or opinions than people in some cultures, there are situations in which many Americans will be "polite" rather than being "honest."

When interacting with someone from another cultural background it is absolutely essential that we not make snap judgments and not react without thinking.

Another common stereotype that you hear in the US is that Asian-American children (that is, American-born children of immigrants from China, Japan, Korea, Vietnam, etc.) are good at math and science. Although this is considered to be a "positive" stereotype, it is potentially damaging to the Asian-American child who is not particularly gifted in math or science but loves art or history or creative writing. Well-meaning parents and teachers may push a child into subjects he is neither interested in nor has much talent in, or may criticize him for a lack of ability in these areas. So, another axiom in the field of intercultural communication is, generalizations may be useful, but beware of stereotypes. It might be interesting to consider whether stereotypes about Koreans and non-Koreans affect your own working relationships.

WE TALKED EARLIER about testing your intentions against others' perceptions, and I want to come back to that for a moment and talk about something I learned from Jim Baxter. I'm not sure if this is his original term, or if he got the idea from someone else, but he teaches a very important skill, which he calls the "gulp" skill. Now gulp is what you do when you are swallowing a large amount of food quickly. I guess the word comes from the sound that your throat makes as the food goes down. When Jim speaks of the gulp skill he is referring to the skill of swallowing—that is, not saying—your first, gut-level reaction to someone else's behavior. In a sense you gulp down, or swallow back down, the words that were about to come out of your mouth.

One time I did not use the gulp skill was when a Vietnamese friend offered to do me a rather big favor which I really needed. I asked her, "Are you sure it would not be a bother?" And when she said, "No, no. No bother!" I said, "Okay, great! Thank you." I could instantly see by her rather startled reaction that I should have said, "No, no!" once if not twice more, and let her persuade me. Unfortunately I assumed, as it is safe to do with some of my American friends, that she would not have offered to do me the favor if she did not really want to, so I accepted her offer without stopping to wonder if she was just "being polite."

I didn't gulp and give myself time to think about the situation before reacting. If I had thought about it, I would have remembered that offering and accepting is a context where values and behavior are often very different from culture to culture.

The gulp skill, or the ability to withhold judgment, is perhaps the single most important step to successful intercultural communication. When interacting with someone from another cultural background it is absolutely essential that we not make snap judgments and not react without thinking.

ONE KEY FRAMEWORK that we use often in our training programs is the D.I.E. framework (Fig. 2). The letters stand for Describe, Interpret and Evaluate, and they outline the three separate things that we should do when we analyze unfamiliar behavior. Sometimes it is not so easy to

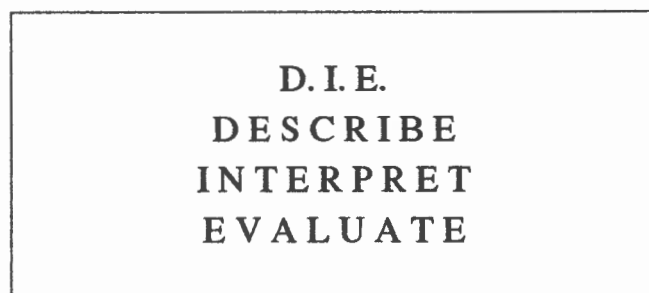


Figure 2. The D.I.E. Framework

figure out what assumptions a person holds, or how they will react to our behavior, but the beauty of the D.I.E. framework is that it encourages us to recognize when we are judging based on our own viewpoint. Identifying our own gut-level evaluative reaction, the "E" of the D.I.E., is also a very valuable step to take, for we must respect our own culture and the rules of "right" and "wrong" behavior that it teaches us, and we must not assume that others share our reactions. We must be prepared to verbalize our reactions, so that others can understand what we truly feel and therefore why we react with discomfort.

It is often not easy to figure out what someone else's assumptions are, nor is it easy to anticipate when differences in assumptions are likely to cause problems, and this brings me to the last intercultural communication skill that I will discuss this afternoon, the skill of strategizing to avoid intercultural miscommunication.

One of our trainees recently took the initiative to strategize with us before attending an American wedding reception. He took the first step of realizing that he didn't know what to expect and he came to the trainers for advice. First we asked him to describe a typical wedding reception in his own country, and we discovered that he was expecting to be seated at a table with other people with whom he could talk, and that a meal would be served. We looked at the invitation he had received, and noted that it did not mention lunch or dinner. We asked him how that might alter his expectations. He then imagined that the reception might be more like a cocktail party, but that his host would take the time to introduce him to people. He then reviewed the list of American values that we had given him, noting espe-

cially the values of individual freedom and self-reliance, and he was able to make an educated guess that he should be prepared to take the initiative to mix and mingle among a group of people who would be moving around and initiating conversations with whomever they pleased. We mentioned that although it is certainly an ideal American expectation that the host introduce guests to each other, the reality was that he should not depend on the host to do so. We then worked with the trainee on strategies for initiating conversations in the context of a wedding reception. Finally, we role-played a few conversations that he might initiate with guests, and double-checked his opening lines and conversation development strategies. The following week he reported that he had enjoyed himself very much, and had had at least two interesting conversations.

The skill that we teach our trainees, therefore, is the skill of strategizing, or anticipating when assumptions and behaviors are likely to be different from culture to culture and then taking steps to prepare for the upcoming interaction. We developed a list of contexts which tend to be culture-specific, that is, not the same from culture to culture, and we encourage our trainees to refer to this list when they are about to go out and do something such as opening a bank account, trying to persuade a teacher to let them audit a class, or persuading their boss to make a change in the production line. We also work with each group of trainees to identify the values which underlie their own behavior, and typical American behavior, in key contexts in which intercultural miscommunication has occurred in their workplace.

It is not always easy to use strategizing skills to avoid miscommunication and discomfort, but we have found that it is almost always useful to check assumptions against the available information, whether that information is a list of culture-specific contexts or values or the opinion and experience of a good cultural informant. The more our antennae are up the more likely we are to be open to new possibilities, different perceptions and new ways of looking at the world.

We are all in a young and exciting field. There is still much to be discovered about intercultural communication. All of us who work with people from other cultures have a wealth of anecdotal information and intuitive insight to draw on. Let's use ourselves as resources for each other and for our students. Drawing on our own experiences with culture shock, recovery and adaptation, we can lead our students to satisfying and productive experiences as they interact with people of other cultural backgrounds. ■

Piper McNulty, co-author with Deena Levine and Jim Baxter of The Culture Puzzle, is a specialist in intercultural communication skills and works with the Clarke Consulting Group, a training and consulting firm based in California, USA.

Thomas Robb: Extensive reading in the EFL classroom

by Margaret Elliott

THOMAS ROBB'S presentation, describing an extensive reading component of a regular university reading course, gave participants a complete package to take back to their classrooms.

He introduced the plan with an outline of the underlying principles and gave a practical guide to the selection of books and classroom management. Dr. Robb uses the extensive reading program to fill out the in-class curriculum, which in his course is SRA material (published by Science Reading Associates).

Dr. Robb maintains that "just reading for pleasure" is the best way for ESL learners to pick up syntax and vocabulary. He strongly advises against making the reading of "good" books compulsory for ESL students for two reasons. First, students always seem able to find translations in their first language. Also, the sentence structure of classical literature is more difficult, and does not directly help the students to develop conversational English skills.

The requirement for the extensive reading component each semester is to read one thousand pages, and to write a chapter-by-chapter summary of each book. The pages are weighted according to difficulty. Each book has a words-per-page code. For example, a more difficult book would have a 1.75 factor and an easier one would have a factor of 1.0 or lower.

This may appear to be a formidable task, but Tom assured his audience that after an initial process of carefully counting the words on each page, he soon developed a certain "feel" for the level of difficulty, and was able to assign a page code quickly.

Students are instructed how to write a good summary, something that few have learned before. Furthermore, they get practice in writing in the third person, paraphrasing and, above all, getting a feeling of how to select the

important points and discard the trivial.

Another advantage of this system is that it is quite definitely a student-centered process. Students must keep records of the books they read, their carefully numbered summaries, and their mark for each completed assignment.

