LANGUAGE TEACHING
The Korea TESOL Journal

KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR THE 21ST CENTURY OCTOBER 14-16 SOGANG UNIVERSITY SEOUL KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR THE 21ST CENTURY OCTOBER 14-16 SOGANG UNIVERSITY SEOUL KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR THE 21ST CENTURY OCTOBER 14-16 SOGANG UNIVERSITY SEOUL KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR THE 21ST CENTURY OCTOBER 14-16 SOGANG UNIVERSITY SEOUL KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR THE 21ST CENTURY OCTOBER 14-16 SOGANG UNIVERSITY SEOUL KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR THE 21ST CENTURY OCTOBER 14-16 SOGANG UNIVERSITY SEOUL KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR THE 21ST CENTURY OCTOBER 14-16 SOGANG UNIVERSITY SEOUL KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR THE 21ST CENTURY OCTOBER 14-16 SOGANG UNIVERSITY SEOUL KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR THE 21ST CENTURY OCTOBER 14-16 SOGANG UNIVERSITY SEOUL KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR THE 21ST CENTURY OCTOBER 14-16 SOGANG UNIVERSITY SEOUL KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR THE 21ST CENTURY OCTOBER 14-16 SOGANG UNIVERSITY SEOUL KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR THE 21ST CENTURY OCTOBER 14-16 SOGANG UNIVERSITY SEOUL KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR THE 21ST CENTURY OCTOBER 14-16 SOGANG UNIVERSITY SEOUL KOTESOL '94 WHERE THE PAST MEETS THE FUTURE PREPARING EFL LEARNERS FOR

1994 Conference Issue

October 1994   Vol. 2, No. 3

FROM THE EDITORS

WITH HIGH AUTUMN SKIES and cooler nights bringing welcome relief from the summer heat, Korea TESOL members look forward to meeting again at the annual Korea TESOL conference, to be held on the campus of Sogang University in Seoul beginning Friday, October 14 and continuing through Sunday, October 15. An occasion for renewing friendships and for sharing insights, observations, experience, and research results related to the teaching of English in Korea, the conference will include more than fifty presentations on various aspects of language teaching and other opportunities for teachers to share their experiences and learn from each other.

In this issue, in addition to the conference schedule, we have attempted to provide a small sample of the wide range of themes and questions that will be discussed at the conference as scholars and professional language teachers from several countries in and outside of Asia gather to offer their ideas on the present state and future direction of English language teaching.

Looking ahead to our next issue, we hope then to bring you more articles about the conference presentations and an overview of the faces and events that made the conference. Please note that we have changed our publication schedule to give you more time to write up and send in your contributions for that issue. (See the announcement on page 52 and "Information for Contributors" on page 85.)

Meanwhile, more changes are in store for Korea TESOL as new officers are being elected for the coming year. We trust that the new leaders will continue to guide the association toward its goals of promoting scholarship and the exchange of information related to English language teaching in Korea. - *DJS & JFH*

Korea TESOL chapter activities

compiled by Kim Jeong-Ryeol and Ju Yang-Don

Seoul

AT THE JUNE MEETING we lamented the lack of collegiality among teachers and attempted to share the experiences which any principled account of what ESL is must take as its data. Critical incidents recounted included the suspicion felt by students when it is suggested to them that having fun is an important goal of the ESL class, the fuss kicked up when they are not allowed access to transcripts of hearing passages, the disorderliness of children trying to get into class before the others can get out, and the lack of freedom of teachers to be their real selves.

At the July meeting we discussed the status of grammar, which has been put on the defensive by functions, tasks and acquisition. Points raised included the grammaticality of "John is one of those who is/are with you," the differences between "this" and "it," and the difference in the positions of NS and NNS.

At the August meeting we held an activity swap shop. One activity was "Ship or Sheep Shout" by David Hirst. This was a minimal pair activity, but instead of pitting individual students against the truth, students each had one half of the minimal pair and had to cooperate in deciding whether their words were minimal pairs.

Pusan

AT THE PUSAN CHAPTER June meeting, the Samsuk Computer Company demonstrated its authoring tool *Baewum*

Jari (learning field), a program which enables teachers to make up test questions incorporating animation and voice, and to evaluate students' academic ability on-line. Running on an IBM-compatible PC with Windows, this authoring ware provides an efficient means for the diagnosis of any student's problem areas and it lets teachers strengthen the area by feeding in many supplementary materials and questions. Since everything from writing the questions to doing the grading is done on-line, the feedback is almost instantaneous for students and extremely efficient for the teacher.

Following the demonstration, Dr. Jeong-Ryeol Kim gave a presentation on Multimedia in Language Teaching in which he summarized the development of language-teaching methodologies and computer technology related to the topic, giving a rather detailed explanation of the technological bridge between the proficiency movement and multimedia technology and its future direction.

After the June meeting, the participants went out for dinner and tea and promised to meet again in September after the summer vacation.

Taegu

ON JULY 16TH the Taegu Chapter held a dinner and social at a buffet restaurant in central Taegu. Special recognition was given to Chuck Mason, one of the co-founders of the Taegu Chapter, who returned to the US in August. He will be greatly missed, both in the Taegu Chapter and in Korea TESOL on the national level as well.

On Saturday September 3rd Dr. Stefan Bucher of Kyongbuk University gave a presentation on the use of television commercials in language teaching. The presentation was very entertaining and educational.

There will be no chapter meeting in October. We are looking forward to having most of our members attend the 1994 Korea TESOL Conference October 14 through 16 at Sogang University in Seoul.

The November 5th meeting will feature a workshop on games. Time for socializing will follow the presentations.

The last Taegu Chapter meeting in 1994 features Dr. Ahn Jung-hun from Pusan National University. He will demonstrate the fundamentals of the language teaching method "The Silent Way."

We are fortunate to have had a successful year. We appreciate the individuals who have given of their time to make interesting presentations. We hope to continue this tradition. For more information about the Taegu Chapter, please call Professor Chae Joon-Kee (053-950-5830) or Steve Garrigues (053-952-3613).

Cholla

ON MAY 28 the former Chonbuk Chapter of Korea TESOL was expanded to include all of Cholla province. We were very happy about the turnout for our first meeting—66 people were present and more than half were potential new members. Claudia Hett Payne presented the stimulating and challenging activity "Messenger Dictation." This activity combines reading, writing, listening and speaking in a game format which, based on the content of the dictation, can focus on anything from grammar to vocabulary to pronunciation.

In the business meeting it was decided that the meeting locations should alternate between Chonnam National University and Chonbuk University.

The August 20 Mini-conference was a success! We had approximately 45 participants including a few fellow Korea TESOL members from even as far away as Seoul. Thanks for the support! Those who attended had six presentations to choose

from on a variety of topics including the use of video in the classroom, vocabulary acquisition, jazz chants, role-plays and more. The conference had something for everyone from elementary to university level teachers.

We are looking forward to seeing everyone at the National Conference on October 15. For more information about the Cholla Chapter, feel free to contact Jookyung Park or Scott Payne at 062-520-7928.

Taejon

ON JUNE 25 of this year our chapter was pleasantly surprised as several new faces showed up for the first meeting of the summer. During the meeting Professor Ju Yang-Don of Taejon Junior College gave a presentation on Suggestopedia, a teaching technique that employs waking-state suggestions and unusual presentation styles to accelerate the learning process.

The method, developed by the Bulgarian psychotherapist and educator George Lozanov, uses several key techniques to aid in foreign language education. First, the teacher must ensure that students are sufficiently relaxed. This is accomplished via various physical exercises, relaxed breathing exercises and even calming music. Emphasis is placed on mental as well as physical relaxation. Next, material from the previous class is briefly reviewed, and then the lesson for the day's class is passively presented.

Professor Ju suggested using role playing, songs, self-corrected quizzes or games whenever appropriate. For the presentation he demonstrated how to teach simple greetings using lines of students facing each other who exchange greetings and then move one place to the left or right and repeat the process. At the close of the lesson students should again be encouraged to relax while the teacher reviews briefly what has been taught.

Following the presentation Professor Ju explained that Suggestopedia as a teaching technique may not always be appropriate in certain classroom environments, but he reminded us that we could use certain aspects of the technique when teaching.

After the coffee break Carl Dusthimer from Hannam University held a class for secondary school teachers. He explained how to play two games, one for studying directions and another for studying vocabulary. Professor Dusthimer had participants practice the games.

Our chapter did not hold any general meetings during July and August, but on September 24 Thomas Farrell from Korea University in Seoul gave a presentation on how to examine, evaluate and take steps to improve our classroom teaching.

For information about Taejon Chapter activities, please contact one of the executive members: Carl Dusthimer (042-629-7338), Ju Yang-don (042-584-6700), Kim Won-Myoung (042-527-8895), or Seo Eun-Mi (0654-60-3369). ■

New LT publication schedule

CHANGES are being made in the publication schedule for *Language Teaching: The Korea TESOL Journal*. The deadlines for the receipt of material for each issue have been revised, and the issue scheduled for December will now be published in January instead—giving contributors more time to submit articles after the annual October conference. The new deadlines are as follows:

April issue	February 1
July issue	May 1
October issue	August 1
January issue	November 1

Articles to be considered for publication must be received by the deadlines. Letters to the editor, short news items, notices of meetings, and job announcements may be sent at any time (see additional information on page 85). ■

The Korea TESOL calendar

Date: October 14-16, 1994
Name: **The 1994 Korea TESOL Conference**
Place: Sogang University, Seoul
Topic: Where the Past Meets the Future: Preparing the EFL Learner for the 21st Century
Contact: Carl Dusthimer, Conference Co-Chair, Dept. of English Language & Literature Hannam University, 133 O-Jung Dong, Taejon 300-791, Korea, Tel 042-623-8472, Fax 042-623-8472

Date: November 5, 1994, 2:00-4:30 PM
Name: **Taegu Chapter Meeting**
Place: Taegu American Center
Topic: Workshop on Games and Other Teaching Activities
Contact: Chae Joon-kee, Tel (W) 053-950-5830, Fax 053-950-6804; Steve Garrigues, Tel (H) 053-952-3613; Patricia Hunt, Tel (W) 053-810-3157

Date: November 19, 1994, 2:00 PM
Name: **Seoul Chapter Meeting**
Place: Pagoda Foreign Language Institute, Chongno 2-ga
Topic: Reflective Teaching
Speaker: Tom Farrell
Contact: Greg Matheson, Tel 02-413-2692

Date: November 26, 1994, 3:00 PM
Name: **Pusan Chapter Meeting**
Place: ESS Institute
Topic: Speaking
Speaker: Bill Richey, British Council
Contact: Mike Duffy (Tel 051-248-4080) or Kim Jeong-ryeol (Tel 051-410-4449)

Date: December 3, 1994, 2:00-4:30 PM
Name: **Taegu Chapter Meeting**
Place: Taegu American Center
Topic: The Silent Way
Speaker: Dr. Ahn Jung-hun, Pusan National University
Contact: Chae Joon-kee, Tel (W) 053-950-5830, Fax 053-950-6804; Steve Garrigues, Tel (H) 053-952-3613; Patricia Hunt, Tel (W) 053-810-3157

Date: December 3, 1994
Name: **Cholla Chapter Meeting**
Place: Chonbuk University
Contact: Jookyung Park or Scott Payne, Tel 062-520-7928

Date: December 19, 1994, 2:00 PM
Name: **Seoul Chapter Meeting**
Place: Pagoda Foreign Language Institute, Chongno 2-ga
Contact: Greg Matheson, Tel 02-413-2692

Date: February 25, 1995
Name: **Cholla Chapter Meeting**
Place: LRC, Chonnam National University
Contact: Jookyung Park or Scott Payne, Tel 062-520-7928

Date: March 25, 1995, 3:00 PM
Name: **Pusan Chapter Meeting**
Place: ESS Institute
Topic: Junior High School Textbooks
Speaker: Jung-Hun Ahn & Patricia Hunt
Contact: Mike Duffy (Tel 051-248-4080) or Kim Jeong-ryeol (Tel 051-410-4449)

Date: April 15, 1995
Name: **Cholla Chapter Meeting**
Place: Chonbuk University
Contact: Jookyung Park or Scott Payne, Tel 062-520-7928

Date: April 29, 1995, 3:00 PM
Name: **Pusan Chapter Meeting**
Place: ESS Institute
Topic: Bilingual Education
Speaker: Whang Byung-yeol
Contact: Mike Duffy (Tel 051-248-4080) or Kim Jeong-ryeol (Tel 051-410-4449)

Please send announcements of future Korea TESOL meetings and other Korea TESOL events to Dwight J. Strawn, Yonsei University English Department, Seoul 120-749. Fax 02-364-4662. Email djstrawn@bubble.yonsei.ac.kr.

