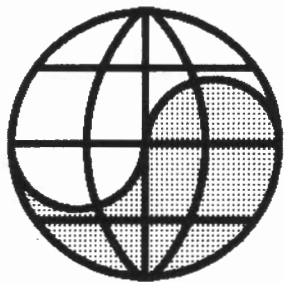


Language Teaching:

The Korea TESOL Journal



Author! Author!

by Greg Matheson

**Thesauruses and
second language
learning**

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**Active video for the
ESL classroom**

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activities
for multiple needs
and purposes:**

“Find someone who...”

by Ken Schmidt

Fall Conference update

1994 Korea TESOL
Conference site
changed from
Kyoungju to Sogang
University, Seoul

Conference
presentation proposal
deadline extended to
April 30

(See reports inside)

April 1994
Vol. 2, No. 1

Language Teaching: The Korea TESOL Journal



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Language Teaching: The Korea TESOL Journal 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 17.

Viewpoints expressed in this publication are those of the individual writers and do not necessarily reflect positions or policies of Korea TESOL or the editors. The editors welcome letters, news reports, announcements, reviews and articles related to all aspects of language teaching. Please see "Information for Contributors" on page 17.

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

Please address all inquiries to Steve Bagaason or Donnie Rollins, the 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).

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FROM THE EDITOR:

FOURTEEN YEARS AGO the Association of English Teachers in Korea began publishing a newsletter in English for people interested in language teaching in Korea. When Korea TESOL was formed last year through the union of AETK and KATE (Korea Association of Teachers of English), the AETK newsletter was re-established as a Korea TESOL publication and given the name *Language Teaching: The Korea TESOL Journal*. The word journal was chosen for the title to suggest that the publication should be more than a newsletter. The goals for the new publication were that, in addition to providing (1) news reports and announcements of interest to members of Korea TESOL, it should also offer (2) formal and informal articles about professional, academic and practical matters related to language teaching in Korea, (3) information about resources for language teaching, (4) letters and essays commenting on professional and academic concerns and (5) information about employment and professional development for Korea TESOL members.

This issue of *Language Teaching* marks the beginning of its second year as a Korea TESOL publication. We can look back over the past year and note with satisfaction that progress has been made toward some of the goals. The development of the publication has been uneven, however, due in part to our own lack of expertise and time, and in part to the lack of response from all but a few members of Korea TESOL who have been faithful contributors supporting our efforts.

Your editors cannot produce this journal for you without your participation. Please send us your announcements, news reports, letters and articles to be considered for publication. (Please note the writing guidelines and publication deadlines in "Information for Contributors" on page 17.) Also, please contact us if you have editorial skills and would like to join the *Language Teaching* staff. ■ — DJS

Sogang to host 1994

KOTESOL Conference

THE 1994 Korea TESOL Conference will be held at Sogang University in Seoul according to Conference Committee Co-Chair Carl Dusthimer, and not at the Hilton Hotel in Kyoungju as previously announced. Planned for October 14-16, the Conference will focus on the theme "Where the Past Meets the Future: Preparing the EFL Learner for the 21st Century." Look for further announcements as plans for the Conference develop. ■

Agreement signed with Thai TESOL

AT THE 14th annual Thai TESOL convention in Bangkok last January, Korea TESOL President Scott Berlin signed an agreement with Thai TESOL officials to promote cooperation between the two associations. The agreement is similar to one concluded with JALT (Japan Association of Language Teachers) last year. It provides for exchange of publications, attendance by a representative from one association at conferences held by the other, and possibly other joint activities as well. At the same time, Thai TESOL also signed a cooperative agreement with JALT, further strengthening links and networking possibilities among the three TESOL affiliates. ■

Membership report

Comptroller Jack Large reports that teachers are continuing to join Korea TESOL at the rate of approximately one per week. Some of these follow the preferred procedure of using the on-line deposit method for dues payment, while mailing the application form in to the central records for inclusion in the data bank.

A search is under way for someone to take over the job of maintaining the data bank and processing the membership applications. (These records are currently kept in the IBM-PC, MS-DOS configuration, using Windows Address Manager software. The financial records are maintained in "Quicken," by Intuit.) ■

Chapter reports

compiled by Carl Dusthimer

Seoul

The Seoul Chapter was active over the Winter, albeit at a reduced energy level. In November, we talked about teacher training in the US and our experiences at various schools in the field. Elaine Hayes gave us a direct method German lesson (danke schoen) where we trinkin wein, bier, und wasser (Nein, das wast nicht wasser, das wast soju) to prove the target language can be taught communicatively and exclusively in the target language from level zero without listen and repeat or substitution drills.

Recent meetings have all been fall-out from the annual conference. We have coopted speakers who presented there to give replays or updates of their presentations for the Seoul audiences.

In January, Thomas Farrell invited us to look at a video of one of his classes and share our impressions and reactions. We then moved into an alternative non-divisive way of looking at what had happened in the class through the use of observation schemes, and we did some coding of the interaction using Fanselow's FOCUS. Thomas is doing research in teacher development and reflective teaching and anyone interested in participating is invited to contact him.

In February we went south of the river to BCM Language Center to have Min Byoung Chul give a CD-ROM presentation that he and Daewoo Corporation have just put on the market. The program incorporates his earlier Pronounce It Right sound dictionary and remedial clinic, with cultural information and notional-functional-grammatical tutorials, retrievable by clicking on graphics illustrating a story about a Korean family's experience in America.

In March, we asked Yeom Ji-sook to bring her popular Jazz Chants for Kids to Seoul. We participated in jazz chanting and considered how this technique could reach across the divide between Korean and Western teaching styles, especially as it affects the teaching of children.