As any experienced teacher knows, a program that is used repeatedly is often weakened by the availability of "crib sheets." Tom has outlined several ways of ascertaining that students submit their own work. He rotates the available titles, so that books are not used in subsequent semesters. He has a complete computer record of the books each student reads, and can quickly check if the student tries to submit a summary he has read before. He has developed a sharp eye to sense when a summary seems identical to another submitted by a classmate.

His book list surprised many in the audience by its non-intellectual character. There were several queries raised about the value of offering such simple material. In response, Tom maintained that the process has proven to be very successful at his university in Japan.

Dr. Robb closed by sharing some information about sources of books, and the benefit of making bulk purchases. He mentioned that he has found hard cover books to be more economical in the long run, as they tend to be much more durable. The handouts that were provided, and his detailed guide for operating the program were interesting and quite helpful. ■

Thomas Robb, who teaches at Kyoto Sangyo University in Japan, is a past president and executive secretary of the Japan Association of Language Teachers and is the current Chair of the TESOL Affiliate Coordinating Committee. Margaret Elliott taught for many years at Sogang University in Seoul and then at Hannam University in Taejon. Now she is Director of The Experiential English Program, Deep River, Canada.

Elaine Hayes: Creativity in the English language classroom

by Jody Law

ELAINE HAYES SOLVED THE dilemma Korean middle and high school teachers face as they attempt to introduce communicative activities into an already overloaded curriculum designed to teach students to pass the exam. She divided "Outerspace," an actual textbook unit, into six days' worth of instruction, and demonstrated an effective ten-minute, thematically-related communicative or enrichment activity to begin each day's lesson. These activities progressed from a recognition-level task of attaching parts-of-the-body labels onto anatomically correct (complete with fig leaf) male and female posters, a mixer practicing yes-no questions and body parts vocabulary, a sequencing/story-telling task, a dramatic reading of an outer space poem with background mood music, culminating with a cloze song exercise of "The Last Unicorn" in keeping with the fantastic, imaginative theme of outer space.

By opening each lesson with ten minutes of stimulating, challenging material the teacher motivates the students to learn and still has time enough to cover the material in the text. Ms. Hayes' practical and imaginative ideas could be adapted to benefit students of all ages and ability levels, and modified to fit almost any teaching situation. ■

Elaine Hayes teaches at the Sogang University Institute for English as an International Language. Jody Law is a member of the Korea TESOL Taegu Chapter.

The myth of the native speaker and its corollary, the myth of free talking

by *Everette Busbee*

STUDENTS HAVE HIGH EXPECTATIONS when they begin studying with a native speaker. These expectations, based on what I call "The Myth of the Native Speaker," are initially a blessing. If unfulfilled too long, they become a curse.

Throughout middle and high school, students repeatedly hear that making friends with a native speaker is the easiest way to learn English. Native speakers became like the weight loss program guaranteed to shed pounds without diet or exercise. Native speakers take on mythological proportions. But learning English, even from a native speaker, is not painless. It's a lot of work. And just as overweight people with high hopes for a new diet often lose hope quickly, so do students with high hopes for learning to speak English. Most of my students have lost hope before, because they have studied English for years without much result. If they lose hope this time, and it is their first time to study with a native speaker, it may be the last time they lose hope, because they may never try again.

Intricately intertwined with the Myth of the Native Speaker is the Myth of Free Talking, because making friends with a native speaker implies the opportunity to talk freely with a native speaker. Besides, all college students know that their English suffers from their lack of practice in speaking English, and they assume that the most valid form of practice is free talking.

It would be wonderful to be able to learn English by merely becoming friends with a native speaker, and it would be wonderful to be able to learn English by merely sitting around and talking. But free talking is a terrible way to teach English, for a number of reasons.

Free talking is usually inappropriate for our classes because most of our students lack the skills to do it. We exhort them to join the discussion, but many, if not most, cannot even understand our exhortation, unless it is at half speed. This lack of basic language skills is crucial—it may preclude not only free talking, but other communicative techniques as well. Students may well lack the skills to role play.

Communicative activities have, of course, obvious value. But before students can be involved in authentic communication in as authentic a situation as possible, they must first be helped to develop some skills. A mixture of basic audiolingual and communicative techniques can do it. Free talking can't.

(I feel that the distinction between the communicative and audiolingual approaches is often exaggerated. Both use dialogues, which teachers model, and students repeat. The audiolingual approach attempts to make the lesson "relevant" by asking questions appropriate for the particular students. Communicative texts, which are supposedly based on function, not pattern, often have many lessons

based on grammar, such as the present progressive or there is/there are. And communicative texts usually have a lot of camouflaged substitution drills.)

For college and high school and middle school classes, another problem with the classroom-discussion type of free talking is that the top two or three students monopolize the class, while the other 40 or 50 students doze off. If the dozers are pushed, results are often no better than "Freedom is good," or "I am going to watch TV."

Some native speaker colleagues say, "Well, at least it's a start. We have to start somewhere." But it is an inconsequential start. With membership training, exams, athletic days, festival days, and other official non-class days, we have our students about 25 hours a semester, so in a classroom discussion, each student can talk no more than about a minute. That's less than a half an hour per semester.

WE CAN COMPARE that half hour to my wife's experience with free talking. Observing Hwi-jin has taught me much about teaching English. True, the sample size is small—only one—but Hwi-jin has been a kind of research lab.

She majored in art, and definitely got into college on her portfolio, not her English grammar examination score. When we met, she was unfamiliar with such basic concepts as singular and plural. She recently admitted that on all English grammar questions on her college entrance exam, she merely pointed her pencil at letter A, B, C, or D, and that was her answer.

Our first date, we needed a translator. After that, we were on our own.

During our courtship of six months, during which we failed to meet only three days, talking was a favorite pastime. Her motivation for learning English was low, because she had no desire to live in the States. She learned enough English for us to go out together, to travel together, to take care of the basic requirements of a relationship. Then her English fossilized, about eight months after we met, and two months into our marriage.

We talked three or four hours a day for four months after her English fossilized, but little more than her pronunciation and listening comprehension improved. We joked. We talked as we went about day to day activities. We creatively circumvented her tiny vocabulary with such substitutions as "mind doctor" for "psychologist."

Our free talking was not the "What did you do last weekend?" "I watched TV" style of free talking. Nor free talking on an assigned subject such as "Korean democracy" or "The everyday life of a Korean farmer." It was "Which movie are we going to see and where is the theater." It was "How are we going to handle our enormous in-law prob-

lems." The stakes were large. It was the mother of all authentic English.

Suddenly she decided she wanted to learn English, and I taught her in the workhorse audiolingual style, using *American Streamline*. But it was an individualized, "on your toes" style. I threw in unexpected variations for repeating, to keep up concentration up. I asked individualized questions based on my knowledge of her life.

She also listened to tapes. Her English improved quickly and steadily. In about three months, after about 100 hours of audiolingual instruction from me, she went from being embarrassed to be with my English students to being a good translator for me at parties with my beginning students. Interperiting her improvement is complicated by the change in motivation that occurred as I began teaching her. But my experience with her, along with my classroom experience, has led me to believe free talking has little value except for advanced students, and even then it should be used with discretion.

SO FOR THE COLLEAGUES who say that a single sentence spoken by a student is at least a start, I ask, "Where is the finish?" Or midpoint? Or even quarterpoint? Give a series of winter-break auditorium lectures to Korean middle school English teachers and answer that question.

Class discussions do have certain advantages, mainly for the teacher. They require little preparation—"What shall we talk about today, class?" They require little energy from the teacher while the top two or three students in the class ramble on about Korean politics.

There may even be outside pressure to make frequent use of class discussions, because our Korean colleagues often expect it. They may advise us to stress free talking, and to refrain from "drills," because, they say, the students have sat through many drills before, but the drills didn't help.

All drills, of course, are not created equal. There are drills without much purpose other than to expose students to English, drills which most students sleepwalk through. And then there are drills with the clear purpose of improving pronunciation of real slurred English. And along with improved pronunciation of slurred English comes an understanding of what is going on in actual native speech. This leads to a marked improvement in listening skills, the lack of which is the major deficiency in Korean students of English. There are also drills for teaching patterns, which even communicative approach texts recognize as important.