CETA Snippets: Notes from the July Conference

by Greg Matheson

THE College English Teachers Association of Korea (CETA) held its annual international conference July 22-23 on the Korea University campus in Seoul. Reports of empirical studies outnumbered the theoretical and review presentations, and with scholars in attendance from several countries, all of the presentations, handouts and questions were in English.

Brief summaries of some of the presentations are given below; look in the CETA journal *English Teaching* for longer articles.

Song Mi-Jeong reported some non-quantitative research into the reasons Korean, Japanese and Taiwanese students are reticent in ESL classrooms. Construct analysis showed that the problems are lack of vocabulary and listening and discussion skills, differences between American and Asian classrooms in terms of participation and instruction, domination of other ethnic groups, perfectionism, intolerance of ambiguity, and a lack of confidence.

Song He-Shim used think-aloud protocols and interviews to elicit students' reading strategies and ideas they have about reading. She found that word-by-word text-bound reading was associated with perceived poverty of personal resources and having an orientation of language study as opposed to content study.

Kim Sung-Ae looked at the reading abilities of ninth-grade Korean students and found that though they could identify what was important in a text, they could not recall it any better than unimportant material. Good readers were an exception to this rule.

Lee Hyo-Woon administered Oxford's Strategy Inventory for Language Learning and found more use of strategies by university students, boys, high- and middle-level proficiency groups at all levels of school, and humanities majors.

Choi Yeon-Hee investigated the effects of familiarity of content, difficulty of language and listening proficiency on listening comprehension. Less able students found unfamiliar topics more difficult to comprehend than more able students did.

Lyuh Inok elicited refusal strategies from American and Korean EFL students and compared judgments from them as to the likelihood they would use items selected from the resulting lists. In comparison to the results of another study, which found that Americans were less likely than Japanese to state a philosophy or principle to justify their refusal, Lyuh's Korean group was even less principle-oriented than the American group.

Peter Gordon spoke of the importance of the critical period for Korean learners in acquiring determiners, plurals and verb subcategories, replicating Krashen's finding that the older are quicker but the younger are better.

Chin Kyungae compared performance on articles by advanced Spanish, Arabic and Korean speakers and found the groups ranked in this same order, with larger differences for "a" than "the." Support was found for the contrastive analysis hypothesis, which views the problem of acquisition as being due to the relative differences between the determiner systems of the three languages and English. However, no support was found for Kellerman's subjective contrast hypothesis, because Spanish speakers regarded the L1-L2 differences as great but Arabic speakers regarded them as slight.

Kim Hyun-Sook tested the value for students of her identifiability analysis of "the" against another form of instruction more commonly used here. The experimental group made less errors and became more confident, with their confidence correlated with the help which they felt her instruction provided. The control group's confidence was (more) dependent on their attitude to their previous instruction.

Lee Dami looked at grammaticality judgments by Koreans in the US of "Ernie is dreaming that Mickey Mouse is pointing at himself." In Korean this kind of sentence is accepted even when "himself" refers to Ernie. She concluded that when L1 is a superset of L2, as in the case of Korean and English, negative data is needed to reset the parameters of universal grammar.

Park Jun-Eon presented a paradigm for deciding what matrix language an utterance is in when the speaker switches languages in the middle of the utterance. Important determinants were word order and topic structure, but if the switching occurs at an object it is impossible to identify a matrix language.

Thomas S.C. Farrell reported on what happened when he and four Korean teachers explored their teaching using Fanselow's FOCUS scheme as a framework for observing teacher and student behavior in their own classrooms. The venture appeared fraught with emotional content.

John Wells talked about the differences between native and non-native speakers and reviewed dictionaries as a way of bridging the gap.

David Wilkins analyzed more recent rivals to his functional syllabus like the procedural, process and task-based syllabi. He was sympathetic to the task-based syllabus. He saw the issue not as one to be decided by experimental studies, but as a matter of convincing the people in the field. He adduced the message of SLA, which was that learning is holistic, not a matter of accumulative course elements. In a second lecture he discussed the tension between grammar

and lexicon as a matter to be considered in organizing courses and, while still recognizing language as rule-governed, said it was lexically, not syntactically, driven.

Christine Pearson Casanave reflected on the context in which she finds herself in college classes in Japan, delineating purposes, procedures and personalities, issues that she thinks may be too much to ask tired and busy teachers to think about. Because changing the context is agonizingly slow, some fight small battles in class rather than big ones outside. She also discussed ways of making social issues the basis for course design. These are central because of the responsibilities of the ESL teacher in the field of personal and intellectual development.

John W. Oller, Jr. had recourse to pragmatism and its theory of representations to show that, in the classroom, only the true narrative case (a true account of a real event) allows the discovery of any meaning whatsoever. The alternatives—fiction, errors, lies and nonsense—are degenerate. Meaning makes all the difference. The second lecture was a more empirically oriented review of the effects that meaning, in the form of schemata and coherence, have on language learning. Abstract (higher meaning) schemata produce most agreement and learning. Unaltered (as opposed to scrambled) texts and very long stories (as opposed to vignettes) produce the best cloze results.

David Birch sounded a critical note, arguing that the conference had failed to put on the agenda the most important issue for teachers, which was the fear of uncertainty. He was unhappy about the analyses of language put forward by the other presenters because they were idealized and abstract rather than messy and "real." Their analyses of the language learning situation were also unsatisfactory because they were apolitical.

Park Nam-Sheik tackled various kinds of pollution in Korean TEFL: ungrammatical English of teachers and in materials, misdirected testing, overly-theoretical teacher training programs, Ministry of Education strait-jackets, blind faith that an earlier start will solve everything, brainwashing that English is difficult and that you should not open your mouth if you are unsure of yourself, and lastly, rampant, unscrupulous commercialism. He advocated an awareness campaign, research into problems and solutions, and the establishment of an agency to enforce regulations.

Kim Kun-Ok proposed a philosophical interpretation of English tense influenced by Oller's view of pragmatism. The present tense stands above the other tenses, which are merely spatio-temporal realizations of it. Her teaching method, logical mapping, involves students figuring out the commonalities in the different Korean tense equivalents to one English tense, linking the logic of Korean tense to that of English tense.

Choi Soo-Young described recently developed CALL (computer assisted language learning) courseware, including that produced in Korea. There have been advances over earlier software, which offered mainly lockstep programmed instruction, and with newer software students are given the opportunity to play games and compare their pronunciation with that of a native speaker.

Hiroshi Suzuki used computer-generated speech recording techniques to graft the pitch, stress or durational characteristics of a native speaker's reading of a text onto a reading of the same text by a Japanese English speaker. The version which had high pitch falls and long durations on accented syllables sounded most native-like.

Seiji Shibata discussed theoretical concerns as they affect early immersion in elementary schools, an issue seen to be made relevant for Japan by the return of the children of business people with a lack of skills in Japanese.

Minoru Ike outlined the history of English education in Japan, which started with the work of missionaries and benefited from the methods used to study the Chinese classics. More recently, the work of Charles Fries in the 1960s gained more acceptance than Harold Palmer's work in the 1920s and 1930s had received, but in the overall picture written entrance examinations have been the dominant influence in determining the way English is taught in the schools.

Yoshio Narisawa reported a program to introduce word processing to college students in place of traditional English writing classes. This included teaching them to type. Students were so excited they were speechless.

Kim Duk-Ki raised questions about an identity crisis in English education departments. Is English teaching knowledge-driven (based on the study of linguistics and literature), a position which allies education departments with departments of language and literature; or is it practice-driven (without a recognized knowledge base), which would separate the departments? Kim favored the latter, supporting a professional ESL pedagogy which he admitted was less prestigious. ESL teachers should know some descriptive and historical linguistics, culture, SLA and testing, but most important is the ability to help their students develop communicative competence. ∎

Conference Schedule

Friday **Oct. 14**	6:00 PM	Conference Reception (Free to all)	
Saturday **Oct.** **15**	8:30 AM	Conference Registration and Publishers' Displays	
	9:30 AM	Concurrent Sessions	1. *English for a Specific Purpose: Results of a Ten-week English Program* **Kazuko Kaneko, Japan**
			2. *Group Ware for the Media Mix Education System* **Hiroshi Tanabe and Yuka Shigemitsu, Japan**
			3. *Cooperative Assessment: Negotiating a Grading Scheme with Japanese University Students for Assessing Spoken English Performance* **Jeanette McLean, Japan**
	10:30 AM	Opening Remarks, John Harvey, Sogang University	
	11:10 AM	Concurrent Sessions	1. *Teaching for World Citizenship* **Kip Cates, Japan**
			2. *The Effectiveness of Using Various Learning Strategies on Thai Students* **Wanpen Chaikitmongkol, Thailand**
			3. *Preparing Learners: Interaction for the English Language Classroom* **George Scholz, Indonesia**
			4. *Bilingualism and Ethnic Identity of Korean Students in Japan* **Hiroyuki Miyawaki, Japan**
			5. *The Use of High School English Textbooks in Japan* **Atsuko Okada, Japan**
			6. *Talking Turkey: Teaching Conversation Skills More Effectively* **Graeme Cane, Japan**
	12:10 PM	Lunch and Publishers' Displays	
	1:30 PM	Plenary Sessions	1. *Facing the Challenge of a Changing World: The Personal Journey of an ESOL Educator* **Rick Orem, USA**
			2. *Is "Real" Communication Possible in the Language Classroom?* **Donald Byrd, USA**
	2:40 PM	Concurrent Sessions	1. *Active Listening* **Marc Helgesen, Japan**
			2. *Laying Out the Fluency Game Plan* **Carol Kim, Korea**
			3. *Implementing EIL: The Medium is the Message* **Peter Hassell, New Zealand**
			4. *Interchange: Introducing a New Level of Communication* **Stephen McGinn, England**