In April we threw out all of our textbooks we have been using and wrote our own or simulated the process of writing a textbook. It was in-

teresting to examine and experience some of the decision-making inherent in putting together a textbook.

In May, we will study Cooperative learning (working in small groups) and discuss the advantages and disadvantages of this methodology. In June, we will get back to the teacher and teacher development, and in the run-up to the annual conference in October we are planning a CALL show with a number of booths for hands on demonstrations.

The officers are president Greg Matheson (413-2692, 724-2349), vice-president Fred Bauer (757-5639), secretary/treasurer Lee Yongnam (032 523-4187) and publicity chair Troy Ottwell (428-4396). Our meetings are still held at Pagoda or Fulbright. Come and join us sometime!

Chonbuk

The Chonbuk Chapter held its first regular meeting of 1994 at Wonkwang University in Iri. Firaydun Mithaq, of Taejon National University of Technology, gave a presentation/workshop on cooperative learning, the area in which he has done extensive research. The presentation centered around the basic principles of cooperative learning, and the workshop included practical classroom applications. A number of students were present so the workshop was quite effective and beneficial for students and teachers alike. Carl Dusthimer from HanNam University in Taejon gave a report on his journey, with Patricia Hunt, Chuck Mason and Min Byoung Chul, to Baltimore for the TESOL Conference. His report included a general summary of the major events of the conference as well as an update on the developments taking place among the affiliates in Asia.

Taejon

The Taejon Chapter kicked off its Spring schedule with a presentation by Everette Busbee from Chonju University. Everette talked about his teaching experiences in Korea and expounded on his articles that have been appearing recently in the Korea Times and in the last couple of issues of *Language Teaching*. He has been critical of the widely (and blindly) accepted com-

municative approach to the teaching of English here in Korea and elsewhere. He maintained that though the communicative approach has its merits, it is not as effective in teaching English to beginning and lower intermediate students as the audio-lingual method. His ideas were well received and generated a great deal of discussion among the participating members. By the way, he did make it out of Taejon alive! Carl Dusthimer also gave his report about the Baltimore TESOL Conference, letting our members know about developments in international TESOL and its affiliates in Asia.

We will continue to hold workshops for secondary school teachers immediately following our regular monthly meetings, which are held on the last Saturday of each month at HanNam University in building four. For further information, please contact Carl Dusthimer at school (629-7336) or home (623-8472).

Taegu

On April 2nd, Patricia Hunt and Chuck Mason, from Yeungnam University in Taegu, conducted two workshops on adapting materials to the Korean context. The title of their presentation was "Walk Two Blocks and Turn Right." This was an extension of the presentation they made at the TESOL conference in Baltimore this year. Chuck and Patricia also gave a report on their experience at the conference.

On May 7th, Kim Jeong Ryeol from Korea Maritime University in Pusan will speak on "Using Authentic Materials to Teach Reading," and on June 4th, Joanne Law will give a presentation on "Various Ways to Incorporate Music in the Classroom."

All meetings of the Taegu Chapter are held at the Taegu American Center. For more information, please contact Patricia Hunt (959-9974) or Chuck Mason (741-1227). ■

Deadline extended

THE DEADLINE for submitting proposals for presentations at the October 1994 Korea TESOL Conference has been extended to April 30. Please use the form on page 12.

1993 Korea TESOL Conference Writeup

by Greg Matheson

THE 1993 KOREA TESOL Conference, "Narrowing the Gap between Theory and Practice," was in this reviewer's opinion the biggest and best yet, with people coming from America, Asia and Europe to present, advertise or just attend. Judging from the presentations a number of areas appear to be of concern to teachers, including writing, testing, applied linguistics and culture (this last naturally enough of course, but perhaps also because this had been the theme of the conference last year and because the plenary speaker scheduled then came this year instead.)

Keynote speaker Piper McNulty spoke about 150-percent people who, as a result of acquiring communication skills in the second culture, change the way they act in the first, but who still have problems in their second culture. She talked about increasing the inter-cultural effectiveness of these people, examining cultural stereotypes and styles. In one activity an American talked about a surprising Korean experience, being forced to go drinking by his school's driver, and McNulty classified comments from Americans and Koreans into descriptions, judgments, gut reactions and cultural information. Then two Koreans roleplayed how the experience would have gone in Korean.

Lynette Hutchins discussed her experiences having students look at their own cultural values and strengths and see Western cultural values and strengths, thus helping them to learn how to function in both cultures.

Pat Hunt and Kari Krugler introduced the concepts of high-context (the communication situation tells all) cultures (like Korea perhaps) versus low-context (the communication itself tells all) ones (like America perhaps). Ahn Jung-hun saw Korean thinking as proceeding not along polychronic parallel time lines but sequentially in a serial fashion, even if the way things proceed might not accord with a Western version of order.

Margaret Elliott ran a simulation called "Bargaining for Resources" that raises awareness among learners

of the impact of cultural values on behavior. The simulation can stimulate the sharing of ideas about cultural influences on negotiating in the real world.

In writing, Thomas Robb gave an overview of ways to teach it, from those which are "in" (like the process approach) to those which are "out" (like correction), passing through correspondence (e-mail was an innovation). In another session he described an extensive reading program, with the apparatus to police it and make sure students read 1,000-2,000 pages each year.

William Burns described an experiment with first semester students comparing two forms of writing: journals, in which they find it quite difficult to develop fluency, and exchanges of letters with the teacher. The latter don't take any more time because he can use a word processor to minimize repetitive tasks.