Not only do some of our Korean colleagues fail to understand the value of well designed, dynamically presented drills, a few of our students may not understand, and may add pressure to abandon drills. A couple of years ago in one sophomore conversation class, three members of an English conversation club were unhappy with our drills. Most students were participating well, but at pauses, the leader of the four often asked me questions such as, "What do you feel are the main social ills of both Korea and the United States?"

I attempted to answer him in a sentence or two. If I answered at slow native speaker speed, he could compre-

hend nothing, and was irritated. Although he understood my answer if it were at half or quarter speed, at that speed it was still incomprehensible input for most students, and comprehensible input is necessary for the acquisition of English.

If I asked the student his opinion, he would talk for five minutes or so, and then his fellow club members would join in. The rest of the students were understandably bored, and boredom is deadly for any class, but especially a conversation class. From three years of teaching conversation, I have concluded that a heavy dependence on class discussions will cut class attendance by at least half. So I limited class discussion to the last five minutes of each class. The leader of the conversation club members protested, folding his hands across his chest, and stating that he would refuse to participate in drills, because he "already knew the material."

The man's English was not so good as he thought. Few if any Americans who have not taught English in Korea would be able to understand much of what he said. He could understand almost none of what I said at slow native speaker speed. But his fellow club members could understand him.

Even Korean professors of English can have difficulty understanding student English. A Korean colleague who is a few percentage points shy of being a native speaker tells of his bewilderment when, as a young new professor freshly returned from graduate school in Canada, he taught his first English classes. For two or three weeks he understood nothing the students said in English, not only because of their poor pronunciation, but also because of their non-grammatical constructions and misuse of vocabulary. What was so funny, he said, was that they could understand each other well. After listening to them for many hours, he, too, learned to comprehend their English.

So we have classes in which students diligently go about communicating among themselves in an English that is incomprehensible to any native speaker of English who is not a language teacher. That the students think they are learning a real variety of English would be humorous if it weren't such a travesty.

The problem evidently exists in Japan also. The *Lonely Planet* travel guide for Japan talks of native speakers sitting with students and "chatting about who did what last week. At first the 'students' may put up with the 'teacher's' persistence in returning to the text book, but it won't be long before they implore the teacher to toss it away and concentrate on 'practicing conversation.'" (The quotes around *student*, *teacher*, and *practicing conversation*, indicating contempt, are not mine.)

IHAVE BEEN TALKING ABOUT a class discussion style free talking. Small group discussions would of course be preferable, but suffer from the same weaknesses as class discussions. The pair work style of free talking has more value because, at least theoretically, each student can be talking 50% of the time. In practice, however, paired free talking on a broad topic usually has the pairs silent, or else speaking Korean, because students lacking the skills to join in class discussions lack the skills to free talk in pairs.

If used, paired free talking works best when well guided

and short, with such assignments as, "Find out what your partner, and your partner's brother and sister and mother and father can do, by asking a lot of questions," or, "Talk about things you had to do when you were in high school." But this is on the verge of ceasing to be free talking, and becoming guided conversation.

There are many pressures leading us toward free talking, but they all stem from the myth that sitting around talking English is the easiest and most efficient way to learn English. But as a language teaching technique, free talking

produces agonizingly slow improvement in English proficiency, even in classes with just a few students. This slow improvement is compounded by the loss of hope, and with it, the loss of motivation. ■

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

Using comic strips as prompts for dialog journals

by Stuart Tichenor

UNIVERSITY LEVEL ESL students often have difficulty expressing their personal opinions, not necessarily because they lack oral skills, but rather because they are not accustomed to being asked to express themselves in the classroom. In some cases, ESL students are surprised and confused when asked to share their views with their classmates and the teacher. One possible reason for this reluctance may be that they come from academic backgrounds in which expression of personal ideas or opinions is not encouraged. A similar reluctance is also evident in ESL students' writing; some ESL students simply find it inappropriate to be explicit in their writing. No wonder many of my ESL students experience difficulties when asked to express personal opinions.

One way to overcome the reluctance mentioned above and help ESL students overcome their difficulty of expressing personal opinions is to use prompts, in particular picture or comic strip prompts, which allow students to have something concrete to look at, visualize, and focus on. Pictures become a shared experience for class—a sort of comforting, common ground from which to expand their base of knowledge and build schema that might aid them in the writing process. Such prompt-oriented activities should start with entries in dialog journals (i.e., written conversations between students and their teacher or between and among students).

In designing an opinion-prompting journal activity for university level ESL students, I like to use comic strips. The directness of humor (in picture form) stimulates students' imagination and the proven usefulness of journal writing provides an appropriate outlet for the expression of ideas and opinions without the fear of censorship from the teacher. This combination of dialog journals and comic strips allows students to express themselves on a variety of subjects and find their voice.

The two comic strips I have used in my freshman-level ESL classes both deal with smoking. Each student receives a handout—a concrete visual aid to look at, read, reread, and refer back to as they begin formulating ideas in the prewriting process. Both of the comic strips (described below) are shown on the same handout along with written prompts for students to use in responding to them. The

prompts consist of a statement, which is designed to help students focus their attention on a specific task or aspect, followed by two questions asking students for a view, opinion, or explanation.

The first comic strip shows a prospective employee being interviewed in a personnel office. The interviewee is busily puffing away on a cigarette and creating a cloud of smoke in the office. Behind the desk, the personnel officer is looking at the smoker's resume and stating that the company needs "somebody experienced in non-smoking." Below the cartoon is a prompt which states: "Many businesses prohibit their employees from smoking on the job." Following that statement are two questions for the students to respond to: (1) "What do you think about the practice of not allowing employees to smoke on the job?" and (2) "Is prohibiting employees from smoking on the job practiced in your country? If so, what do you think about it?"

The second comic strip shows a cigar smoker asking the *maitre d'* in an exclusive restaurant for a table; the *maitre d'* replies by asking "Smoking or non-smoking?" The final frame of the comic strip shows the *maitre d'*'s head enveloped in cigar smoke; the caption reads: "Ah, yes...right this way." The format for this journal question is nearly identical to the first; the prompt states a fact: most restaurants segregate smokers from non-smokers. This prompt is also followed by two questions: (1) "Does it offend you if someone smokes while you are eating?" (2) "Would you prefer to be seated in a smoking or non-smoking section in a restaurant? Why or why not?"

After reading students' responses to each journal entry, I usually write a short comment about what students have written; sometimes, I ask them questions through their journals to prompt their thinking. This prompting and thinking is especially important in the prewriting process. The explicit goal of the pictures and journal entries, then, is to help students interpret and transform their thoughts, observations, and experiences into written form.

In my classes, student responses to the journal questions form the basis of a class discussion in which different viewpoints are presented in a non-threatening environment. Discussions promote an exchange of information and opinions among students. During the discussion, my ESL stu-

dents often question me (as an American, rather than a teacher) to gain an American perspective. Questions of this type promote an exchange of information between students and teacher which adds to students' background knowledge on the subject. The exchanges of information between student and student and between student and teacher add to the continually growing amount of information being produced by the comic strips and the journal entries.

Following the class discussions concerning the comics and journal entries, the class is given another set of pictures (photocopied onto one page in order to show their contrast) that portray alternative viewpoints about smoking. The first picture shows a fashion model with a cigarette sticking out of each ear; across the top of the picture is the statement "Smoking Spoils Your Looks." The second picture is a drawing of an oversized filter cigarette with a hatchet buried in its middle; this picture was a graphic for an article on cigarette advertising and contained no caption. A final picture contains the heading "Smokers Have Rights: Just Ask the Tobacco Companies." This caption is the heading for a map of the United States which reveals states having laws that deal with employer discrimination against smokers. None of these pictures contain written prompts (other

The combination of dialog journals and comic strips allows students to express themselves on a variety of subjects and find their "voice."

than the captions that were part of the pictures). Given this set of pictures, students are asked to speculate and theorize about the attitudes being presented. Responses to prompts such as this may be recorded in writing journals and added to the store of information that students are accumulating as a resource for their writing.