Saturday Oct. 15	2:40 PM	Concurrent Sessions *(Continued)*	5. *Dynamic and Effective Presentations: A Methods Course* Scott Berlin, Korea
			6. *Cobuild 2nd Edition: The New Generation* David Gray, Japan
			7. *You Can Get Your Students to Talk* Tina Carver, Singapore
	3:40 PM	Concurrent Sessions	1. *Motivating Beginners to Communicate* David Paul, Japan
			2. *Global Issue Teaching Activities* Kip Cates, Japan
			3. *Student Centered Lesson Plan Development for Maintaining Motivation* Gerald Couzens, Japan
			4. *Interactive Multimedia Courseware for Language Learning* George Farina, USA
			5. *Toward Internationalization: The Future of English Education in Korea* Kwon Oryang, Korea (Presented in Korean)
			6. *Re-examining the L1 Prohibition in Language Learning* Guy Modica, Japan
			7. *Intercultural Communication: A Model and Its Pedagogical Implications for Preparing the Global Citizen of Tomorrow* Anne Conduit, Japan
	4:40-5:30 PM	Korea TESOL Annual Business Meeting	
	7:30 PM	1994 Korea TESOL Conference Banquet (₩12,000)	
Sunday Oct. 16	8:45 AM	Conference Registration	
	9:00 AM	Special Program	
	9:40 AM	Concurrent Sessions	1. *Using Cross Cultural Differences to Teach EFL* Surai Pongtongchareon, Thailand
			2. *Effective Teaching of English in the Elementary Classroom* Yeom Ji-sook, Korea (Presented in Korean)
			3. *Communicate: A Course that Fully Involves Beginners* David Paul, Japan
			4. *Effectively Integrating CALL into the Curriculum* Scott Payne, Korea
			5. *Communicative Grammar Translation—Say What?* Robert Weschler, Japan
			6. *Multimedia ELT: Education in the (CD-ROM) Driver's Seat* William Gattonn, Japan
	10:40 AM	Concurrent Sessions	1. *Ugly Americans, Ugly Koreans: A Lesson in Cultural Differences* Rick Orem, USA, Min Byoung Chul, Korea
			2. *Effective Receptive Skills for EFL Students in Secondary Schools* Ju Yang-don, Korea (Presented in Korean)

Sunday **Oct.** **16**	10:40 AM	**Concurrent Sessions** *(Continued)*	3. *Motivate Your Business Students* 　　**David Fisher, Singapore**
			4. *CALL Around the World: How CALL is Being Used in the EFL Classroom* 　　**Amelia Staley, Japan**
			5. *Good Morning Vietnam & War Games: How to Investigate Your Teaching* 　　**Thomas Farrell, Korea**
			6. *Cross Cultural Pragmatics in the EFL Classroom: The First Six Steps* 　　**Craig Smith, Japan**
			7. *Integrative Activities for Improving Pronunciation* 　　**Claudia Hett-Payne, Korea**
	11:40 AM	**Featured Speakers**	1. *Activities That Work* 　　**Marc Helgesen, Japan**
			2. *Global Education Curriculum Design* 　　**Kip Cates, Japan**
			3. *Training Korean Children to Be Active Learners* 　　**David Paul, Japan**
	12:50 PM	**Lunch and Publishers' Displays**	
	2:10 PM	**Concurrent Sessions**	1. *Spectrum* 　　**Donald Byrd, USA**
			2. *Open House: An Activity Course for Young Learners* 　　**John Raby, Japan**
			3. *The Functional-Notional Syllabus: A Model for Korea* 　　**Stefan Bucher, Korea**
			4. *Survival English for Professional People* 　　**Vaughan Jones, England**
			5. *Global Village: Positive or Negative?* 　　**Lee Henn, Korea**
			6. *Using Simulation to Address Cross Cultural Issues in the Language Classroom* 　　**Char Heitman, Japan**
	3:10 PM	**Concurrent Sessions**	1. *English Firsthand: Effectively Using a Textbook* 　　**Marc Helgesen, Japan**
			2. *Parade: The New Childrens' Program* 　　**David Gray, Japan**
			3. *(Topic to be announced)* 　　**Ian Holden, Japan**
			4. *Bingo Mania* 　　**Andy Kim, Korea**
			5. *MAT Program Options at the School for International Training* 　　**Larraine Wright, USA**
			6. *On Teaching Presentation Skills in EFL* 　　**Johanna Katchen, Taiwan, ROC**
	4:10 PM	**Final Bash** (Free to all)	

Facing the challenge of a changing world: The personal journey of an ESOL educator

by Richard A. Orem
Northern Illinois University

CHALLENGE AND CHANGE . . . two words which have entered our active vocabulary as never before. With an increasingly changing world, our future is that much less predictable, and with low predictability comes high instability. It is significant, therefore, that we meet at this conference in Seoul, capital of a relatively new and modern nation, and new player in world politics, but home to one of the world's oldest civilizations, to talk about our future as a profession in a changing world.

What I propose to do is survey the landscape of the professional field of TESOL, where we have been and where we are going. I am particularly interested in three subjects which will become the dominant foci of my remarks: materials development, the technology of TESOL, and the professional development of TESOL educators. After a survey of where we have been, I will then attempt, cautiously I might add, to cast a net to the future, to begin to paint a picture of our world, our TESOL world, in the next 25 years.

Finally, I will conclude by attempting to draw implications from our past for our future. What does this possible scenario mean for us as practitioners? How will events in North America help shape your daily practice in Korea? To accomplish this I will frame my remarks in the form of a personal journey over the last 25 years, as an educator and teacher trainer, practitioner and researcher, in the United States and elsewhere in the world.

I must begin by first sharing with you some of my background, as such self-disclosure is important in helping you understand why I have selected my topic and have shaped my remarks in this way. I entered the TESOL profession as a teacher of English as a foreign language 25 years ago. The year was 1969 when I accepted an invitation from the US Peace Corps to teach English to elementary school children in the Libyan desert of North Africa. No sooner had I begun my training than I became an unwitting participant in global politics. After a training period that subjected me and most of my fellow American trainees to our first experience in Arab-Israeli politics, we were all soon looking for a new program before even arriving in Libya, for it was September 1, 1969, that Moamar Ghaddafi overthrew King Idris and established a socialist pan-Arab government that no longer needed a US agency in their schools and communities.

1969 . . . a period of challenge and change. American society was buffeted by the civil rights and anti-war movements. Detroit, Atlanta, Chicago, and Los Angeles, among many other urban centers, were recovering from the devastation of riots and arson following the death of Martin Luther King, Jr. Woodstock and *Easy Rider* came to symbolize the culture of rebellion of a generation raised in the heat of cold war politics, guerrilla warfare in Southeast Asia, and the civil rights marches from Selma to Chicago.

As for me, I quietly found myself by the end of the summer in a new TEFL program which brought together the resources of the Peace Corps and the Teacher Corps. I spent the 1969-70 school year teaching 8th and 9th grades in Atlanta and waiting for my new Peace Corps assignment, which was to be Tunisia, at the Bourguiba Institute of Modern Languages. My cohort of PCVs made up virtually the entire English Department. There I taught English to adults, remaining faithful to my training and the philosophy of Charles Fries and Robert Lado, designers of the Michigan approach, an audiolingual approach using materials developed at the University of Michigan for university students and which were exported worldwide through the efforts of thousands of young impressionable PCVs like myself. Looking back, I believe I was too caught up in my own acculturation into Tunisian society to really critically examine the materials and techniques I was trained to use.

But really neither did any of my colleagues for none of us had any training in linguistics or educational psychology, a prerequisite to work in the Peace Corps at the time. For us those two years represented a period of personal change and challenge which was never fully realized, perhaps not even yet.

What I remember more from those two years is the people I interacted with on a daily basis, the friendships I developed, the transformation of a city of strange smells, sounds, and ritual, to a city which became a second home.

And then my return to the United States and graduate school, first a master's degree in language education which concluded my Teacher Corps and Peace Corps experience, then two years of English teaching in the Atlanta Public Schools, and another graduate degree, this one a doctorate in adult education, again from the University of Georgia.

In 1978 I went to Northern Illinois University, where I was able to bring together my training in English as a foreign language and in adult education into a full time tenure track position at a major

university at the time better known for K-12 teacher preparation than for either TESOL or adult education. I was given the challenge of developing a unique program of ESOL teacher preparation for adult educators which in the 1970s was experiencing a growth rate that would continue into the 1980s and 90s as the numbers of displaced persons in the world would accelerate to record high numbers of immigrants and refugees to the US and Canada.

I quickly became involved in my local TESOL affiliate in Illinois where I was soon elected president, chaired the first Midwest Regional TESOL Conference in 1980, and then served three years as that organization's executive secretary, in charge of finances and keeper of the official bulk mail permit. It was also during this period that I became more involved with TESOL, the international organization. I was chosen associate chair of the 1983 TESOL annual convention in Toronto and was eventually elected second vice-president of TESOL in 1988 and chair of the 1989 convention in San Antonio, Texas.

It was another period of challenge and change for me professionally. At the time that I was elected to the executive board of TESOL, the organization was experiencing a significant transition from a part-time to a full-time executive director, a rocky transition at best. Only months after my election to the board, the executive director left and I was asked to join a management team comprised of two central office staff members and myself. I was also asked to serve the next year as full-time executive director, during a period that would be marked by increasing change and challenge to the profession.

The challenge was to chart a course for TESOL in a world of increasing social and political change. In 1989 the Berlin Wall came down and the Cold War came to an end. Yet, we were only allowed to bask in the sunshine for a few months before the world was caught off guard by Iraq's invasion of Kuwait in August of 1990.

TESOL, the organization, began to grow in 1989 at a remarkable rate, nearly doubling its membership within the next year from 10,500 to its current 20,000+ members. The organization began to transform itself into a professional organization aiming to serve members' needs in multiple ways, with increasing numbers of publications, new services for members and a new advocacy role which saw an increased involvement, along with other professional associations, in discussions of legislation, professional standards, and the growing debate on English Only in the US. The other significant challenge for TESOL was defining its role as an international organization, for although the majority (75%) of TESOL members reside in the USA, the increasing demand for English language instruction around the world has generated new interest in these countries in forming professional organizations of English language educators.

For example, following the breakup of the former Soviet Union, English displaced Russian as the language *du jour* for tens of thousands of Poles, Hungarians, Czechs Slovaks, and more. As Russian was displaced by English, a vacuum was created in those countries of qualified English language educators. Many organizations in the USA and Canada attempted to fill this vacuum with volunteers or paraprofessionals, many without the preparation in English language education or teacher education necessary to effectively work in this changing social and political environment.

I was recently in Cuba and learned that the same thing is happening there. Experienced Russian language teachers are scrambling to learn English as the demand for that language soars, despite the 30 year old economic blockade imposed on that island by the US government.