Carol Kim presented two activities to teach the five-paragraph essay (palm reading and text reading) with ways to help students get the resulting information into forms (like grids and thesis statements) that make it easy to write.

Jack Large reported another method, getting students to write and send requests for information to organizations overseas. The technique elicited more questions from students than anything else he's done.

In testing, Tony Jones outlined the British viewpoint on the examining of spoken language and bared British ambitions in the 700,000-student university entrance exam market here.

Geoffrey Smith described a 12-grade Trinity College interview test grouped into four levels. At each higher level, a project, a book, and a listening comprehension activity are progressively introduced.

Kim Jeong-ryeol reported research on computer testing in Korean secondary schools. He found it more diagnostic (as opposed to evaluative), adaptive, interactive, authentic, contextualized and individualized.

There was also a heterogeneous group of presentations about methodological and other aspects of the (conversation) class. David Paul talked about motivation. Attractiveness of an activity leads to its choice, and doing it leads to mistakes which in turn mo-

tivate attempts to succeed. Teachers have to choose the right level so the student can succeed, but they become adept at this.

Fiona Cook tackled the problem of moving from the security of a structured textbook to real communication, and discussed ways to help with fluency and accuracy without inhibiting. This implied a balance between correcting and encouraging.

Barbara Enger talked about the theatrical and performance elements of the language class and brought the Magnolias, a student group from Taejon, who gave a harrowing reading of Haiku and a play.

Gerald Couzens addressed questions raised by task-based methodologies. Relevance, participation and personal identification with the topic are critical for motivation and this has implications for teacher/learner directedness and centeredness.

George Scholz presented information-gap activities made from whiting out redundant figures and text in travel mag articles and the like. Communication did not bear all the load but confirmed individual conclusions. Closure was important. Other principles: interaction, authenticity, a focus on learning, personal experiences, the real world.

Min Byoung-chul unveiled computer software to teach pronunciation, part of an instructional strategy that also has as objectives the distinction of different sounds and the understanding of cultural differences.

Andy Kim and Carl Dusthimer provided a theoretical basis for Andy's English Workshops. Focusing on drama, the workshops are a success because they encourage students to talk freely and with more confidence.

Roger Berry introduced computer concordances a la Cobuild, asked why we say "the wrong answer" rather than "a wrong answer," and suggested some students can benefit from doing their own computer analyses.

Scott Berlin talked about how goals, in education and life, are important. Setting them is difficult but moving from small ones to big ones gives confidence.

The previous year's panel discussion about problems of the Korean school system also made its return. Oryang Kwon spoke about the new university exam, Yun Duk Man direct

methods in high school, Jung-hun Ahn changes in textbooks, Elaine Hayes the narrow constraints within which high school teachers work, Kim Hyung-su implications for teacher training, Pat Hunt the effects at college level and Park Rae-il supplemental materials.

Elaine Hayes later suggested six ten-minute activities which were adaptable to the textbook but which got students talking. This allowed high school teachers to get their communicative lesson in, spread out over the six days of the school week.

There was also a more theoretically oriented group of applied linguistics presentations. Lynne Hansen-Strain reported research on the language retention of returned Mormon missionaries and others. Routines learned through rote memory work held up slightly better than language acquired through interaction.

Thomas Farrell explained his "reflective teacher" research with four Korean teachers who coded their own classroom interactions according to Fanselow's FOCUS scheme. Two were interested in continuing the activity.

One of the few presenters to address the theme of the conference, Dexter Da Silva pointed out that teachers have not been able to do anything with the theories of motivation provided them by Gardner and Lambert and others. Noting intrinsic/extrinsic characterizations intersect with the integrative/instrumental dichotomy, he recommended teachers fall back on their own resources and do action research.

Finally, there were commercial presentations from Heinemann, Cambridge, Colin Newman (retirement plans), Prentice-Hall, Addison Wesley and Saxoncourt, and stands from Macquarie University and Hanyoung.

Now we wait for next year's conference. If Chris Candlin makes it next year, perhaps there to greet him will be a sizeable group of teachers who went away from this one thinking about theory and practice and will be presenting on that theme there.

Finally, the persons on whose shoulders the work fell, Dusty and Jack and their teams, these are the ones to whom the accolades should go. ■

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 17.

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Adapting classroom activities for multiple needs

by Ken Schmidt

EFL INSTRUCTORS are always glad to discover useful new techniques and activities, but the true potential of these ideas is only realized as they are adapted to fit varied classroom situations. Through adaptation, each new activity represents not just a single, narrow addition to the teacher's repertoire, but becomes an open-ended suite of activities modifiable for a wide range of needs and purposes. Old standbys also find fresh utility as they are modified and applied in new ways, in new contexts. This article attempts to show a few of the ways activities can be modified—particularly focusing on the potential for adaptation of one popular communicative activity: "Find someone who..."

1. Base activity

"FIND SOMEONE WHO..." activities are often used in English conversation classes as ice-breakers (Moskowitz, 1978, p. 50) or to give students extensive oral practice on particular structures (Rinvoluceri, 1984, p. 35). Following presentation and initial work with the the present perfect, for example, the teacher hands out a sheet containing cues, such as:

Find someone who...
 has been to New York.
 has seen an elephant.
 has flown in an airplane.
 etc.

After sufficient explanation and demonstration, students go around the room asking each other "yes/no" questions formed from these cues and writing down the names of students who answer "yes." The student who has found the most "yes" answers (only one "yes" answer per cue) at the end of the given time is the winner.