The purpose of the above activities is to help students focus on what they are writing. Focusing is achieved through a variety of activities: (1) using pictures/cartoons to present existing attitudes toward smoking, (2) using pictures to show how smokers and smoking are portrayed by different people, (3) having students respond in writing to pictures with written prompts, (4) responding to pictures without written prompts, (5) discussing student/cultural viewpoints about smoking and, (6) discussing different American viewpoints about smoking. With these kinds of activities, students are able to begin writing a narrative of their feelings and opinions; in addition, they are able to support their viewpoints with examples and details from their own experiences as well as the opinions of others. The objective is to make sure students have sufficient information to begin the writing process and encourage them to engage the assignment. Using pictures helps achieve that objective. ■

Reprinted with permission from the TESOL ESL in Higher Education Newsletter, Summer 1993. Stuart Tichenor teaches ESL composition at Oklahoma State University and is completing an M.A. in TESL.

REVIEWS

Review and share your discoveries

SHARE YOUR DISCOVERIES of new books and other materials related to language learning and teaching by writing reviews and sending them to the editors for publication in *Language Teaching*. Such reviews can be of great help to Korea TESOL members in their search for useful teaching materials and new ideas.

To help you get started we offer the following suggestions for writing a book review, borrowed from *MATSOL Newsletter* (Massachusetts Association of Teachers of English to Speakers of Other Languages), Vol. 20, No. 1, Fall 1993.

Shaping a book review

Introduction

- Title. Author/editor. City where published: Publisher, Date of publication. Number of pages. Ancillary materials (instructor's manual, student workbooks, tapes, etc.). ISBN number.

First part

- Provide background information that helps place the book in context (e.g., the general area the book addresses; other books that address this general area; other books by the same author).
- Describe the book by genre (e.g., textbook, instructor's guide, research study, anthology, autobiography).
- Define the intended audience (e.g., intermediate level ESL students, ESL or EFL teachers, program administrators, general readers).

Second part

- Summarize the contents of the book, providing specific examples.
- Discuss the book's strong points and weak points.

Third part

Any of the following:

- Discuss how well the book has achieved its goal.
- Examine the possibilities suggested by the book.
- Argue with specific points.
- Discuss ideas or issues the book has ignored.
- Explore a personal teaching or learning experience related to the subject matter of the book.

Final part

- Tie together the issues raised in the review.
- Make a final statement of evaluation.

Remember that the purpose of a review is to give readers accurate, objective information and an informed, critical judgment which will help readers decide whether the book or materials may be useful for their purposes.

In addition to book reviews, the editors also welcome reviews of films, video and audio materials, computer programs and other types of materials as well.

Please send completed reviews (350-1500 words) to the Managing Editors (See "Information for Contributors" on page 137). ■

Hold off on the dictionary

Focus on Words: With Exercises.
Terry L. Fredrickson. Seoul: Foreign Language Limited, 1993. Pp. x + 176.

Reviewed by John Holstein,
Sungkyunkwan University

WHEN my juniors and seniors read an article in class they are asked to read it without looking at the dictionary, and to guess the meaning of unfamiliar words through context and word structure. But when I am not running the show, even my best students find it difficult to pass up the temptation to go straight to the dictionary for words they don't know. In *Focus on Words* Terry Fredrickson attempts to deal with this tendency by presenting some strategies for coping with unfamiliar vocabulary. In this attempt, he accomplishes even more.

I have not yet come across a book dedicated solely to vocabulary decoding. Fredrickson himself has included discussion of guessing meaning through context in his book *English By Newspaper* (Newbury House, 1984), as have many other texts both for classroom use and self study. Most texts devoted to vocabulary "teach" vocabulary; they present lists of words and definitions and examples of how a word is used, and then offer exercises. Many of these texts serve their limited purpose well enough. But, as Fredrickson points out, many of the words learned from word lists are soon forgotten, and there are many more words in the English language than can ever be learned but will certainly be encountered. A more serious problem with this type of book is that the methods which these texts use is the old "spoon feeder." It is the most comfortable method for the student who is used to rote memorization but, because words learned this way are forgotten so easily, it is almost counter-productive.

The philosophy behind Fredrickson's text may be the best thing going in language pedagogy these days—fostering an attitude of self-reliance in the student. As Fredrickson states in his introduction, "My aim in this book is to put you in control of your language learning."

The teacher can also benefit, by seeing some good examples of how the learning strategies which lead to self-reliance can be imparted.

The author says that the book is intended for intermediate learners and up. A Korean intermediate learner should find the explanations and examples easy enough. The book is tailored for Koreans; I have not heard whether Fredrickson has adjusted the same basic book for use in other countries, as he did *English by Newspaper*. He apparently wrote this book with the idea of the student using it for individual study outside the classroom, for it is written to the student in the second person.

Throughout the book Fredrickson generally sticks to his aim of helping the student develop a sense of self-reliance for coping with unfamiliar vocabulary. This is not to say, though, that the teacher has no part in it. A semester plan could incorporate this book to give the student that extra push, which may be required by the Korean student so used to the dictionary and word lists.

The first part of the book presents and exercises strategies for "using context to understand unfamiliar words." The second part shows the student how we choose and use words, explaining such functions as connotation and collocation (with very little exercise). And the third part discusses how students can use the lexical structure of words in understanding unfamiliar words.

On the surface the book's organization lacks coherence. Both the first and third parts focus on how to decode, a receptive skill, whereas the second part focuses on how to use words correctly, which is a productive skill. It is taken for granted these days, though, that even a receptive skill must be actively applied if it is to accomplish its goal. Besides, the better the student knows how to produce as the native speaker does, the easier it will be to understand what is produced by the native speaker.

One element that could have been left out is the discussion on parts of speech. It seems out of place in this book, as if it forced itself in. I wonder whether the author has fallen to that temptation of re-using material prepared for use elsewhere, resulting in this material being only distantly rele-

vant here. Korean students have memorized the parts of speech, and Fredrickson's brief presentation does little to enhance what they already know. Also included in this book is another element, articles, whose rules Korean students have studied. But knowing the function of an article (or a zero article) can be very helpful in understanding the nature and meaning of its related noun. The author's explanation about the properties of mass and countability, by the way, is as effective as it is innovative.

Fredrickson's expression throughout is easy to understand and its tone is pleasant. After having taught in the classroom for so many years he knows the language students understand and uses it effectively; he employs the second person in the manner of an avuncular teacher. This quality, along with the book's division of chapters into smaller sections, allows the classroom teacher to exploit another potentially useful quality of the book: it is easy to assign a section for reading at the end of one class and then elaborate on or exercise it in the following class. This could be done in a general language class, not necessarily a reading class, and it could be used small element by element, five class minutes at a time, throughout the semester.

As a side note, the author did the physical design and production of this book by himself, except, of course, for the printing and binding. He's earned my respect for having the temerity to attempt such a complex project and for carrying it off as well as he has. There is an occasional sign, though, that someone other than a large publisher with a professional design and production staff did the book, such as the double hyphens used for em dashes and the sometimes superfluous or ineffective clip art.

Every book, no matter how good, lacks one or two elements which the reader smugly tells colleagues should have been included. I wish Fredrickson had included some way of addressing the Korean student's proclivity to using the English-Korean dictionary instead of a monolingual dictionary. The author may have considered this and then decided that all he could do would be to give a few examples of the negative consequences of using the bilingual and potential gains of using the monolingual,

which might enthruse the student for just a while before he or she goes back to the English-Korean dictionary. Even so, it would have been more helpful than the section on parts of speech. (He did advise against using the Korean-English dictionary, but it is difficult to see the relevance of such advice to reading in English.)

Focus on Words, like any book, has its problems, not all of which have been pointed out here. Its problems, however, are fewer than I have seen in most language textbooks and its strong points far outweigh its weak points. The book's basic goal of plumbing the great potential inherent in self-reliance and its generally effective method of developing such a mentality (by clearly explaining and exercising the detailed skills involved in it) make this book one of the few really worthwhile books of the self-study category on the market today. In fact, *Focus on Words* beats many books in any category. Let's hope Fredrickson produces as effective a follow-up—again written to the student—on strategies for decoding at the discourse level. ■

RESEARCH NOTES

Research Notes is a new department for brief reports of research related to language teaching and learning. Readers are invited to send abstracts, summaries and interim reports of their research (350-1,500 words) for inclusion in this department. (Please see "Information for Contributors" on page 137.) In cooperation with CETA (the College English Teachers Association of Korea) the research notes in this issue are reprinted from the October 1993 CETA Newsletter. They are unedited English summaries of some of the papers read at the 1993 CETA Summer Conference, held on June 25 at Seoul National University.