TESOL has responded to these challenges by sponsoring and assisting new developing affiliate organizations. TESOL has been recognized by the United Nations as a non-government organization (NGO) and invited to participate in selected proceedings of that world body. TESOL has sponsored a number of summer institutes outside of North America, including Spain and the former Czechoslovakia. There has even been talk of a Pacific Rim institute. If you attended the last TESOL annual convention held in Baltimore, Maryland, you probably remember the three Worldnet telecasts which linked conference participants in Baltimore with educators in Asia, Latin America, and Europe, Africa, and the Middle East. Yes, the TESOL world is changing and with those changes come new challenges.

Let's focus now on those three areas I mentioned earlier, materials development, technology in TESOL, and teacher preparation, by first looking at how these three areas of concern have responded to a changing TESOL world.

MATERIALS DEVELOPMENT. I entered the TESOL profession at a time when audiolingual methodology was still the dominant methodology and materials reflected that approach. English language teaching was largely academic in purpose. The purpose for learning English was to access research resources available largely in English. Even non-students were taught grammar as the core of language education. The Peace Corps disseminated the audiolingual approach because it was an efficient means of training hundreds and thousands of TEFL'ers who were going into strange new environments with limited resources, the most important one of which may have been their own native ability to speak English.

Materials development centered on dialogues and drills which were designed to reinforce sentence patterns and vocabulary development. Textbooks reinforced the oral practice, but since the emphasis was on oral language, little effort went into developing textbooks which were user friendly. In fact they were downright dull and

uninteresting. Although some creative educators would draw authentic materials from their own environment, the major proponents of language teaching emphasized the need for high structure provided by the teacher.

In the 1970s we began to see a significant shift first in Europe, then in North America, from this grammar-based approach to communicative approaches. The nature of our students was also changing. Regional wars, economic hardship, and other pressures were forcing worldwide movements of refugees and immigrants in record numbers. War in Southeast Asia, and the Middle East, starvation in Africa and political repression in Latin America, all served to force record numbers of refugees to new lands. Canada and the US became countries of choice for literally millions of these refugees. And, of course, to help in their assimilation they needed to learn English.

Adult ESL instruction began to be shaped by the pragmatic needs of these new language learners. The need for job skills led to development of vocational English language programs. Materials began to reflect this change by incorporating authentic activities and sources of the language. Yet, these materials continue to be heavily influenced by grammar-based approaches. Internationally, audiolingualism continues to dominate materials because of the primary goal for most learners to learn academic English, to improve reading ability in order to access the growing knowledge base available increasingly only in English, and to better understand the broadcasts of CNN and MTV. English had indeed arrived as The World Language.

TECHNOLOGY IN TESOL. The technology of teaching language had also begun to change. My initial training in 1969 and 1970 focused entirely on developing drills and dialogues with heavy reliance on prescribed, rigidly sequenced activities. Shortly thereafter, communicative approaches emphasized meaning and comprehension, and avoidance of rote memorization.

A "silent revolution" brought with it radical new approaches based not so much on theories of language, but on theories of learning. Within a space of ten years we were introduced to the Silent Way, Community Language Learning, Total Physical Response and Suggestopedia, to name only those which seemed to draw the most interest. I remember going to my first TESOL convention in 1977 and being struck by all the commotion created by a certain Caleb Gattegno and his iconoclastic view of language learning embodied in the Silent Way. Later I met Jenny Rardin and other followers of Charles Curran who advocate a humanistic philosophy under the title of Community Language Learning. Their approach to this model of language teaching was almost spiritual. This was not just a set of techniques, it was a new philosophy of teaching and learning which spoke of the whole learner

by including for perhaps the first time the affective dimension of language learning. Later I became acquainted with Earl Stevick, a language teacher at the Foreign Service Institute, a remarkable man, quiet, gentle, but obviously the embodiment of what we have come to call the reflective practitioner, not content to do only what he had done for years, but studiously absorbing these new approaches, and publishing a series of books which soon became the gospel to a new generation of language teachers.

Although I am including the general concept of teaching techniques in this discussion of technology of TESOL, I must also point out that during this time period, the personal computer had developed from the idea stage to a full fledged integrated component in the classroom. But most teachers would still rely on paper and pencil, chalkboards, and overhead projectors. And in many countries

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...the reflective practitioner, not content to do only what he had done for years, but studiously absorbing these new approaches...

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where English was being taught as a second language, teachers would have to rely on limited resources, maybe a textbook, maybe a chalkboard, but primarily their own imagination.

In the TESOL world of the 1990s, technology has come to include everything from chalkboards and overheads, to CD-ROM and distance learning networks complements of INTERNET. Newer technologies are accessible to a larger number of educators and second language learners in classrooms around the world. The potential for linking classrooms internationally is real. With the impact of technologies on materials development and language teaching methodologies comes a related impact on teacher preparation.

TEACHER PREPARATION. Adult ESL became the fertile field of exploration and discovery in language teaching methodology and language learning in the 1970s and 1980s. My best explanation for this phenomenon is that the absence of certification and the predominance of a part-time, transient teacher force, coupled with the needs of a new type of language learner, drove the need for experimentation and provided TESOL with a generation of language teachers who sought out the new approaches. Their training had largely occurred through inservice workshops provided by state agencies, not the traditional training offered by university linguistics programs.

Materials also slowly evolved during this period to reflect changes in language teaching approaches.

Concepts from Silent Way, Community Language Learning, Total Physical Response, and other communicative approaches began to shape classroom materials. Parallel developments in other teaching fields began to spread to TESOL through joint efforts with various other professional organizations, such as the National Council of Teachers of English, and the International Reading Association. Whole language, and the whole learner, sought authentic materials and authentic applications to real world situations.

At the same time, certain other international influences began to catch our eyes and ears in North America. The message of Paulo Freire of Brazil spoke of empowerment, of empowering learners and their communities. Political and social dimensions of learning and teaching began to replace the purely psychological dimensions. This began to occur as the profession began to look at itself in more political terms.

Throughout all of this turmoil in the field, teacher preparation programs in the USA have remained largely unchanged. In numbers they have grown considerably in response to the increasing demand for skilled ESOL teachers in the schools and colleges of the USA, but also as a result of the demand expressed internationally. But in structure they remain relatively unchanged, providing teachers with heavy doses of conventional wisdom in language theory and teaching pedagogy. Part of the resistance to change can be found in the conservative nature of higher education. As I have discovered, seeking substantial change in how we approach graduate and undergraduate teacher education can lead to its own frustration.

One of the more significant changes in teacher preparation programs is the increasingly political nature of our work. We need to be preparing educators to work in political environments, where programs live and die on the basis of how we remain accountable to funding agencies. In the USA, second language teaching and bilingual education in the schools are still not well understood. Adult ESL programs are nearly entirely dependent on grants from state and federal agencies. ESOL teacher preparation programs in higher education are vulnerable to political gamesmanship everyday.

IMPLICATIONS FOR THE FUTURE. So what can we expect to find in our future world of TESOL? It appears that certain forces, including economics and politics, will continue to shape and drive our field, and I might argue that these forces are inseparable and should be examined as one.

At least in the USA, economics and politics are the greatest shapers of education, elementary, secondary, higher and adult. Commercial materials are still developed to earn a profit and to appeal to the largest possible audience. Teachers will need to be prepared to know how to adapt materials to meet the needs of their learners. New technologies will go far in helping teachers individually, but there is an assumption that teachers have access to these technologies and that once they have them, they will know what to do with them. Increasing availability of desktop publishing could enable individual teachers to literally produce their own materials, from workbook to audiovisual aids. Again, the assumption is that the teachers are prepared to do this. The danger inherent in this availability is that we become too reliant on technologies, that they become the ends of instruction, rather than another means.

Technology can empower both teachers and learners, but both have the obligation to learn how to make the best use of this technology. In the October 1993 special issue of TESOL Journal, devoted to the topic of technology and TESOL, Simon Murison-Bowie of Oxford University Press spoke of the enabling role of technology and teachers' obligations. He said, "The obligation of teachers with respect to technology is similar to other kinds of obligations they face. Teachers need to be inquisitive about the world in which they and their students live—a world that includes technology—and make connections between this world and their teaching. Being open to new ideas means being ready to spend time becoming familiar with them in order to make them one's own." (p. 6)

Teacher preparation will need to include new approaches to second language teaching. We will need to emphasize more the concept of learning to learn both for ourselves, and for our students. The need for lifelong learning and reflective practice is becoming key to success in our practice as educators and learners.

To do this, teacher preparation programs will need to rethink their mission. Can one program prepare teachers for a variety of potential roles as a second language teacher ranging from the urban schools and bilingual programs of Chicago, Los Angeles, and Miami, Florida, to the refugee programs of Indonesia and Thailand, to the schools and universities of Seoul, Korea? Will this diversity of need for English language teaching create new structures in teacher preparation programs? Will we see increasing specialization within our programs, or will we begin to see development of core knowledge areas which become the foundation or stepping stones to specialization in the world of practice?

Again, politics and economics come into play. US universities, where the vast majority of TESOL teacher preparation programs are offered, are coming under pressure to increase their productivity as measured by graduates in programs serving local needs. Some public universities are being forced to cut back programs which, on the surface at least, appear to be supported by demands coming from outside local service regions and from outside the US. In my own university, for example, a recent university-wide program review led to a recom-

mendation to eliminate our Ph.D. degree program in economics, one reason being that over 50% of doctoral candidates were non-US citizens. At another major university in my state, the institution itself recommended elimination of the TESOL master's program, again largely because over half of the enrolled students were not US citizens. This is a frightening trend in a society which talks about increasing globalization of schools and work.

But teacher preparation programs operate within institutions that are fighting harder for fewer resources. Just as teachers and learners work with schools which are having to share limited resources within their communities. In these times, who will advocate for the learner? Who will advocate for the teacher?

Technology is seen by some as a possible solution to this dilemma of shrinking resources, by linking schools and classrooms via distance learning technologies. Fewer teachers could serve more students. However, the initial investments in developing and installing these technologies are out of reach of many institutions. Institutions with resources will continue to move ahead of the pack, increasing certain disparities within society.

CHALLENGES AND CHANGES. . . Up to now I have identified a number of challenges facing us as a profession in a changing world. But I prefer not to look at challenges as barriers but as opportunities. Likewise, changes offer us the chance to grow and learn. We have a responsibility as TESOL professionals, not only to effectively teach English to those who come to us with a variety of personal and professional goals, but also to challenge our students and each other to act as responsible participants in an increasingly changing world. I offer this challenge to you today. ∎

Initiatives in global education

by Kip A. Cates
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AS LANGUAGE TEACHERS in the 1990s, we live in critical times. Our world faces serious global issues of ethnic conflict, social injustice, AIDS and environmental destruction. How can we prepare our students to cope with these problems? What is our responsibility as language teachers in a world of war, poverty, prejudice and pollution?