Positive aspects of the activity. Teachers can feel torn between the desire to promote communicative language use and the need to work with particular points of grammar, especially when dealing with grammatically based syllabi. This conflict is often based on a limited perception of grammar exercises as necessarily mechanical, form-centered drills (Celce-Murcia, 1992, p. 406). In fact, communication and grammar practice are not mutually exclusive (Helgesen & Brown, 1989, p. 4; Ur, 1988, p. 5; Riggenbach & Lazaraton, 1991, p. 126). "Find someone who..." activities, for example, provide opportunity to practice a given structure multiple times, but in a meaningful, communicative manner. Students get out of their seats and move around, interacting with and learning about each other. They use the same forms repeatedly, but the focus is on meaning in the context of their own, real lives. There is

no feeling of slogging through another boring drill. Other positive factors in "Find someone who..." are the game-like aspect (adding a positive pressure to the activity), the clarity/transparency of the task (students immediately grasp the procedure), and the strong linguistic support for the task (in the example above, students simply change the cue provided, "has had a car accident," to "Have you ever had a car accident?").

Need for adaptation. This basic activity is a good starting point, but the need for modification is apparent as soon as an instructor begins to think about situations in an actual class:

- They're working with the future tense now. Can we use it with that?
- They don't need that much support. I want them to produce the appropriate forms on their own.
- The task should have a wider information gap, forcing them to really listen to each other.
- They need chances to create their own meaning, to follow their own interests.
- We need activities that allow each student to work at his/her own level.
- They need more chances to develop conversational strategies and have extended conversations in English.
- I'd like the task to include a visual component.
- We're working with a topic/function, not a grammar point.

The range of possible needs and purposes is limitless, but so is the potential for adaptation to meet them. The suggestions presented below exemplify the types of modifications that can be made, with particular emphasis on targeting different language points, making activities more challenging, communicative, and student-centered (increasing student interest, independence, and creativity), adapting for multi-level groups, extending with follow-up activities, and developing topical themes.

2. Employing different grammar points

ADAPT THE ACTIVITY to fit the grammar point currently being studied. We sometimes miss the chance to apply a potentially effective activity simply because we associate it with too limited a range of grammatical/functional/topical contexts.

For example, you can use "Find someone who..." to work with:

- *future forms*:
 ...will probably work for his/her parent(s) after graduation.
 ...is going to buy a car in the near future.

and purposes: "Find someone who..."

- *past forms:*
 - ...was watching TV when Ben Johnson "won" the 100 m dash at the 1988 Olympics.
 - ...played baseball in high school.
 - ...had been to North America before starting to study at this school.
- *conditionals:*
 - ...would quit her/his job if s/he won two billion won in the lottery.
 - ...will transfer to an American university if s/he passes the TOEFL.
- *adverbs of frequency:*
 - ...exercises at least twice a week.
 - ...often goes to the movies.
- *prepositions:*
 - ...grew up in Pusan.
 - ...works at a bank.
 - ...lives on a busy street.

The activity can be adapted to target almost any grammar point as dictated by the need for practice with newly presented material, for consolidation and review of previously studied points, or for diagnosing areas of weakness prior to instruction.

3. Increasing linguistic complexity

ADD SOME linguistic complexity, forcing students to analyze meaning more carefully. For example, to the present perfect example of the "base activity" above, add cues like:

- ...has read a newspaper or magazine today.
- ...has been to a movie this month.

In the original example, all questions could be formed using "ever." With additions such as the above, however, students *asking* questions must now recognize that the use of "ever" is not appropriate when a limited period of time is specified. Students *receiving* questions must now listen more carefully, because not all questions refer to their entire lifetimes.

4. Decreasing linguistic support

TAKE AWAY some linguistic support, forcing students to produce correct forms on their own. As a first step, take "has" out of each cue and place it in the initial "Find someone who..." line:

- Find someone who has...
 - been to New York.
 - seen an elephant.
 - flown in an airplane.

Without "has" in each cue, students are likely to produce the auxiliary on their own, without referring back to the first line. However, the support is still accessible if needed.

Taking another step, have students supply the auxiliary and the correct verb form themselves.

Find someone who...

- (be) to New York.
- (see) an elephant.
- (fly) in an airplane.

Students must now produce the auxiliary "have" and the correct past participle (e.g., "Have you ever been to New York?").

Going even further, blanks could be left in place of articles, making students supply the correct articles themselves:

- (be) to ___ New York.
- (see) ___ elephant.
- (meet) ___ President of Korea.

Recalling a linguistic item or pattern and using it correctly in a communicative context can greatly increase its prominence in memory, making it much easier to produce again later (Stevick, 1983, p. 34). Increasing the level of difficulty—without outstripping student ability—also keeps students from "sleep-walking" through an activity and heightens interest level. However, the task must not become so complex that students become frustrated or distracted from the central purpose of the activity. As a case in point, the last example above is in danger of being too complex and might best be used merely to review the present perfect while also going on to check article use.

5. Broadening the information gap

SETTING UP AN "information gap," in which one participant has information the other(s) needs (and vice versa), forces students to listen to each other to complete the task and is vital in developing effective, motivating, communicative activities (Ur, 1988, p. 22). An information gap is present in "Find someone who...", but if students all hold the same list of cues, they have an idea of what questions to expect.

To broaden the information gap, hand out several different sheets of cues so that no more than one third of the students have the same sheet. Students thus spend the bulk of the activity answering questions without the benefit of reading them first and questioners cannot simply say, for example, "Answer the third question" or "How about number three?"

Better yet, put each cue on a separate slip of paper (Ur, 1988, p. 237) and place a large pile of these cues in a central

location. Each student picks up a cue from the pile and moves around, asking the indicated question to others until getting a “yes” answer or giving up. S/he then picks up a new slip and repeats the process. At the end of the allotted time, the student with the most “yes” answer slips wins.