Home-school difference in codeswitching behavior of Korean bilingual children

THIS STUDY was designed to contribute to the understanding of second language acquisition by investigating codeswitching behavior em-

ployed by eight Korean bilingual children attending prekindergarten in the U.S. The study focused on the difference of bilingual behavior between home and school settings. The subjects, 3 boys and 5 girls, were aged between 4 years, 11 months (4:11) and 5 years, 7 months (5:7). The eight children were divided into two groups of children each depending on their bilingual competence: balanced bilingual group and unbalanced bilingual group.

The data for this study consisted of spontaneous speech samples and various observational records of the children. They were collected over a period of two months by means of observational note-taking, audiotaping, and videotaping, both at home and at school. The major findings are as follows:

1. In a school setting, there was a clear perception among the Korean bilingual children of English as 'school language,' which indicated a difference in verbal interaction and codeswitching behavior, while there was no equivalent degree of perception of Korean as 'home language.'
2. In the school setting, the unbalanced bilingual children codeswitched more frequently than the balanced bilingual children, while the converse occurred in the home setting.
3. With regard to the distribution of codeswitching, there was no significant difference between the two settings: In both settings, syntactically, intersentential codeswitching occurred more than intrasentential codeswitching, with sentences being switched most frequently. Sociolinguistically, situational codeswitching occurred more frequently than stylistic codeswitching. ■

Pak Joo-Kyeong
Sejong University

On the relationship between temporal variables in spoken discourse of Korean EFL learners

TEMPORAL VARIABLES (variables that pertain to timing in language and hesitation phenomena) play an important role in speech production research with relation to various inde-

pendent variables. Among these variables, foreign language fluency can be one of the most obvious. The main goal of this study is to test the possibility of analyzing and quantifying characteristics of fluency by investigating temporal aspects of the performance of the non-native speakers (21 Korean college students) at three different fluency levels when they are asked to speak in a foreign language (here, English). In this study, I investigated: (1) the relationship between each of twelve temporal variables and the level of fluency; (2) the influence of L1 on L2. The results indicated that the relationship was partially confirmed, and the L1 influence was minimal.

In general, the profile of the temporal variables seems to suggest that learners who belong to different developmental stages of language learning tended to use different strategies when they faced difficulties in communication. Therefore, these variables can be used as indicators for fluency testings, if we elaborate them. Also, since there was no clear evidence of L1 interference, the importance of a contrastive approach of L1 and L2 could be ignored. ■

Eom Ch'eol-Joo
Kwangju University

An interim report on validation of SNU CREPT

THE FIRST TEST for Seoul National University Criterion-Referenced English Proficiency Test (SNUCREPT) was developed to validate a testing framework on which to develop a standardized EFL test battery, which is intended to measure English proficiency in a criterion-referenced (C-R) manner. The total number of items was 250, including 100 listening, 50 reading, 50 grammar and 50 vocabulary items. Among the fundamental considerations of Test Method Facets (Bachman, 1990) were the key factors such as (1) subskill components, (2) test methods, (3) context (topic, function and notion, vocabulary, syntax, etc.), (4) difficulty. Two analytic approaches, one quantitative and one qualitative (and the help of eight applied and theoretical linguists) were employed for writing and analyzing test content.

Approximately 900 college students participated in this study. The descriptive statistics show that the distribution approximated normal distribution. The reliability indices of all the tests are higher than .8. The wide range of facility indices meet the C-R requirement. The discriminability indices prove to be fairly adequate. Problematic items are re-examined based on distractor analyses.

The test methods were analyzed qualitatively and quantitatively to investigate their authenticity and to finalize the valid methods. Some of the findings are as follows: The listening test formats will be characterized by (1) aural-mode-only tasks, (2) one-passage-one-item principle, (3) diversity of valid tasks, (4) spoken English features. The grammar test format will be marked by (1) time constraint, (2) gap-filling, and (3) error detection in contextualized stems (excluding TOEFL grammar-type). The vocabulary test will be a speed test using gap-filling task in context-embedded stems (excluding TOEFL vocabulary-

type). The reading test format will be based on (1) one-passage-one-item principle (which minimizes the predominant topic bias) and (2) diversity of tasks (which precludes the task bias).

Application of Item Response Theory (IRT) was validated through checking the dimensionality assumption with Stout's factor analysis methods. The probabilistic model of IRT allows us to estimate more precise measurement of ability in a C-R manner than does Classical Testing Theory (CTT) which depends merely on the number correct. For instance two test-takers who had the same number correct of 35 (out of 50) with CTT tools, were shown to have different ability levels of .8974 and 1.1340 within IRT framework, which estimates individual ability level through simultaneous consideration of difficulty and discriminability of each item.

Correlational analyses were done to validate the SNU CREPT in relation to Test of Spoken English (TSE). The

results show a high correlation between TSE and CREPT grammar and vocabulary tests, which strongly supports the rationale of language tests being speed tests. A high correlation between SNU CREPT listening, grammar and vocabulary tests also suggests that the speed grammar and vocabulary tests can complement the listening test. This finding can justify reduction of 100 listening items to 80 in terms of practicality (time length) and construct validity.

The above findings lay a fundamental basis on which to revise the format and the number of items for the second pilot test, which is to be further validated to finalize the testing procedures and specifications of SNU CREPT. ■

Choi In-Ch'eol
Seong Shin Women's College

News... Advice... Market Analysis... Food for Thought

Travel with TESOL

If you're an English language educator, you don't have to travel far and wide to find an association dedicated to your interests. Teachers of English to Speakers of Other Languages (TESOL) covers a lot of ground with members in 116 countries, including all 50 states in the US and its territories.

Thousands of your colleagues have joined TESOL, eager to begin journeys of career development by networking in the largest ESL/EFL professional community. These are the people whose articles you've read, whose texts you're using, whose ideas guide your thinking. You'll find them represented in TESOL's various publications and at the annual conference, the premier event for ESOL teachers.*

Now is a good time to join TESOL. Changing demographics and political realignments have created rising demands for English language specialists. People want and need to learn English. Let TESOL protect your interests while bringing about a higher quality of ESOL education around the world.

Take the first step in new professional directions—send for membership and convention information today.

Teachers of English to Speakers of
Other Languages, Inc.
1600 Cameron Street, Suite 300
Alexandria, Virginia USA 22314
Tel +1-703-836-0774 Fax +1-703-836-7864



* March 8-12, 1994 in Baltimore, Maryland USA
March April 1, 1995 in Long Beach, California USA

Conferences and institutes

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: Kanittha 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: June 20-August 5, 1994
Name: 1994 TESOL Summer Institute
Theme: Expanding Horizons

Place: Iowa State University, Ames, Iowa, USA
 Session 1: June 20-July 8
 Session 2: July 19-August 5
Contact: TESOL Institute
 Department of English
 316 Ross Hall
 Iowa State University
 Ames, IA 50011, USA
 Tel +1-515-294-7819
 Fax +1-515-294-6814
 Email dandoug@iastate.edu

Date: July 9-13, 1994
Name: Computers in Applied Linguistics Conference
Theme: A Decade of Commitment
Place: Ames, Iowa, USA
Contact: Carol Chapelle
 203 Ross Hall
 Iowa State University
 Ames, IA 50011, USA
 Email carolc@iastate.edu

Proposals
Due by: December 31, 1993

Date: July 14-17, 1994
Name: 1994 TESOL Summer Meeting
Theme: Expanding Horizons
Place: Cedar Falls, Iowa, USA
Contact: Program Chair, TSM
 115 Baker Hall
 University of Northern Iowa
 Cedar Falls, IA 50614-0502, USA
 Tel +1-319-273-2673

Proposals
Due by: December 31, 1993

Date: July 29-31, 1994
Name: Symposium on Professional Communication in an Intercultural and Multicultural Context
Theme: Making Connections
Place: Iowa State University, Ames, Iowa, USA
Contact: Rebecca E. Burnett
 Department of English
 Iowa State University
 Ames, IA 50011-1201, USA
 Tel +1-515-294-5654
 Fax +1-515-294-6814
 Email s2.reb@isumvs.iastate.edu

Proposals
Due by: February 1, 1994

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 ■

CALL FOR PAPERS

Computers in Applied Linguistics Conference

"A Decade of Commitment"

July 9-13, 1994
Ames, Iowa, USA

The Department of English at Iowa State University will host a conference for language teachers and researchers interested in using computers for language teaching and research. The conference will be held between the two sessions of the TESOL Institute at Iowa State and will end one day before the TESOL Summer Meeting at the University of Northern Iowa. The theme of the conference, "A Decade of Commitment," recognizes the years of commitment to research and development that have led to current computer applications in applied linguistics. Computers in Applied Linguistics Conference (CALC) will create a forum for the exchange of scholarly work related to computers in applied linguistics, instruct participants in the use of software for language teaching and research, as well as disseminate information about existing software for language teaching and research. The conference activities will include (1) papers on theory and research, (2) sessions on applications, (3) plenaries, (4) workshops and mini-courses, and (5) publishers' exhibits.