Education for a global age

GLOBAL EDUCATION is an exciting new field which addresses these concerns. It has been defined as "education which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural and interdependent world" (Fisher & Hicks, 1985). It aims at "bringing about changes in the content, methods and social context of education in order to better prepare students for citizenship in a global age" (Kniep, 1987). The fields of peace education, human rights education, development education and environmental education are usually designated as the four content areas of global education. A global education approach to foreign language teaching can thus be defined as one which aims at enabling students to effectively acquire a foreign language while at the same time empowering them with the knowledge, skills and commitment required by world citizens for the solution of global problems.

What is the rationale for global education? Part of living in today's world means being bombarded daily by international problems and issues. As one global educator has noted,

> Hardly a day goes by without an announcement of terrorist activities, the newest lake poisoned by acid rain, the latest energy crisis, the suffering of displaced people in refugee camps or the repression through violent means of people seeking their human rights. (Kniep, 1987)

Because of the interconnected nature of our global village, it is impossible to ignore these issues. We live in a world where "a distant political struggle is a luggage search for plane passengers at a local airport, an upheaval in Iran is a lowered thermostat in Buenos Aires, an assassination in India sparks off demonstrations in South London" (Pike & Selby, 1988). Despite this, many concerned educators feel that our young people are not being adequately prepared to cope with these problems. This concern has been expressed by international figures such as Edwin Reischauer, who states:

> We need a profound reshaping of education...humanity is facing grave difficulties that can only be solved on a global scale. Education is not moving rapidly enough to provide the knowledge about the outside world and the attitudes toward other people that may be essential for human survival. (Reischauer, 1973)

The goals of a "global" approach to education are generally divided into the four domains of knowledge, skills, attitudes and action. Knowledge about world problems is the first goal. If we want students to really work for a better world, they must at least know the nature of world problems,

their causes and viable solutions. Acquiring skills necessary to solve world problems is the second goal. These include effective communication skills, critical and creative thinking, cooperative problem solving, non-violent conflict resolution, informed decision-making and the ability to see issues from multiple perspectives. Acquiring global education attitudes is the third goal. These include global awareness, an appreciation of other cultures, respect for diversity and a commitment to justice and equality. The final goal is action and participation—democratic participation in the local and global community focused on action to solve world problems.

Global education thus aims at helping students develop an awareness of our interconnected world and a commitment to solving the global issues we face. Though a growing number of language teachers are interested in teaching about world problems and adding an international dimension to their classes, many are unsure of how to go about this. In this article, therefore, I'd like to briefly introduce the "Global Issues in Language Education Network" and describe some of the exciting initiatives taken by instructors round the world who are working to integrate a global perspective into their foreign language classrooms.

The Global Issues in Language Education Network

THE Global Issues in Language Education Network is an international Japan-based organization, founded in 1989, which comprises over 600 classroom teachers, school directors, publishers and textbook writers from over 30 countries worldwide who share a special interest in global education. At present, this is the only international language teaching organization which has as its main aim the promotion of global awareness, international understanding, and the study of world problems and foreign cultures through language teaching. In addition to the Global Issues Network, a Global Issues in Language Education National Special Interest Group (N-SIG) has also been established (in June 1991) within the Japan Association of Language Teachers (JALT).

The aims of the Global Issues in Language Education Network are (1) to promote the integration of global issues, global awareness and social responsibility into foreign language teaching, (2) to promote networking and mutual support among educators dealing with global issues in language teaching, and (3) to promote awareness among language teachers of important developments in global education and the related fields of environmental education, human rights education, peace education and development education.

The Global Issues Network has a wide variety of contacts in Japan and abroad. These include language teaching groups such as TESOL and IATEFL,

education groups such as the American organization Educators for Social Responsibility and the Russian Educators for Peace movement, global issue groups such as Friends of the Earth and Amnesty International, and world bodies such as the United Nations and UNESCO. The Network issues the "Global Issues in Language Education Newsletter," a unique 24-page quarterly newsletter packed with up-to-date news on global education and foreign language teaching. Each issue contains a wealth of information—from suggestions for teaching about human rights in language classes to reports on international pen pal programs, from reviews of books on environmental education to global awareness teaching activities. There is also a special section where readers can write in to recommend global education teaching materials or to get information on topics such as recycled paper.

A major activity of the Global Issues Network is organizing global education presentations for local, national and international language teaching conferences. In Japan, recent conference sessions have included a colloquium on peace education and language teaching, panel discussions on teaching global issues in English classes in Japan, workshops on designing socially responsible teaching materials and seminars on how to make language teaching more environmentally friendly. Internationally, Network members have given presentations on global education in such diverse countries as Korea, Vietnam, Malaysia, Hungary, Egypt, Greece and Canada.

The Network also runs various projects. These include a computerized data bank of Network members, annotated bibliographies on global education, and directories of movies and pop songs on global issue themes. Research projects carried out include a content analysis of peace and environmental topics in Japanese high school EFL textbooks and a survey of teacher and student attitudes to studying world problems in language classes. Other activities include an EFL book donation to Vietnam, fund-raising for children's homes in India, Japan lecture tours by Russian and German peace educators, and promotion of international events such as Earth Day.

Global issues in the language class

MEMBERS OF THE Global Issues Network are actively involved in integrating global education into their teaching. Rethinking our teaching materials is one way to start. As Provo (1993) notes, "We all need to use reading passages, dialogues and discussions in our teaching, so why not design these materials with content that informs students of important world issues and challenges them to consider solutions?"

Some teachers thus choose reading passages which deal with themes of intercultural communi-

cation, global awareness or world peace. Others have written their own language lessons on topics as varied as refugees, recycling and rainforests. Some have adapted materials from global education texts such as *World Studies* 8-13 (Fisher & Hicks, 1985) and *Making Global Connections* (Hicks & Steiner, 1989). Yet others are trying out some of the exciting new English textbooks built around global issue themes—Japanese EFL texts such as *Our World* (Peaty, 1990) and *Green Issues* (Okajima & Hartley, 1993) or UK/US texts such as *Global Views* (Sokolik, 1993) and *Contemporary World Issues* (Light & Fan-Ying, 1989).

Course design is another area where language teachers are experimenting with global education. Teachers such as McHugh (1992) and Shang (1991), for example, have designed entire courses on the theme of world cultures in which students read and give oral presentations on countries from around the world. Other instructors have designed English language courses on human rights (Peterson, 1990) and world hunger (Matsuda, 1992). One Tokyo instructor has even built a complete college EFL course around the movie *Gandhi* which aims at improving students' English language skills while allowing them to explore themes such as racism, colonialism and non-violence (Mark, 1993). Global education is not just for advanced learners. Yoshimura (1993), for example, has designed a one-year global issue beginner's EFL course for children. This introduces basic English speaking and writing through songs, games and drills on international themes such as endangered animals, refugees and the United Nations.

Global education is as much a matter of how we teach as of what we teach. For many global English teachers, this involves a shift from passive to active learning and from language-as-structure to language-for-communication-about-the-world. There are a number of strategies global language educators are using to bring the world into their classrooms. Some teachers invite to class guest speakers from foreign countries or from groups such as Amnesty International. Students thus get a chance to practice communicative English skills while developing interest in world cultures and human rights. Some instructors experiment with experiential education in their classes. This can range from simple student role plays of blacks and whites in apartheid South Africa to mini-dramas about the clash of logging companies and tribal peoples in tropical rainforests. More ambitious language teachers have organized complete United Nations simulations in which students pick a country out of a hat and then become ambassadors from various nations around the world (Henry, 1993). Project work is another activity which can develop global awareness and language skills. This can involve students in language learning projects such as group reports on international organizations like UNICEF, oral presentations on Nobel Peace Prize winners, interviews with people about tele-

vision violence or AIDS, or recycling surveys at home or in the community.

Global education beyond the classroom

OUT-OF-CLASS activities comprise another area where teachers can help their students acquire a global perspective while giving them additional language practice. Some teachers take students to visit refugee centers, to pick up litter from local beaches or to see and discuss English films on social issues. Yet others invite their students to join them in volunteer work for charity. According to Bamford (1990), for example,

Volunteer work with global issues can be a perfect context for teacher-student contact outside class. Personally, because I'm committed to a just world free of war, hunger and poverty, and because I'm committed to my students learning English, I find there's no better combination than working on global issues with students outside the classroom. While students get the language practice that I need them to get to complement my classes, we are working together for the future world of our choice.

One activity carried out by Bamford is a charity walk-a-thon in Tokyo in which students and teachers practice speaking English while walking up to 35 kilometers to raise money for groups protecting the environment or working to end world hunger.

International links beyond the classroom are another way to promote language learning and global awareness. Some classes adopt a Third World foster child or political prisoner to promote English writing practice with a global dimension. Others set up international pen pal programs or E-mail exchanges between their classes and students in countries as varied as Syria and Singapore. More ambitious teachers get involved in student excursions abroad. While many of these overseas trips involve English native speaker countries such as the US and UK, educators such as Hinkelman (1993) have described how powerful global and language learning can also result from Third World English study tours to countries such as Mexico and the Philippines.

Teacher training is a final area where language professionals are carrying out interesting initiatives in global education. In Japan, for example, the Language Institute of Japan (LIOJ) and the Tokyo YMCA both run annual intensive summer workshops with a global perspective for high school English teachers. These aim at improving the trainees' teaching methodology and language skills through using English both to learn about global education and to study social issues such as world hunger and medical ethics. Another initiative is a unique global education course offered by the MA in TESOL program of Teachers College, Columbia University. This course permits graduate students studying for an advanced language

teaching degree to explore fields such as peace education and environmental education, and to design and teach model language lessons on global education themes.

Getting involved

A GROWING NUMBER of language teachers are finding that global education presents an exciting approach to language teaching for international understanding. For Korea TESOL members interested in this area, there are many ways to get involved. One way is to explore the field of global education through the many new books now available (see the references and recommended readings listed below). Another is to experiment in your classes with global education content and activities. A third way is to share with colleagues—informally, in journal articles or through conference presentations—ideas about how language teaching can contribute to promoting international understanding and resolving world problems. Finally, teachers in Korea wishing to join their colleagues worldwide who are dealing with global education are warmly invited to join the Global Issues in Language Education Network and to begin receiving its quarterly newsletter. ∎

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Global education organizations

(Ask for their global education catalogs)

Social Studies School Service, 10200 Jefferson Blvd, Rm Y, PO Box 802, Culver City CA 90232-0802 USA

Center for Teaching International Relations, University of Denver, Denver CO 80208, USA

American Forum for Global Education, 45 John St., Suite 908, New York NY 10038, USA

Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138, USA

Worldaware, 1 Catton St., London WC1R 4AB, UK

Centre for Global Education, University of York, Heslington, York YO1 5DD, UK

Recommended readings

Global education

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The Global Issues in Language Education Network

What EFL teachers need to know about communicative materials

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Students of English often ask questions like these:

1. "How do you say '...' in English?"
   "What's the English word for '...'?"
   "What's the past tense of '...'?"

But how often have you heard questions like these:

2. "How do you express disagreement in English?"
   "How do you address an older person?"
   "How do I ask for directions?"

TRADITIONAL grammar-based courses very narrowly provide answers to questions of the first type (focusing on form), leaving questions of the second type (focusing on wider personal and social concerns) to be treated by the classroom teacher—if they are treated at all. This narrowness may tax non-native EFL teachers to the limits of their performance, particularly if they are unsure of how native speakers of English use the language in real communications.