The activities described thus far have been fairly communicative, but not particularly conversational or creative. Real conversation involves much more than asking scripted questions and recording yes or no answers. In real conversation, we create our own meaning, we adjust for and respond to each others’ verbal and non-verbal cues, we together negotiate topics and determine how far or in what direction we will pursue them (Brown, 1987, p. 206; Leeman-Guthrie, 1984, p. 41). We can only help students develop these skills by giving them more control over activities—by making them more student-centered (Crookall & Oxford, 1990, p. 13; Brown, 1987, p. 213). The following ideas represent steps in that direction.

It is important to note here that the more student-directed/open-ended an activity is, the more crucial a well-thought-out demonstration/elicitation period becomes. In-class preparation should always make the task as clear as possible and offer sufficient linguistic and contextual support for its completion (Helgesen & Brown, 1989, p. 8). Often, however, students catch the basic idea of a proposed activity (and complete the task in a dry, minimal fashion), but fail to grasp and explore its full potential. This is understandable when we consider that students typically only have a few short minutes to prepare for an activity that the instructor may have pondered over for hours. How can we expect them to see the same richness and potential for creative, stimulating interaction that we do, especially in a second language? Demonstrations must offer students a glimpse of an activity’s potential. If an activity can be taken in intriguing directions, the demonstration should point the way and allow participants to choose directions that interest them. Eliciting student ideas as part of the demonstration process is especially helpful in making sure students are getting the idea and encouraging imaginative participation.

6. Using follow-up questions

REQUIRE STUDENTS to ask at least two follow-up questions on the same or a related topic whenever they find a “yes” answer:

...(be) to New York.

S1: Have you ever been to New York?

S2: Yes, I have.

S1: Oh really? How many times have you gone?

S2: Oh, about five.

S1: What did you do the last time you were there?

S2: Well, I went to the Statue of Liberty... Oh yeah, I saw Woody Allen at a Broadway show!

Students are encouraged to be as creative as they like, stretching their abilities, trying out new forms, asking questions they are interested in, and forming conversational strategies (e.g., negotiating how to pursue the conversation, finding profitable questioning gambits). Each student can work at his/her own level. Another student might simply follow up the same opening question (“Have you ever been

to New York?”) with “When did you go?” and “Did you like it?” A good demonstration would include a number of intriguing, unexpected follow-up questions to encourage creativity, and several simple questions to reassure lower-level or less confident students that their contributions are equally valid.

A possible objection to using open-ended follow-up questions is that the amount of practice on specific target structures (if this is a purpose of the activity) may be reduced. However, this is balanced by the profitable combination of still-significant structure practice with opportunity for noncontrolled language use. The instructor can thus monitor command of target structures as well as pick up on obvious student needs in general conversation. Feedback on these points can be especially profitable, as it fills student-felt needs for the language they were missing during the activity. Outstanding or helpful ideas/strategies picked up while monitoring students can also be shared with the class.

Motivationally, moreover, while the “contest” aspect becomes less primary with so much conversation going on, students generally feel more than compensated by the increased enjoyment of creative, meaningful interaction.

7. Using one-word cues

PUSH CREATIVITY FURTHER, rather than rigidly prescribing the questions students ask, by providing only one-word cues:

Find someone who...

...New York...

...elephant...

...fly...

Introducing and demonstrating the activity, the teacher elicits various possibilities for several cues from the class. Ideas can be steered toward any structure(s) being studied or left totally open for fluency work. Any appropriate form of each cue can be used. Students are thus free to form questions which vary greatly in meaning and degree of complexity (e.g., “Have you ever flown in a small plane?”; “Do you know what fly-paper is?”; “If someone offered you eight thousand won to eat a fly, would you do it?”). In the previous activities, the opening question was always prescribed. Here, students can tailor opening questions specifically for the person they are talking with.

This variation can be an effective “get to know you” ice-breaker exercise for the first day of class. After a clear introduction and demonstration, students use the activity to meet and find out something about each of their classmates. The cues and structure of the activity make it much easier for students to start interacting with each other than if they are simply told: “Get to know your classmates by asking each one a few questions.” At the end of the given time, students can introduce each other to the rest of the class (in chain fashion) using the information they have gathered. Students with the most “yes” answers can be congratulated for their admirable outgoingness.

8. Using picture cues

USE PICTURE CUES to give vocabulary review and extend student creativity, while providing enhanced visual reinforcement (Stevick, 1983, p. 24, 69; Eyring, 1992, p. 347):

Find someone who...



Using picture cues for previously learned vocabulary, students must recall the terms and employ them in their questions: e.g., "Would you like to be an airplane pilot some day?"; "Do you have a telephone in your room?" As with one-word cues, structural patterns can be prescribed or left open.

Further emphasizing creativity, students can be left free to ask any questions the images bring to mind. For example:



"Would you rather travel by train or by air?"



"How do you feel when the phone rings late at night?"

9. Looking for "No" answers

THERE IS NO LAW that all "Find someone who..." activities must demand "yes" answers. Do an activity aimed at eliciting "no" answers:

Find someone who...

has never been abroad.
hasn't played golf this year.

Looking for "no" answers brings variety to the activity and, with follow-up questions (see #6 above), gives students needed practice in working through a negative response to continue a conversation:

S1: Have you ever been abroad?
S2: No, I haven't.
S1: Would you like to?
S2: I think so.
S1: If you could travel anywhere in the world, where would you like to go?