We invite abstracts proposing papers and sessions (1 and 2 above) on all aspects of theory, research, and practice related to computers in applied linguistics. Topics of particular interest:

- how SLA and linguistic theories inform development and use of computer-assisted language learning (CALL)
- use of computer tools for collecting and analyzing second language learners' performance data
- theoretical and practical issues in the uses of computers in language testing
- research investigating language learners' use of CALL and its effectiveness
- applications of computers in all aspects of second language teaching and testing

Abstracts are due by December 31, 1993. To propose a paper for CALC, please submit three copies of a 250-word abstract (two with no name; one with name). Submissions should include equipment requests (overhead projectors provided) on a separate sheet. Please submit abstracts to:

Fred Davidson
707 S. Matthews
Division of English as an International Language (3070)
University of Illinois
Urbana IL 60801, USA

Abstracts may be sent by electronic mail to davidson@vmd.cso.uiuc.edu (send only one copy of electronic submissions).

Papers will be reviewed by members of CALC's advisory committee and other CALL specialists. Notification of acceptance will be made by February 15, 1994. One month after the conference, participants may submit their papers to be considered for publication in a volume of selected conference papers.

For additional information, contact Carol Chappelle, 203 Ross Hall, Iowa State University, Ames IA 50011, USA (carolc@iastate.edu). ■

CALL FOR PAPERS

1994 TESOL Summer Meeting

"Expanding Horizons"

July 14-17, 1994
Cedar Falls, Iowa, USA

The Department of English at the University of Northern Iowa and Midwestern will host the TESOL Summer Meeting in July 1994. The conference will take place between the two sessions of the TESOL Summer Institute and after a related conference, "Computers in Applied Linguistics," to be held at Iowa State University in Ames, Iowa. The conference will include featured plenary speakers, concurrent sessions, poster sessions, publishers' exhibits, and more.

We invite abstracts on topics related to theory and practice in English language teaching. To propose a paper or demonstration, please submit three copies of a 100-word abstract (one with your name, two without). Please note whether you are proposing:

- a paper or demonstration (45 minutes)
- a workshop (90 minutes)
- a colloquium (2 hours 45 minutes)
- a poster session

In addition, please note whether you need audiovisual equipment. Abstracts are due by December 31, 1993.

Send proposals to:
Program Chair, TSM
115 Baker Hall
University of Northern Iowa
Cedar Falls IA 50614-0502, USA
Tel +1-319-273-2673 ■

CALL FOR PAPERS

Symposium on Professional Communication in an International and Multicultural Context

"Making Connections"

July 29-31, 1994
Iowa State University

The Department of English at Iowa State University will host a two-and-a-half day symposium whose theme, MAKING CONNECTIONS, focuses attention on the interdisciplinary and multicultural nature of professional communication.

This symposium (in conjunction with the 1994 TESOL Institute) is designed to make connections among professionals from a number of perspectives (for example, rhetoric, technical & business communication, applied linguistics, English for special purposes, world English), with interests in professional communication in an international and multicultural context.

The symposium will include invited sessions about theory and research as well as papers and workshops about the applied aspects of
(Continued on next page)

professional communication in interdisciplinary and multicultural contexts. We invite the submission of 20-minute papers and 50-minute workshops that include but are not limited to the following issues:

- What ethical, theoretical, epistemological, or methodological concerns must be addressed in studying interdisciplinary and multicultural issues in professional communication?
- How do linguistic and cultural diversity influence practical, on-the-job problems such as occupational health and safety, communications between management and workers, and decision-making in work groups and teams?
- What are the changing roles of oral, visual, and written communication in teaching and training in international professional communication? What kinds of oral, visual, and written discourses are needed to deal effectively with diverse clients?
- How do social and political constraints shape standards and conventions of acceptability in international professional communication? What responsibilities are involved in assisting emerging nations and new democracies in communicating fully in a global economy?

Individuals and groups who are interested in addressing these or related issues are invited to submit proposals for papers or workshops by February 1, 1994. Submit three copies of the proposed session, including the title, format (20-minute talk or 50-minute workshop), and a 500-word abstract (one copy with your name, address, telephone, e-mail, and two without). Proposals should include requests for equipment.

Send hard copy to:

Rebecca E. Burnett
Department of English
Iowa State University
Ames IA 50011-1201, USA

or fax to:

+1-515-294-6814

or e-mail to:

s2.reb@isumvs.iastate.edu

For additional information, please contact Rebecca E. Burnett (telephone +1-515-294-5654). ■

CAREER MOVES

The 1994 TESOL Institute at Iowa State University

EXPAND YOUR HORIZONS as a teacher and researcher by attending the 1994 TESOL Institute, hosted by the TESL/Linguistics faculty at Iowa State University, from June 20 to August 5. The Institute, with its theme of "Expanding Horizons," will offer participants the opportunity to explore the analysis, learning, and teaching of language for communication in academic, technical, and professional contexts.

Thirty three-credit graduate courses, suitable for MA and PhD credit as well as for teacher certification, will be offered in two three-week sessions. Taught by faculty from universities across the US and Europe, the courses cover both theoretical and applied perspectives on second language learning and teaching.

Courses

Session 1: June 20 - July 8

The Nature of Language

Introduction to Linguistics, Alice Davison, University of Iowa

Structure and Function in Contemporary English, George Yule, Louisiana State University

Rhetoric and the History of English Prose Style, Michael Mendelson, Iowa State University

Language in Context

Folk Linguistics, Discourse Analysis, and Language Teaching, Dennis Preston, Michigan State University

Introduction to Sociolinguistics, Peter Lowenberg, San Jose State University

Corpus-based Research Methods, Douglas Biber, Northern Arizona University

Teaching ESL/Teacher Education

L2 Teaching Methods, Kathi Bailey, Monterey Institute of International Studies

Teaching L2 Listening and Speaking, George Yule, Louisiana State University

Task-based Language Teaching, Graham Crookes, University of Hawaii

Computer-assisted Language Learning, Joan Jamieson, Northern Arizona University

Seminar for Language Teacher Educators, Kathi Bailey, Monterey Institute of International Studies

Language Testing

Introduction to Language Testing, Stephen Gaies, University of Northern Iowa

Second Language Acquisition

Introduction to L2 Acquisition, Elaine Tarone, University of Minnesota

Interlanguage Pragmatics, Gabriele Kasper, University of Hawaii

Interlanguage Seminar, Sue Gass, Michigan State University

Session 2: July 19 - August 5

The Nature of Language

Introduction to Phonology, Janet Anderson-Hsieh, Iowa State University

Context-based Grammar, Roberta Abraham, Iowa State University

Language in Context

World Englishes in the Classroom, Eyamba Bokamba, University of Illinois at Urbana-Champaign

Language and Gender, Roberta Vann, Iowa State University

Teaching ESL/Teacher Education

Issues in Innovative Curricula, Numa Markee, University of Illinois at Urbana-Champaign

Context-based Language Teaching, Margie Berns, Purdue University

L2 Reading: Teaching and Research, Bill Grabe, Northern Arizona University

L2 Writing: Teaching and Research, Ulla Connor, Indiana University

Teaching Language through Content: ESL in K-12, Marguerite Ann Snow, California State University, LA

Language Testing

Seminar on Designing and Developing Useful Language Tests, Lyle Bachman, UCLA

Bilingual Education

Bilingual Education, Karen Schuster Webb, University of Kentucky

Second Language Acquisition

Applied Psycholinguistics, Craig Chaudron, University of Hawaii

Individual Differences in SLA, Peter Skehan, Thames Valley University

Research Methods

Interlanguage in Context: Field Methods for Classroom Centered Research, Larry Selinker, University of London

Research Methods in Applied Linguistics, Fred Davidson, University of Illinois at Urbana-Champaign

Each course will meet four times a week (Monday, Tuesday, Thursday and Friday) for two hours and forty-five minutes, with Wednesday reserved for workshops and seminars. In addition to the courses, participants will attend lectures presented by visiting faculty each week. Students may take Institute courses for graduate college credit, and others may attend as non-credit students or as Visiting Scholars.