At best, grammar is merely a pedagogical convenience, but many teachers still see grammar as their sole obligatory teaching goal in the language classroom, particularly those teachers who feel uncomfortable with the uncertainties of teaching communicatively. They equate the teaching of grammar with the teaching of English, unaware or perhaps unwilling to accept the distinction between "linguistic competence" and "communicative competence," posited years ago by various sociolinguists and still being expanded upon by language teaching theorists.

Carefully planned communicative courses, although not grammar-driven per se, must, however, treat questions of both types above. This inclusive coverage should come as some relief to teachers committed to a grammatical focus. Grammar is not discarded; rather, it fits into a greater whole. Grammar is seen as a "means" to an "end," not an "end" unto itself. That "end" is the ability to function and interact with other speakers of the language, that is, to communicate effectively in various settings. The deliberate and planned treatment of both grammar/vocabulary (FORM) and the personal/social concerns embodied in various intentions of native speakers (FUNCTION) serves to support the non-native EFL teacher by specifying all the variables involved in these real interactions with other speakers. Just how can this interaction between form and function be implemented?

A truly communicative course presents the totality of communication broken down in various communicative acts ("*who* is communicating *what* to *whom* and *under which circumstances?*").

These communicative acts can be analyzed into teachable "isolates." From a pedagogical point of view, it probably does not matter whether the "isolate" treats a grammatical rule or a functional one since it has to be singled out for practical teaching/learning purposes. However, there is something different about teaching formal and functional "isolates."

A grammatical "isolate" is easily verified. Certainly one of the appeals of grammar is that it is so

verifiable. We either know if a form is grammatically correct or we can look it up in a dictionary or a reference grammar or ask a knowledgeable speaker of the language. In order to be deemed "correct," a grammatical "isolate" explicitly meets certain criteria of well-formedness.

A functional "isolate," however, is different, and its "correctness" has little to do with traditional views of correctness or well-formedness. (Even more recent theories do not fully account for the "correctness" of functional "isolates." Krashen's Monitor Theory, as currently delineated, is narrowly concerned with grammatical well-formedness.) How does "correctness" apply to functional "isolates"? Think of this question: Is it possible for an utterance to be grammatically correct and still be unacceptable?

Of course, many languages require users to make formal/informal distinctions such as in the *vous* and *tu* forms in French. Using *tu* in a situation where *vous* is required (or vice versa), although grammatically intact, is unacceptable. A functional "isolate," then, calls for a different kind of evaluation to test its usage: appropriateness of the language as used naturally by participants in a given situation.

The WH-'s of communication

TEACHING A COMMUNICATIVE COURSE requires the language teacher to be aware of the components of any communicative act, which are called here the WH-'s of communication. They are the WH-questions that can be asked and answered about any verbal exchange, whether in speech or in writing, in order to specify fully the variables of any communicative act. Communicative materials do not always spell out all these components explicitly, but effective materials use other means to contextualize the language. Additional information about the context can be provided by textbook illustrations, which should help the teacher and the students understand at least implicitly the totality of the communication. These WH- questions follow, and after each one is the technical term used by sociolinguists.

1. WHY is the participant communicating?
   = FUNCTION
   (the purpose or intention)
2. WHAT is the concept being expressed?
   = NOTION
   (the perception and interpretation of the real world, time, space, etc.)
3. WHERE is the communication taking place?
   = LOCATION
   (outdoors, indoors, on the phone?)
4. WHO is communicating with WHOM?
   = PARTICIPANTS
   (relationship between communicators: formal/informal; register, etc.)

5. HOW is the communication carried?
   = MODE
   (in speech, in writing, by gesture?)
6. WHICH language forms are used to carry the communication?
   = GRAMMAR AND VOCABULARY
   (the appropriate expression—"exponent"— that carries the message)

The WHY question, the overall FUNCTION, refers to the intention or the purpose of the communicator. According to van Ek, regardless of the language we use, there are basically only six general functions:

1. informational (asking for/giving information);
2. intellectual ((dis)agreeing, denying/accepting);
3. emotional (expressing (dis)pleasure, (dis)satisfaction, preference);
4. moral (expressing (dis)approval, apologizing, showing indifference);
5. suasive (attempting to influence another's behavior by suggesting, commanding, instructing, advising, and so on); and
6. social (greeting, taking leave, getting acquainted).

In general, these sub-functions (the elements in parentheses) can be expressed in a number of ways; each rendering is called an "exponent." The grammatical means (the exponent) that native speakers choose to express these functions usually varies according to the context. For example, suppose a speaker wants to ask someone to open a window (a suasive function). There are a number of exponents for requesting, ranging in formality, politeness, directness, grammatical difficulty, and vocabulary frequency:

- "Would you be so kind as to open a window?"
- "Would you open a window please?"
- "(Please) open a window."
- "Could you open a window?"
- "Don't you think it's a little hot in here?"

and so on....

Which one of these exponents should students learn first? That choice calls for a standardized rationale. There are many considerations that come into play (frequency of use, basis for language expansion), but basically there are two criteria that influence the choice of exponent: (1) naturalness of expression and (2) grammatical/ lexical difficulty. Notice the order of these criteria. Naturalness of expression comes before grammatical difficulty. In other words, in communicative materials, one has the obligation to present the language used naturally by native speakers in authentic exchanges— regardless of its difficulty!

Difficulty, at best, is a relative criterion, depending on various factors like language transfer and

other learning strategies. The temptation to take authentic-but-difficult language and simplify it to suit the level of the students must be resisted. Simplified language is a distortion of authentic input. But input, if it is to be instructional, must be comprehensible to the students. How can one mediate this dilemma? One way is to search diligently for models that are "simple," not "simplified," a valuable distinction for teachers

Difficulty is not always intrinsic to the language specimens. The difficulty may involve the tasks or exercises chosen, that is, what the students are asked to do with the language. Exercises can expedite or hamper the understanding of authentic language, and deftly designed exercises build understanding, a receptive skill, before production. A sequence of reception-to-production tasks can help to alleviate barriers of initial difficulty. Students are eased into the input by responding to receptive-but-dynamic, manipulative tasks such as eliminating irrelevant information, giving true or false responses, choosing multiple-choice options, rearranging items, ordering elements, and so on. After students gain a measure of receptive familiarity with the materials, they can then be asked to do more productive, relatively more difficult tasks.

Another way of handling difficulty in authentic materials is for the teachers to adjust their methodology to compensate for it, as presumed in the suggestion above. The presentation of receptive tasks before productive ones means that the teacher plays an important role in deciding on sequence, the amount and kind of practice, and the focus of the practice (on form, function, or content).

In those frequent cases where natural, authentic exponents are intrinsically complex, one opts for an alternative teaching procedure; the presentation of "fixed exponents." Such expressions are merely presented without grammatical analysis; no grammatical rule is offered. However, the contextual circumstances for the use of these formulas are clearly specified. This treatment of fixed expressions or formulas is not really new. Traditional materials have presented many of these expressions in context with no grammatical analysis ("Thank you" and "You're welcome," for example.)

The ultimate, overriding force of exponents is sometimes unclear. In other words, there is no one-to-one correlation between an exponent and a function. "Don't you think it's a little hot in here?" might appear to be a straightforward request for confirmation of the temperature, but in the context of a stuffy room, it may be a request to open a window. Or "I didn't catch your name" is more than a declaration of one's poor memory; it's a request for clarification of information, but at a party or meeting, it might be part of a social routine.

Furthermore, functions often overlap. "There's this wonderful little bistro on the Left Bank" obviously has an emotional tone to it, but remembering it is an intellectual function; it is obvious, though, that one is remembering something pleasurable and satisfying (food or a rendezvous), but the major thrust of that exponent might in fact be a recommendation for a nice restaurant, a suasive function. Exponents, then, must be seen as malleable servants to the intentions of the users of the language.

A checklist for communicative materials

THE CHECKLIST for communicative materials serves here as a culminating summary of the various points in this article. When evaluating or developing materials that emphasize language used in social settings, see how they measure up on this checklist.

1. Is the language natural and authentic?
2. Is the language appropriate to the setting?
3. Is the language suitable to the roles of the speakers?
4. Is the purpose (function) of the language clear?
5. Are the functions fully and clearly labeled?
6. Is the grammar naturally carried?
7. Do the artwork and illustrations help to clarify the function, roles, intent, style, and register?
8. Are the sentences cohesively connected?
9. Can learners immediately use isolated items?
10. Do the isolated items meet the learners' basic communicative needs?
11. In general, is there a clear distinction between production and reception?
12. Do exercises provide enough guidance for both learner and teacher?
13. Do exercises leave room for various learner and teacher strategies?
14. Are exercises varied in content and task type?
15. Do exercises encourage students to engage in real communication with each other/the teacher?
16. Do skill-focused activities actually focus on a single skill?
17. Are there synthetic activities that integrate skills or bring together previous items?
18. Are there imaginative features that capture student and teacher interest (humor, flair)?
19. Are there activities that incite the learners to use the language to accomplish real missions?
20. Is the reality appropriate to survival needs, interests, and level of the students? ∎

Schema activation and listening: Where the learner's past meets the future

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IN OCTOBER, the Korea TESOL conference will meet under the theme, "Where the past meets the future." No doubt this theme will be considered from a variety of viewpoints. Some will discuss the transition from more traditional approaches to language teaching such as Grammar-Translation and audiolingualism to more communicative methodologies. Others will consider the evolution of the role of English from that of an academic subject/rite of passage (i.e., learn it or you don't get into university) to a more inclusive, international language. While those topics are interesting and important, this article will focus on the conference theme as it affects individual learners: How can what they've studied and achieved in the past be used to make them more effective listeners in the future?

There is no doubt that practice is an important part of learning to listen in a foreign language. However, practice alone isn't enough. Students need to learn how to listen.

Listening is one of the most difficult—even painful—aspects of learning English for many learners. Sometimes, although our effort is well-intended, what we do in the listening class may not be particularly effective: We walk in and say, "Listening." The students freeze. They know listening is tough and they're about to be subjected to it. We assign the task and play the tape. Some students understand, but many don't. So we play the tape again. And again. And again. Finally, by piecing together the bits, they've got it. The problem is what they got—a two-minute piece of tape they'll never hear again.

And there we sit, frustrated. We know they've already studied English for years. Why can't they understand? Perhaps, rather than focusing on learner weaknesses, it would be more productive to look at their strengths. Think about your students. What are they good at? In what aspects of English do they excel? Write at least two:

- _____

- _____

When I've done this exercise in workshops, two answers come up regularly: vocabulary and grammar. Our students, due to their years of study via Grammar-Translation, tend to have huge vocabularies relative to the rest of their knowledge of English. They also usually have a solid, if receptive, knowledge of English grammar.

There's one item, often overlooked, that I'd like to add to the list: life experience. Learners come to class with years of experience and knowledge of the world. These three strengths—vocabulary, grammar and life experience—can be the tools for effective listening.