Adding some complexity (see #3 above), cues targeting "yes" answers and cues targeting "no" answers can be mixed together in the same cue list:

has tried water-skiing
has never been abroad.
has been to a hot spring this month.
hasn't played golf this year.

10. Using information questions

STUDENTS DO NOT even have to start-off with yes/no questions. Have them use only Wh- forms to find the required information:

Find someone who(se)...
favorite sport is tennis.
lives in a 2-story apartment.
hates to eat kimchi.

Rather than directly asking "Is tennis your favorite sport?", a student might ask, "What's your favorite sport?" Multiple questions may be needed, e.g.,:

(Cue:) lives in a 2-story apartment.

S1: What kind of building do you live in?
S2: An apartment.
S1: How many floors does it have?
S2: Three.
S1: Too bad, I need someone with a 2-story building.

This variation not only gives students needed practice generating effective information questions, but adds variety and a motivating degree of difficulty to the task.

11. Indirect questioning

MORE ADVANCED STUDENTS can be prohibited from using any word appearing in the cue:

Find someone who...
likes grapefruit.
enjoyed the movie "Dances with Wolves."
would rather visit Paris than New York.

S1: Have you seen any Kevin Costner films?
S2: Yes, I have.
S1: How about the one with Native Americans and U.S. soldiers?
S2: Oh, "Dances With Wolves." I saw it.
S1: What did you think of it?
S2: I loved it!
S1: Bingo!

Here, students practice strategies for communicating when needed words are not available to them. They also gain experience with subtle questioning skills that are needed when bargaining directly to the point is not appropriate.

12. Linking with follow-up activities

"FIND SOMEONE WHO..." activities can yield a great deal of information for use in follow-up activities. For example, have students report back to the group or to partners on things they learned about each other. This can be left quite open, or can be aimed at communicative practice on particular grammar points, e.g., reported speech:

S1: What did you ask Sun Yi?
S2: I asked her if she had ever been to Cheju Island.
S1: What did she say?
S2: She told me she had been there many times and said she had actually lived there for two years.

Thus, the “Find someone who...” activity may simply lay the groundwork for a follow-up activity containing the central objective (e.g., using reported speech). Various activities can thus be chained together with each link building support for the activities to follow—providing variety while preserving a logical development of context and language. For example:

- 1st link - “Find someone who...” activity
- 2nd link - reporting back to a partner
- 3rd link - together generating further questions for a more in-depth interview with one of the people you talked to
- 4th link - interviewing that classmate
- 5th link - doing a short write-up of the interview

13. Developing topical themes

USE THE ACTIVITY to develop a topic for discussion or a context for class work. For example, a lesson centering on leisure time activities might include:

Find someone who...

- plays a musical instrument.
- hates going to large parties.
- feels nervous when he/she has too much free time
- jogs at least twice a week.
- would rather cook at home than go out to a restaurant.
- would like to spend more time with his/her family.
- watches movies on his/her VCR at least once a month.
- frequently has to work late.
- enjoys going to concerts.
- would like to be involved in more activities.
- plays a sport frequently.
- has more than one hobby.

Used in this way, the activity serves as a door—helping students to start thinking about the topic, previewing vocabulary, bringing background information and personal experience into play—preparing students for oral or written work to come, e.g., dialog, discussion, video, essay, reading passage.

14. Using trivia quizzes

USE TRIVIA QUIZZES as intriguing, fun ways to help students focus in on lesson themes or practice grammar points. For example, an activity on general geographical knowledge (with a secondary grammatical focus on superlatives) could include:

Find someone who...

- knows what the deepest lake in the world is.
- knows if the Empire State Building is the tallest building in the world.
- knows what the largest country in Africa is.
- knows if Brazilians speak Spanish.

Other possibilities include holidays (“...knows what some popular Thanksgiving foods are.”), cultural points (“...knows if ten percent is a good tip for a waiter.”), even vocabulary or idioms (“...knows what ‘I have goose bumps’

means.”). At the activity’s end, the answers for each question are elicited and the student who has found the most correct answers wins.

Besides developing topical themes, these examples provide grammar practice with indirect question forms: “Do you know (if)...?” Larson-Freeman (1991, p. 281) points out the importance of attending to the pragmatic dimension of grammar, and trivia quizzes provide a good sense of the general context in which indirect questions are used, i.e., seeking information without assuming that the other party necessarily knows the answer.

To help students produce these forms more independently, take away some linguistic support (see #4 above) and provide only simple question forms as cues which students must then convert to indirect questions:

(Cue:) What’s the deepest lake in the world?

S1: Do you know what the deepest lake in the world is?

S2: Yes, it’s Lake Baikal in Russia.

S1: Great! How do you spell that?

15. Using personalized cues

IF, THROUGH conversation, dialog journals, essays, etc., you are privy to information about each student that would be appropriate for sharing in class, do an activity with personalized cues:

Find someone who...

- ate 12 donuts in one day last week.
- has always dreamed of going around the world.
- enjoys knitting.
- was at the last Bon Jovi concert.
- has acted professionally.
- just got his/her driver’s license.

Students can test their intuition and knowledge about each other, searching for the one (or more) student who fits each cue. If sensitively done, this can be a real community-building time as students get a feel for how well they know each other and find out some surprising things.

Another type of personalized cue directs students to find others with common interests, opinions, backgrounds, etc.:

Find someone who...

- was in the same kind of club in high school.
- ate the same thing for dinner last night.
- really likes your favorite movie.
- had the same major in college.
- feels the same way about no-rae-bang.
- would do the same thing if s/he were handed eight hundred thousand won by a stranger.

A less controlled alternative might involve students finding any points of commonality they can within domains specified by the cues, e.g., leisure time activities, school subjects, travel.