Two conferences will complement the courses and enrichment program: "Computers in Applied Linguistics" (July 9-13) and "Symposium on Exploring Professional Communication in an International and Multicultural Context" (July 29-31). Between the two sessions (July 14-16) the TESOL Meeting will be held on the campus of the University of Northern Iowa in Cedar Falls, hosted by UNI and Mid-America TESOL.

Recreation and Leisure

In addition to the academic activities, there will be visits to such nearby attractions as the Native American Mesquakie Settlement, the Amana Colonies (a national historic site), and the Mall of America in Minneapolis. Other weekend activities include biking and canoeing excursions.

Plan now to spend next summer in Iowa—where you can cruise the mighty Mississippi on a riverboat, where you can walk over covered bridges in Madison County just like Francesca and Robert, where you can play baseball on the "Field of Dreams," and where you can enjoy loose-meat sandwiches in Roseanne and Tom Arnold's diner!

Korea TESOL Conference Job Center

THE KOREA TESOL Conference Job Center got off to a modest but respectable start at the October conference in Iri. Several dozen individuals stopped by during the conference to look at the descriptions of positions offered and leave their personal information documents to be sent to prospective employers.

Wonkwang University Professor Dennis Florig, the Job Center Director, still has listings and applicant resumes and will continue, for the time being, to respond to requests for information about openings and applicants. Individuals desiring their materials to be placed in the hands of a list of recipients should expect to be assessed for the costs of such services.

Employers who wish to list their organizations with the center should submit details of position(s) offered, including date and term of opening, minimum requirements, responsibilities, pay and benefits, and their full address including phone and fax numbers, and the full name and position 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 materials to: Prof. Dennis Florig, Dept. of English Education, Wonkwang University, 344-2 Shinyong-dong, Iri, Chonbuk, Korea 570-749 (Tel 0653 50-6877, Fax 0653 857-9170) ■

Tuition and Fees

There will be a registration fee of US\$160 for all participants. The tuition fee for students taking courses for graduate credit will be US\$340 per course. For those attending as non-credit students the tuition fee will be US\$340 per session, and the tuition fee for Visiting Scholars will be US\$440 per session. Non-credit students and Visiting Scholars may attend as many courses as they wish.

Housing and Meals

Housing will be provided in air-conditioned dormitory rooms. The rate for single occupancy will be US\$360 per session, and the rate for double occupancy will be US\$250 per session. The cost of meals (Full Meal plan) will be US\$264 per session, and customized meal plans will also be available.

For more information about the Institute, please contact:

1994 TESOL Institute
Department of English
316 Ross Hall
Iowa State University
Ames, IA 50011 USA

Tel +1-515-294-7819
Fax +1-515-294-6814
Email: dandoug@iastate.edu ■

Kyoungju '94
What?

Job openings

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 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. 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: Furnished apartment, 12 weeks vacation plus 15 holidays off, one round-trip airfare to country of origin, medical insurance. Application papers should include resume (incl. DOB), letters of recommendation, six passport-size photos, most recent original academic transcript, diploma photocopy, certificates of experience, list of family

members to accompany applicant. 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.

CHONJU UNIVERSITY, Chonju City, Chonbuk Province. The College of Humanities, English Department is seeking one or two native speakers to teach conversation skills, advanced reading and writing, and composition, starting March 1, 1994. Successful applicants will teach a minimum of 9 hours per week, with normal winter and summer vacation periods. Compensation includes a salary of won equivalent of US\$1200.00 monthly, medical insurance and the use of an unfurnished 2-bedroom apt. Contract is renewable on condition of adequate performance. Contact department chair, Prof. Cho Eun-young by phone at 0652-220-2217 or 2219. Fax inquiries can be sent to 02-561-2398.

KEIMYUNG UNIVERSITY, Taegu. Position: English instructor in the College of Humanities, English Dept. Duties are teaching conversation and composition 9-12 hours weekly, consisting of half day classes and half evening classes. Salary: US\$1200.00 plus bonuses and other benefits, including free apartment (approx. US\$100 monthly utils. not incl.), 4 months vacation annually, one round-trip air ticket to country of origin, and medical insurance. At least MA degree required. Starting date March 1, 1994. Contact department chair, Prof. Nam, Won-Sik in writing (College of Humanities, English Dept., Dalseogu, Sindang-dong 1000, Taegu) or by telephone at 053-473-7686 or 550-5595.

DONGGUK UNIVERSITY, English Department (263-ga Pil-dong, Choongku, Seoul 100-715) is looking for a native speaker to start March 2, 1994. The minimum daily load is 12 hours, divided between day and evening classes. Overtime pay for load increases. Subjects: conversation and composition. Salary is

₩1,600,00 per month, with no bonuses or benefits. Normal summer and winter vacations apply. Contract renewal after 1 year with approval of employer and teacher. Interested persons should contact the department office in writing, or phone (02) 260-3470, or contact Prof. Kim, Jung-mai, department chair at 02-260-3158.

KYUNGPOOK SANUP UNIVERSITY, Taegu. English Department needs one native speaker of English to teach English conversation from March to December (two semesters) in 1994. The classes will be held Monday through Friday half in the day and the other half in the night. Qualifications: BA or MA in Humanities field. Salary: approx. ₩1,200,000 gross monthly for 15 hours a week. Benefits: free housing (except utils.), health insurance. Send resume with recent photograph, copies of diploma & transcript to: Dept. of English, Kyungpook Sanup University, 55, Hyomok-dong, Dong-ku, Taegu City, Republic of Korea 701-702. Fax: 053-957-6145. For more information, call Prof. Lee: (W) 053-950-7483, or (H) 053-950-7483.

ANDONG NATIONAL UNIVERSITY, Dept. of English Education (Andong City, Kyongsangbuk-do, 760-749) will have a vacancy for a Visiting Professor of English starting March 1, 1994. The post involves teaching English conversation 10 hrs a week, 8 of them with English education majors, in classes averaging 25 students. The dept. also provides English classes to local citizens 4 nights a week, supervised by the visiting professor, with overtime pay awarded. There are two 12-week classes of approx. 20 students each, per year. MA degree and teaching experience required. Salary: ₩1,400,000 negotiable depending on qualifications and experience. Renewable after 1-year on approval. Housing not supplied. To apply, send appropriate documents to Prof. Kwak, Jong-tae at the above address.

BCM LANGUAGE CENTERS (Min Byoung-chul) is looking for native-speaker English instructors to teach conversation classes at its Seoul Branch at 1318-8 Socho-dong, Socho-ku. Starting date: open. Qualifications: TESL certification, minimum 4-year degree, experience preferred. Salary: ₩12,500 per hour, minimum 100 hours monthly. For further information contact Shane M. Peterson, Coordinator, or J.H. Kim, Manager: telephone 02-569-3161; fax

02-556-7779.

SAMSUNG HUMAN RESOURCES DEVELOPMENT CENTER, Center for the Study of Foreign Languages (12-21 Kasil-ri, Pogok-myun, Yongin-gun, Kyonggi-do, 449-810). Accepting applications for positions teaching English to businessmen, ages 30-42, who have/will have extensive contact with native/non-native speakers of English in and/or outside Korea. Up to 25 contact hours per week, from 7 a.m. to 4:10 p.m. Mon/Fri. Salary: ₩1,650,000 per month negotiable depending on qualifications. Benefits: 50% of medical insurance, semi-furnished apartment, transportation to and from HROC, 6 weeks vacation. Conditions: MA in TEFL/TESL or related field. Contact: W.S. Kim 0335-30-3472.