Bottom-up vs. top-down processing

TO SEE how to make use of these tools, it's important to understand what learners are going through as they listen in English. Consider the "bottom-up vs. top-down processing" distinction, a metaphor proposed by Rumelhart and Ortony (1977) and expanded upon by Chaudron and Richards (1986), Richards (1990) and others. The distinction is based on the way learners process and attempt to understand what they read or hear. With bottom-up processing, students start with the component parts: words, grammar and the like. Top-down processing is the opposite. Learners start from their background knowledge, either content schemata (general information based on previous learning and life experience) or textual schemata (awareness of the kinds of information used in a given situation). (See Long, 1989).

This is perhaps better understood by another metaphor. Imagine a brick wall (see Figure 1). If you are standing at the bottom looking at the wall brick by brick, you can easily see the details. It is difficult, however, to get an overall view of the wall. And if you come to a missing brick (i.e., an

Top-Down
based on
- general knowledge/life experience (content schemata)
- knowledge of situational routines (textual schemata)

Bottom-up
knowledge of
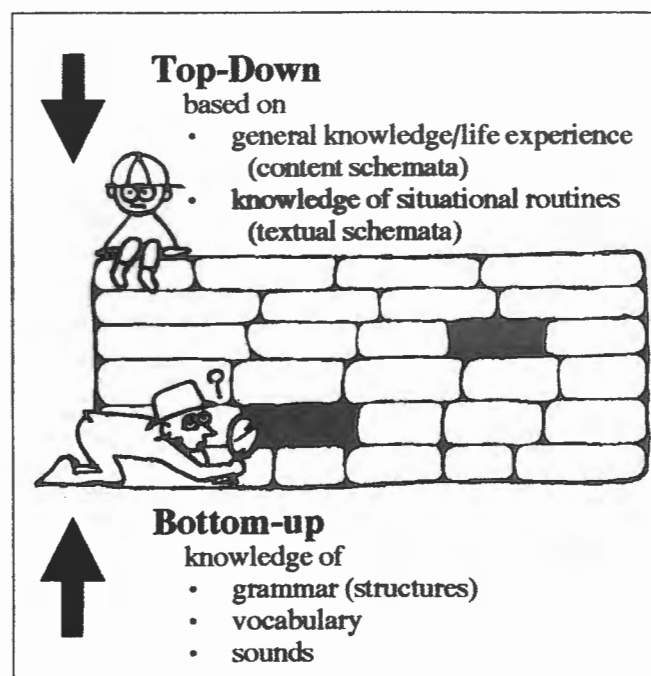- grammar (structures)
- vocabulary
- sounds

Figure 1. Top-down vs. bottom-up processing

unknown word or unfamiliar structure) you're stuck. If, on the other hand, you're sitting on the top of the wall, you can easily see the landscape. However, because of distance, you will miss some details. And, of course, the view is very different.[1]

Most students have learned English via Grammar-Translation, a bottom-up processing strategy. Their primary goal has been reading. Because of this background, they tend to approach English as if it were Korean in code: If they can figure out the meaning of each word and re-order the words to match the Korean grammar, voila: The code is broken and the sentence understood.[2] Unfortunately, this time-consuming, "word-by-word, sentence-by-sentence" approach leads to slow, inefficient reading. When the strategy is applied to listening, it almost guarantees failure. There is simply no time for translation when listening to English spoken at a natural speed. It is difficult for native and advanced non-native English users to experience what learners go through. However, try reading the following *from right to left.*

> a at word one ,slowly English process you When the catch to easy is it ,now doing are you as, time is it ,However .word individual each of meaning meaning overall the understand to difficult very .passage the of

You understood the paragraph:

> When you process English slowly, one word at a time, as you are doing now, it is easy to catch the meaning of each individual word. However, it is very difficult to understand the overall meaning of the passage.

While reading, however, it is likely you felt the frustration of "bottom-up" processing; you had to get each individual part before you could make sense of it. This is similar to what our students experience—and they're having to wrestle with the meaning in a foreign language. Their learning background—this bottom-up processing habit—gets in the way of effective listening.

It is interesting that two of the learner's strengths we've identified—vocabulary and grammar—are related to bottom-up processing. The key is adding the third: life experience. This is often best done through prediction.

Look at Figure 2. This is a public symbol unfamiliar to many people (Modley, 1976, p. 59). What do you think it means? Check your answer.
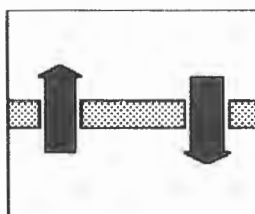
Now read this conversation to see if you were correct.

Man:	So the office is, what, on the fifth floor?
Woman:	That's right, fifth floor. Room 503.
Man:	Where's the—oh, there it is. Well, shall we go up?
Woman:	Yeah. Let's go.

(From Helgesen & Brown, 1994, p. T8)

Prediction as a key

THE SIGN does mean "elevator." However, the important thing isn't whether or not learners predicted correctly, although the fact that they've made a guess may make them more interested and invested so they'll focus to see if they were correct. What is important is the process students go through as they predict. Had they done the prediction in pairs or predicted individually and then talked to each other about why they chose their answers, they would have been basing their predictions on their life experience, and in the process of arriving at their answer, would likely have used some of the vocabulary and structures likely to carry the information. The result is an activation of the English they already know plus an integration of top-down and bottom-up processing (see Figure 3).

This particular example was content-driven. However, prediction can also start from either grammar or vocabulary. If, for example, learners are going to do a "following directions" listening task, one way to activate their language is to have them work in pairs. They write as many "giving/following directions" phrases ("Go straight." "Turn left." "Go past the X.") as they can in a given time period. This reminds them of the grammar for directions (the imperative). It will also generate relevant vocabulary. One standard sequencing task is to have students number a series of pictures. For example, they hear people doing a process such as cooking (e.g., St.Clair Stokes, 1984, p. 22; Harmer & Surguine, 1987, p. 44; Helgesen, et al, 1991, p. 99) or they listen to a story (Helgesen & Brown, forth-
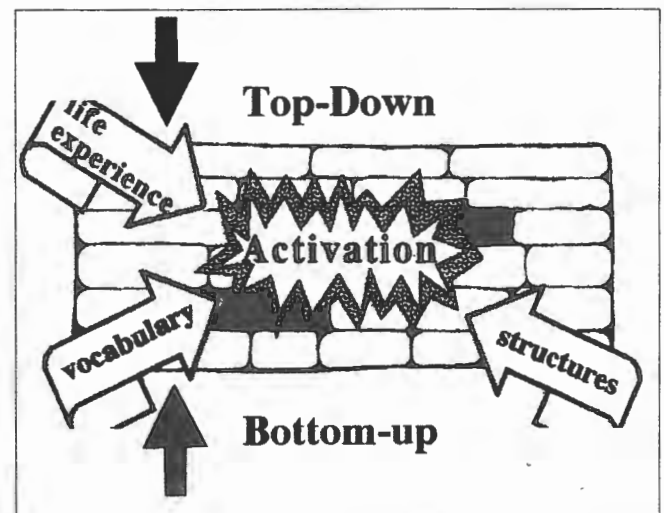
Figure 2. A public symbol

☐ Keep to the left.

☐ Elevator

Figure 3. Interactive top-down/bottom-up processing through schema activation

Listening Training Tips

1. People usually think of listening as a solo skill—students do it alone even if they are in a room with lots of other learners. If a listening task is difficult, try doing the task in pairs. Each pair uses only one book or worksheet. That way, learners help each other by pointing out what they did understand rather than worrying about what they missed.

2. If a particular listening segment is very difficult, pick a specific item (colors, place names, etc.) that occurs 4-8 times. Students close their books. Play the tape. Students do a physical action such as tapping their desks or raising their hands each time they hear the target item. The task is focused enough that most learners can accomplish it. The physical action gives immediate feedback/support to learners who missed it on the tape.

3. After students have heard the segment, check it as a group. The teacher writes the answer on the board. Then play the tape again. Learners choose their own level of support.

   - Those who basically understood close their eyes and try to imagine the conversations.

   - Those who understood some watch their books and try to hear the items mentioned.

   - Those who found it quite challenging should watch you. As you play the tape, point to the information of the board just before it is mentioned.

4. If your students found natural speed tapes very challenging at the beginning of the course, go back after a month or two. Replay a tape segment they heard earlier. They'll usually find it much easier. It helps the students see their progress.

5. Don't give students the tapescript. It reinforces word and sentence level (bottom-up) processing and reinforces the myth that they can't understand meaning without catching everything.

coming). As they listen, students number the pictures to show the order. In this case, students can look at the pictures and name two or three things in each picture that they think will be mentioned. This activation starts from vocabulary, may include some of the structures included in the segment and will almost certainly get the learners speculating about the actions in the pictures, therefore the content of the segment.

Prediction can be a key to increasing students' listening effectiveness. It makes use of the vocabulary and grammar they've already learned as well as their considerable life experience. It builds on the students' past to make them better listeners now and in the future. As such, it is a very useful strategy.

Awareness of task: What are they listening for?

ANOTHER IMPORTANT STRATEGY is to increase students' awareness of what they are listening for. We listen in different ways, depending on our purpose or task. Our focus during a lecture is quite different from when we listen to music. Watching a news program on TV isn't the same as watching a comedy.

Learners should always know what their task is before listening to something. Additionally, it's useful for them to be aware of the type of listening they're doing. Probably the most frequent task type—at least in textbooks—is listening for specific information: Students listen and catch phone numbers, names, times and other bits of concrete data. However, too many students assume they are supposed to catch everything and use the information they need. That's not how listening for specifics works. Going back to our "elevator" example, learners need only catch a fraction of the words to understand. The rest they just skip over. What they need to understand is something like this.

Man:	# ## ### ### on ### fifth floor?
Woman:	### ### fifth floor. Room 503.
Man:	Where's ### There it is. ### ### go up?
Woman:	###. ### go.

Learners aware of their task can listen for what they need. Listening for specific information is not a matter of understanding everything and using what you need; *it is understanding what you need and listening for that.*

At times, we don't need to listen for specifics. Often, just following the general theme—the gist—is adequate. It is a bit like an "English shower." The language just flows over us. We get the main ideas but don't need to worry about the details.

Progressive listening materials do contain "listening for gist" activities. If, however, you're using an older or more traditional book, it is easy to add gist-type listening through a listening preview. Have the students close their books. They listen

once and decide—in a general way—what the topic is. To provide more support, especially at lower levels, it may be useful to give the learners a choice of two or three topics and they chose the main idea.

A third listening type is inference—listening between the lines. This is the type learners often find the most frustrating, not surprisingly, since more of their experience is with bottom-up, one-word-at-a-time processing. Inference requires them to understand meaning that isn't stated directly. Take the following exchange:

A: The phone's ringing.
B: I'm in the bath.[3]

We know that B means either that A should answer the phone or that A isn't available to talk. Yet neither of those possibilities is stated directly. Look again at our "elevator" example. No one mentions the word "elevator." However, with the talk of "floors," "looking for something" and "going up," students can understand.