The pleasure of finding areas of commonality with classmates and the related personal investment in the task can yield important motivational and learning benefits (Taylor, 1987, p. 47). Again, however, care must be taken

that students are not forced into inappropriately personal exchange.

Conclusion

"FIND SOMEONE WHO..." activities are fun ways to bring meaningful, communicative practice and interaction to the EFL classroom. Appropriate structures, functions, topics, and formats can be selected and combined to yield a great number of potential activities. Happily, the same is true of almost any teaching idea. The rewards for our students and ourselves are great as we expand on and adapt ideas to better reach our students and meet the wide range of needs we encounter. ■

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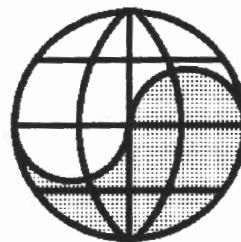
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Thesauruses and second language learning

by George Bradford Patterson II

A THESAURUS can be a creative tool for second language learning. It can not only facilitate vocabulary learning, but also serve as an aid in conversation classes and help improve reading and composition skills.

One useful technique for vocabulary classes is to have students look up in their thesauruses synonyms of words they find difficult. Then, after writing the synonyms on the blackboard, the teacher can have students create sentences for each of them. A class can be organized in pairs or small groups to continue this exercise, and students can write relevant information in their notebooks. The same practice can, of course, be employed using antonyms and related words.

In conversation classes, when context clues are too vague or limited, students can use their thesauruses to find synonyms for difficult words. This technique works in small group discussions as well as general classroom discussion. To generate further understanding and participation by the students, have them use their thesauruses to search for related words and antonyms. Have them also give sentences for these synonyms, related words, and antonyms.

Students can also use thesauruses to good effect in reading skills classes, especially for looking up synonyms

when structural analysis and contextual clues are vague. As Christopher South stated in "Dictionaries and second language learning" (*Language Teaching: The Korea TESOL Journal*, August 1993), "students develop skills at different paces, and employing context necessitates critical thinking skills and the capability of logically analyzing the context." Since it may require some time to develop these skills in the second language, my technique is very pragmatic as it can be utilized immediately by any student.

Another pragmatic technique is to have students use a thesaurus when writing a composition at home or in class to avoid redundancy and repetition, and to obtain precision and enrichment in their use of language. They should only use this method when necessary. They should not depend on it at the expense of developing contextual clues.

A thesaurus can be a pragmatic tool for our students, just as it is for native speakers who use it as a writing tool. We should not be prejudiced against the use of thesauruses in second language learning. We should train students to use them innovatively. ■

George Patterson formerly taught in Korea and is now working in the Philippines.

Active video for the ESL classroom

by Jack Witt

VIDEO is one of the most useful and entertaining resources that a teacher possesses. On the other hand it is widely misunderstood because both students and teachers often believe that video time is fun time, and that too much of it is a waste of valuable class time which could be better utilized for more important or academic things. Nothing could be further from the truth. Video is very entertaining and motivational, and it can be extremely useful in the teaching of any language skill—provided of course that the teacher selects materials which are interesting and accompanying exercises which match the level of the students. Moreover, video has been used as excellent prereading and prewriting exercises to help attract and focus students' attention as well as build up background knowledge and schemata.

In this article I would like to describe a technique which has proven to be very successful with large university

classes in Japan.

I first show two short scenes (about two minutes in length) from a movie or cartoon. In general, the best selections are comedies that contain a variety of activities which can be easily remembered and visualized by students. "You're in Love Charlie Brown," "Home Alone I," "Planes, Trains and Automobiles," and "Back to the Future" have been very successful in my classes.

To begin with, students are asked to sit in two rows back to back. Next a short clip from the movie or one of the cartoons is shown first without the sound. One half of the class watches while the second half waits. Afterwards students are encouraged to explain the scene to their partner in as much detail as possible following the simple guideline of the five basic wh- questions. After the students finish, I show the scene again to the entire class with the sound and the students work in pairs and discuss any discrepancies or mistakes. Did a partner make any error? Did he/she fail to answer one of the five wh- questions?

I then critique the scene by asking general and concrete questions and progressing to more specific and abstract questions. For example: Who is person x? What is he

Do you have a favorite "technique" you can share with other readers? If so, please write it up in 750 words or less and send it to us for publication in the next issue. See "Information for Contributors" on page 17.

doing? Where are the two people? Is he angry or excited? Why? What caused such an event to happen? What do you think will happen next?

During this process important vocabulary idioms and their proper pronunciation are reviewed. The process is repeated for the second half of the class. Finally students can pair up with a different classmate from another group and explain the scene again, utilizing the new vocabulary.

As an alternate activity, students can write a detailed summary of the scene and then practice telling them to their partner and not reading. They can look at the page as often as necessary but when communicating they must look at their partner. If the teacher wants to make certain the other partners are in fact paying attention, he/she can go around and carefully monitor the pairs or better yet, he/she can have students quiz each other after reading their own summaries by using the basic five *wh*- questions or simple information gap. For example: Charlie Brown and Linus are going to _____. Charlie Brown got angry because _____.

Information gap questions are easier for students to prepare and they are more enjoyable. Students should be encouraged to take their summaries home and to improve them, using as many of the new words as possible.

Depending on the target structure, students can be required to use a variety of structures such as reported speech—what is a character saying, transitional devices, clauses or prepositions.