CHEJU NATIONAL UNIVERSITY has a position opening March 1994. Salary approx ₩1,100,000 monthly. Vacation: approximately 5 months annually. Requirements: MA with 3 or more years of TESOL experience. Contact: Prof. Byung Jung Min, English Education Dept., Cheju National University, Cheju City, S. Korea, 690-121.

HANSEO UNIVERSITY, Seosan, South Ch'ungch'ong Province. Full-time English instructor needed beginning March 1994 (application deadline Dec. 31, 1993). MA in TESOL, Linguistics or English Literature required. 15 class hours/week. Benefits: around US\$20,000/year, housing, participation in the university's medical insurance program. Please contact: Prof. Kim Tai-jin, Department of English, Hanseo University, 360 Daekokri Haemimyon, Seosan-kun, South Ch'ungch'ong Province, Republic of Korea 352-820. Tel (W) 0455-60-1111~1118, (H) 0455-655-1325. Fax (W) 0455-60-1119. ■

The editors appreciate notification of position openings, and request full details on responsibilities, visa support, credential requirements, position status, and benefits. Contact the Managing Editors.

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 who hold foreign passports are reminded of the law which requires that additional permission must be secured from the Ministry of Justice for employment other than that for which your visa was obtained.

The articles test: Three rules for general usage

THIS TEST WORKS for most situations in which you have to decide whether or not to use an article, or which article to use. Use the acronym FCN (Familiar? Countable? Number) to help you remember the steps in the test.

Assumption: Articles are not used with (a) another determiner¹ or with (b) names which don't include common nouns.²

<p>1. Familiar? (definite, generic, or general public sense)</p> <p>yes: <i>the</i></p> <p>no: go to 2</p>	<p><u>Compare general public sense...</u></p> <p>Did you read <i>the newspaper</i> this morning? You can get <i>the bus</i> at this bus stop. We go to <i>the beach</i> every summer.</p> <p><u>with particular sense:</u></p> <p>The Herald isn't <i>a newspaper</i>, it's a magazine. He was run over by <i>a bus</i>. We go to <i>a</i> different <i>beach</i> every summer.</p>
<p>2. Countable?</p> <p>countable: go to 3</p> <p>uncountable: no article</p>	<p>Many nouns have more than one sense. The noun <i>democracy</i>, for example, has two senses: (1) abstract (the political principle or idea), and (2) concrete (a nation which uses a democratic system). The abstract sense (<i>mass</i>) is uncountable, and the concrete sense (<i>particular</i>) is countable. Consider these examples:</p> <p>The Greeks developed the concept of <i>democracy</i>. Greece is <i>a democracy</i>.</p> <p><i>Hamburger</i> is expensive these days. I want <i>a hamburger</i> and a Coke.</p> <p>He's not here; he's at <i>school</i>. They're building <i>a school</i> here, not a store.</p>
<p>3. Number</p> <p>singular: <i>a / an</i></p> <p>plural: no article</p>	

In some situations, one rule can dominate another rule and cause difficulty; the speaker's attitude toward the noun is often the determining factor, however, and one choice may be as good as another. For example:

You can get the bus here.

You can get a bus here.

Notes

1. An article is one kind of determiner. Some examples of other determiners are *this, my, some, no, four*.
2. Some examples of names with common nouns are: The Sears Tower, The Republic of Korea, The Natural History Museum. ■

John Holstein
Sungkyunkwan University

Creating a reading lesson from a newspaper interview

FOR: College, adult or secondary students at intermediate and advanced reading levels.

Preparation:

- Choose an interview printed in a newspaper or magazine on a topic your class has been studying (or any topic that will interest them). Interviews with 10-15 questions are most convenient to work with.
- Important! Make an answer key for yourself by jotting down a number for each question and the first few words of each related answer.
- Cut apart the questions and answers. Tape the questions in their original order onto a new piece of paper, leaving plenty of white space around questions. Number the questions.
- Mix up the answers. Tape them onto another piece of paper. Add a letter before each answer.
- Test the exercise! Without your answer key, match the questions and answers yourself to see how predictable the answers are, whether more than one answer is possible for some questions and what strategies you use in predicting answers. Make student copies of the two pages.

Teaching:

- Introduce the topic if it is not related to other work the students have been doing. Find out what they already

know about the subject and/or what questions they would ask an expert.

- Give students the question page and a few minutes to read it. Answer any questions on key vocabulary. Then go over the first three or four questions with the students, asking them to predict the kinds of answers they expect (yes/no, place, person, number, reason, etc.).
- Give the students the answer page. Ask them to skim the page to see if they can find the answers to the questions they have gone over together. Discuss their selections.
- (In class or for homework) Have students work individually to predict and then find answers to the remaining questions. Later, students can discuss their choices in pairs or small groups.

Value and Variations: Newspaper articles expand vocabulary and encourage students to read newspapers in English. Prediction exercises can increase awareness of sentence structure, connectors and referents as well as familiarity with interview strategies.

Level of difficulty can be controlled by choice of topic and/or by using fewer questions. Vocabulary can be taught for receptive or productive uses. Students can paraphrase questions or answers, or summarize the interview for reading comprehension or writing practice. For oral skills, students can take the role of interviewer or expert on the same or other topics. ■

Betsy Reitbauer

Reprinted from the Fall 1993 issue (Vol. 23, No. 3) of Idiom, the quarterly publication of NYS TESOL (New York State Teachers of English to Speakers of Other Languages). Betsy Reitbauer is director of the English Language Center at Concordia College, Bronxville, New York. She is a past NYS TESOL Executive Board member and a past Higher Education Interest Section chair.

Ten seconds to action!

AS WE ALL KNOW, time is short—especially in the language classroom. Have you experienced situations in which you are trying to set up an activity or game and your students are moving into position about as fast as snails with arthritis?

After attending the 1991 AETK/KATE conference in Pusan I got an idea. Actually, it is an adaptation of something I saw Don Mabin do at the conference. It is called the "Ten-Second Rule." The rule states: "If students are asked to do something (e.g., move to the back of the room, make two lines, form a circle, etc.), they have ten seconds to complete the request." If they don't complete it within that time, class is immediately canceled and the teacher goes back to the office or goes home.

This may seem harsh. It is. My feeling, though, is that I have a lot to do and don't have time to waste. Class time is

short enough as it is, and if students are just goofing off they're wasting both the teacher's time and their time.

Now you must be prepared to stick to your guns. When you make a request, start counting down aloud: "Ten, nine, eight, seven..." If the students are still just getting out of their seats when you reach "One," stick firmly to your rule and *leave*. (Counting down aloud lets the students know the ten-second rule is being applied at that point, and it creates a sense of urgency.) If you fudge and let them slide by just one time, you're teaching the students that the teacher is not serious.

I promise you will be tested on this rule. The students will check you to see if you are really serious about your "ten-second rule." After you have walked out of class a few times, however, word gets around that you are serious about teaching English. When you go into your classroom and ask the students to do something, and the week before you walked out, your students will become like greased lightning! I recommend you begin the ten-second rule the first day of class and stick to it all year.

Incidentally, I have never had students deliberately stay glued to their chairs so they could get the teacher to cancel class and go home early, but I suppose it's possible. ■

Scott Berlin
Kyongju University

Do you have a "technique" you can share with other readers of Language Teaching? Write it up in 500 words or less and send it to Managing Editor Steve Bagaason for publication in the next issue.

The School for International Training's Master of Arts in Teaching Program

English to Speakers of Other Languages

Focus on applied classroom practice, innovative methodologies, and classroom-based research. Choose from two formats:

- ◆ Our summer format allows you to complete your coursework in two consecutive summers on our Vermont campus. You carry out a supervised teaching practicum at your regular job during the intervening year.
- ◆ Our academic-year format provides you with intensive on-campus coursework from September to June, which includes a supervised teaching practicum from January to mid-March.

Both formats include a thesis requirement.

The School for International Training is the accredited college of World Learning Inc., which was founded in 1932 as The U.S. Experiment in International Living. We provide equal employment and educational opportunities for all persons.

SCHOOL FOR
INTERNATIONAL
TRAINING

Kipling Road
Box ALOTE
Brattleboro, Vermont
05302-0676 USA
Tel (802) 257-7751
Fax (802) 258-3296

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:

Amount _____

- 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.)

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).