The above activity can be useful and easily integrated into any classroom activity to provide entertainment or just a break from the routine. However, it is extremely important to give the students models of exactly what they are expected to do—especially with telling their summaries—as students will probably read at first. Modeling your directions with another student will help alleviate this problem. However, I have always found it best to expect that, at first, students will be confused. They will read their papers instead of telling them, they will not watch the scene carefully, and they will thus be unable to provide enough information in English and will resort to their native language. Such problems will go away as students become familiar with the format of the activity. ■

Jack Witt teaches in Tokyo at Temple University Japan.

Some thoughts on motivation

by Ken Kiehn

THE YEAR WAS 1984, and I had been taking Kung Fu for some time. I recall being taught a lesson by the head of my system, a Mr. Ron Lee. The topic was teaching, how to be happy and how to motivate. At the time, I thought his comments merely common sense, but after eight years of higher education, I had not heard them again, and I had seen many, many classrooms where his ideas would have been immensely valuable. He had two main ideas; the first was about the experience of teaching for the student, the second about the experience of teaching for the teacher.

The first he called the Black Hole Concept. It is very simple. If a person was walking down the street and was sucked into a black hole, a void (in other words a kind of experience) for one hour, what would decide how this person reacted to this experience? Someone who was suddenly back on the street after one hour feeling bored, in pain, nauseated or unhappy probably wouldn't come back and do it again. On the other hand, if the experience were pleasant, meaningful, or fun, the person would probably come back and do it again.

As I said, I find this very obvious, but its practical application for teaching is tremendous. Often teachers get the idea of a captive audience—that no matter what, the students will come back. Think back to your university days. One professor was lively, interesting, and enthusiastic while another was disinterested, boring, and perhaps even apathetic. One is remembered fondly and the other is remembered like a trial endured. Now that each of us has come to the other side of the podium, we must ask ourselves what kind of teacher we wish to be: one who is remembered with horror, or one who is remembered with affection.

A teacher in a classroom profoundly affects the mood of the students. If the teacher is happy and enthusiastic, the students will be more happy, more enthusiastic. If the teacher wants to be somewhere else, the students will also want to be somewhere else. I believe that the teacher's attitude is extremely important.

The other lesson that Mr. Lee gave me that day dealt with one's attitude toward one's profession. He discussed the difference between work and play. Work he said is something that you do for the money. If you were not paid for it, you would not do it. Play, on the other hand, is something that you like to do and would do even if you weren't paid. The ideal situation is to have a position where you don't work but play.

He gave himself as an example. For many years he had a number of jobs which he didn't really enjoy, and when he had free time, he did martial arts. Finally, he started his own martial arts school and did what he loved to do. Teaching shouldn't be a burden. A person who considers teaching drudgery should find another job that is enjoyable.

I realize that even those who usually enjoy teaching sometimes have bad days. I usually enjoy teaching, but some days I don't feel good or I am upset about something or I have indigestion or like this Christmas, I miss my family. Then I tend to become a somewhat lifeless teacher. I always try to be aware that this is happening and try to change it. My students should not suffer for my problems.

In the case of this Christmas, a Korean construction worker solved my problem for me. A three story building is under construction across the street. A rather thin Korean man of about thirty-five was loading bricks onto a wooden

backpack and then climbing three flights of stairs. Then he would do it again. I saw him doing this in the cold at eight in the morning, and I saw him doing it in the cold at five in the afternoon. I really felt for him because I did manual labor when I was younger, and the horrible exhaustion of eight or ten hours of manual labor is like a kind of torture. I saw this man and I realized that teaching is really a pretty good way to make a living. I still missed my family, but I was happy that I was doing something that had so much potential for enjoyment and satisfaction and so little opportunity for pain.

I have tried to apply these two little ideas in my life and have found them very useful. I hope others get as much benefit from them as I have. ■

Ken Kiehn teaches at the Hyundai Foreign Language Institute in Kunsan.

Author! Author!

by Greg Matheson

SOURCE: Jack Richards et al (1990) *Interchange*, Cambridge. Time: 20 minutes. Level: High beginner to advanced. Numbers: 6 to 15. Point: A variation on a generic activity.

Preparation: The teacher needs to collect a small amount of writing from each student in an earlier session to include their names and a description of something such as likes or dislikes. Elaine Hayes has an interesting list of topics for this activity. Some examples are nicknames, a one-sentence philosophy of life, childhood experiences, significant dreams, and fantasies. The teacher then makes a one-page copy of all the compositions for each student by either photocopying the originals or retyping them. Students' names should not be on the copied or retyped sheets.

The procedure is as follows: students have to assign the names of the other students in the class to all of the texts by walking around the classroom and asking questions such as "Do you like Choi Jin-sil?" This is an extension of another activity where the teacher collects and redistributes individual student texts and students have to find the author of the text they are given. The limitation of this activity is that there is only one name to be found. Some students find theirs early and stand around with nothing to do but others have a difficult time, so they tend to give up.

In another variation, recommended by Jack Richards, students are given a number of tasks. Some tasks are easier than others, and there are enough tasks so that all the students are occupied. The extra work of reproducing the texts pays off with the added interest the students appear to feel in trying to find all the authors' names. There may be some remaining original compositions after the matching exercise, which means that the authors' names were missing or the matching was done incorrectly. ■

Greg Matheson is president of the Korea TESOL Seoul Chapter.

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Date: July 9-13, 1994
Name: Computers in Applied Linguistics Conference
Theme: A Decade of Commitment
Place: Ames, Iowa, USA
Contact: Carol Chapelle
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Date: July 22-23, 1994
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Date: July 29-31, 1994
Name: Symposium on Professional Communication in an Intercultural and Multicultural Context
Theme: Making Connections
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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.

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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.

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October issue	Aug. 15
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