It is important to realize that understanding inferences is a specific listening skill and it can be taught, even at lower levels. Unfortunately, it is overlooked in most listening materials. Unlike the "close your books and listen for the topic" trick that can be used to add "gist-listening" to a text, there is no "quick and easy" technique to add inference. Rather, we need to look specifically at the text and try to find information that can be understood although it isn't stated explicitly.

It 's not what we listen to. It's what we listen for.

INCREASING STUDENT AWARENESS of listening-types makes learning more effective because it makes it clear that what is crucial is not so much what they are listening to. Rather, it is what they are listening for. For example, choose one of the following listening types: □ Gist   □ Specific information   □ Inference.

Now read your task. Do NOT look at the other tasks.

- **Gist.** What is the main idea:
  □ friends   □ the weather   □ the window?

- **Specific information.** What is the weather like?

- **Inference.** Will the people go outside?
  □ yes   □ no

Read the conversation below and answer the question in your task.

Man: Let's go outside. We could go for a walk. Maybe we could play tennis.
Woman: Look out the window. It's raining.
Man: Raining? Oh no!
                (From Helgesen & Brown, 1994, p. T2)

Complete your task. Then look at the two other tasks. If you were trying to get the gist, you could easily understand that the weather is the key point, even though there are others: friends are talking, they mention the window. Had you been trying to catch specific information, you would have had no trouble understanding that it was raining. As for inference, obviously they aren't going outside. Who would want to play tennis in the rain?

As useful as distinctions such as specific information, gist and inference can be, it is important to remember that listening, like all parts of learning a language, is very complex. It is rare that things fit into neat, preordained categories. For example, it may well be specific words that give the students the needed clues to do a gist task. Catching the overall flow may help learners infer. However, while listening types may not be as black and white as we'd like, all three types are important and it is essential that we expose learners to them all.

Conclusions

LEARNERS BRING A GREAT DEAL to the classroom: a large vocabulary, a knowledge of English grammar and years of life experience. Unfortunately, they also bring some bad habits they have acquired over years of bottom-up processing. As teachers, we need to help them activate their knowledge through prediction. We need to make sure they are aware of their purpose in listening and experience a variety of types of listening. When we do that, we're helping them use what they've learned and are learning to be more effective listeners. Their past accomplishments can be the first steps, not just to success somewhere in the distant future, but right away. ∎

Notes

1. Thanks to Brian Tomlinson for suggesting explaining top-down vs. bottom-up processing with the brick-wall metaphor.
2. Thanks to Kevin Bergman for suggesting this analogy.
3. I learned this example from Sandra Savignon at the Japan Times English Teaching Seminar, Fujinomiya, Japan. June, 1992.
Thanks to Kazue Takahashi for the art work in Figure 1.

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Building cross-cultural understanding through students' experiences

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COMMUNICATING in a foreign language involves not only rhetorical manipulation of the language, but also coping with sociocultural factors that make the utterance meaningful. Therefore, to help students function effectively in a new language and culture, students need to rehearse in a variety of situations and contexts. Learning to communicate in a new language, by being in a situation that calls language forth (Wilkinson, 1989) allows students to develop and extend their language abilities, as well as their cultural awareness.

This lesson plan developed by two teachers of EFL is designed around student-generated materials dealing with cross-cultural aspects of language learning. The task, focusing on cultural incidents which students have encountered, has proven not only to be engaging, due to the relevance it has with their own cultural experiences, but also successful in terms of language acquisition.

To accurately identify the cross-cultural situations which students can relate to, a simple questionnaire can be constructed. The questionnaire should be designed to elicit information about the students' own cultural experiences, particularly those which left them feeling frustrated when cultural differences blocked effective communication.

Example I: The Canadian teacher I have for my English content course just doesn't understand how hard it is for me to speak up in class. She says that anyone who doesn't participate in discussions will get a low grade.

Example II: I stayed with a host family in Minnesota, in America, for 2 months and they did not make rice once! Although the food was good, I missed my country's food. I was really frustrated because I wanted to tell them politely how I liked

their food, but that I missed my food and would like to make them a typical family dinner from my country.

Once this information-gathering stage is completed, the teacher can read through the incidents, select three or four, and rewrite them into situational descriptions.

Example I: The English foreign language teacher at your school has outlined in her class requirements that students who do not participate actively in class discussions will receive a low grade. You really want to participate, but it's very difficult since all your other teachers have used a very traditional lecture style of teaching. What should you do in this situation?

Example II: You have been living with your host family for more than one month and have not yet had a chance to eat rice! Although you like the food your host parents make, you are really homesick for a simple home cooked meal from your country. Your homestay will continue for one more month. How should you deal with this problem?

Helpful Expressions

Offering to Help
Would you like me to...?
Let me know if I can help ...

Asking Permission
Would it be alright to ...?
Do you mind if ...?

Asking for Help
Could you help me ...?
I'd like some advice ...?

In a follow-up class, the teacher can explain the importance of not only recognizing cultural differences, but also of being able to deal with them effectively in specific situations by using appropriate language and strategies. The rewritten situations from the previous day can then be distributed to all students and the class can be divided into groups of three or four. Each group should then be given a chance to read over the situations, discuss the most culturally appropriate way of dealing with them, and decide on the most appropriate English phrases or expressions for resolving them.

Upon completion of the group discussion, one student from each group should report back to the rest of the class how their group would respond to each situation.

The final stage of the lesson can become more guided, with the teacher focusing on two or three of the situations previously presented, and discussing with the students the "helpful expressions" and "cross-cultural strategies" appropriate for each situation.

This student-centered lesson provides a rich environment for students to interact, explore and work cooperatively in solving issues which are personal and cultural in scope. The lesson engages students' interests and requires students to interact meaningfully with others. It integrates language functions and language skills, while being content-oriented. As the knowledge of the students grows, their self-confidence and self-respect increases, along with their knowledge of vocabulary and linguistic forms.

Cross-Cultural Strategies

- observing the foreign culture
- explaining your own culture
- stating directly
- asking questions about the foreign culture
- asking directly
- being flexible

This lesson plan provides an effective learning environment in which students can develop and extend their language abilities and cultural awareness using materials that were generated from their own cultural experiences. ∎

Reference

Wilkinson, A. (1989). *Language and Education*. Oxford: Oxford University Press.

On Korean, Cows, James Joyce, and Ernest Hemingway

by J.W.

Note: This article is presented because of the insight it offers for teachers of writing in understanding some of the expressions they may find in students' compositions in English. The source of the article is unknown; if a reader can kindly let us know the source, we will print an acknowledgment in our next issue. - DJS

IS IT JUST ME, a Korean translator, or do other translators look over their work and find themselves saying "I know this is not what it says, but this is what it means;" or "I know this looks dumb, but I'm not sticking my neck out further to make it read well in English;" or even, "Yes, it could mean something else, but this is what it would mean to most people?" Is Korean the most foreign language of all?

Noting every possible alternative translation—or even some of the more likely ones—would yield a long and cluttered document indeed. Preserving ambiguities in the English translation is seldom possible, and our readers may not applaud our success in this even should we succeed. In deciding upon the likely meaning, the translator has to draw the line somewhere, to take risks. Translating a document and then signing a statement that "this is a true and accurate translation," as we are sometimes called upon to do, can be a very unsettling business. Personally, I would be more comfortable with "this is an expert opinion of the intended meaning."

I would like to think that most editors and other readers know translating is not an exact science. But then again, next time you hear the term "ma-

chine translation" used, look around and see how few people are smiling. Korean may not be the most foreign language, but it certainly is illustrative of the fact that translating often is hardly more scientific than interpreting a painting. You get up close to examine the parts, step back to see how the whole fits together, decide what the author intended, and then convey that collection of thoughts very much in your own words.

The Joyce Factor

WHAT MAKES Korean so foreign? First, Korean sentences are long. The last Korean translation job I did consisted of 28 pages—and a total of 18 sentences. One sentence was seven pages long, another five. That was an extreme case, but a Korean sentence typically is a string of phrases and clauses that would be absolute gibberish if rendered as just one or two English sentences. Moreover, there are relationships and sub-relationships woven throughout. You rarely can tell what the first word of your translation will be until youve read and pondered a very large passage. "So just break it up," you say. I'll go along with "break it up," but not with the "just" part. If you gave me a completed jigsaw puzzle of a cow and wanted me to make the cow face the other way, would you say *"just* break it up?" Or would you add: "Make sure it's still a Holstein—in fact make sure it's the *same* Holstein. And you can add or leave out a few pieces of the grass or sky in the background, but don't mess with the cow."

When attacking one of these Korean sentences, you might first compose an English sentence that accounts for the first Korean clause and the main verb (located six lines down at the end of the Korean sentence). Next you can do the old "By doing so, we can..." trick to account for, say, the two pieces near the middle and that word over there. Okay, what's next? Ah, you can account for this thought here and half of that one over there by writing a sentence that includes a paraphrase of that clause you did earlier. And so on. Obviously, there is a certain amount of creative writing going on here. Parts essential to a good English sentence may be missing, even from a short, straightforward Korean sentence, and must by supplied by the translator. Editors and other readers can get very upset when they ask a translator, "How did they say this part here?" and the translator replies "They didn't."

To minimize these unpleasant encounters and to avoid taking truly unacceptable liberties, Korean translators resort to passive voice and other less-than-ideal English phrasing. It is a rare Korean translation that can be both accurate and crisp. If your Korean translator is consistently giving you Hemingway, you'd better doublecheck.

Second, relationships between the many individual thoughts in these long Korean sentences often are ambiguous. Look at the little particles that hold them together and you'll note that this one can mean either "and" or "thereby"; that one can be translated either "if" or "when"; this combination of a conjunction followed by a comma *probably* equates to a period, and so forth. Even having decided you have, say, an "in order to" kind of relationship, you still must decide how many of the phrases and clauses belong to that relationship and how many are separate thoughts altogether. Is it "We must do X, and we must do Y in order to Z"? Is it "We must do both X and Y in order to Z"? Or "We must do A in order to X, Y, and Z"?

Bell(s) Toll(s)

THIRD, like some other languages, Korean does not concern itself with number, gender, and tense. This is a cause for great joy when you are a student of the language. When you are a translator, however, you find that Korean leaves you the problem of deciding whether the Korean sentence means: "A Chinese *soldier [customarily] crosses* the Yalu" or "Chinese *troops are crossing* the Yalu." Both versions are correct, but unfortunately only one is accurate. And military readers have a certain interest in knowing which.

Finally I would note that the Korean concept occasionally does not make any sense in English no matter how it's translated. Call it "losing something in translation" if you want. If the Koreans say "Places where people live are populated places," what would you have me do? Would you prefer "Wherever man abides, there is the dwelling place of mankind"? Be my guest. We probably say things that seem pretty silly to them, too.

There also are specific little annoyances that regularly crop up in Korean translation to destroy whatever shred of certainty you might have preserved. The common conjunction *ttonun* can mean "and," "or," or even "and/or" (if you consider that third alternative acceptable). This came to me first as a horrifying suspicion and then was confirmed by consulting with native speakers. "Sometimes you can tell from the context," they say. Great. Consider this sentence, which I encountered in translating a Korean law: "The penalty for violation of Article 7 is a fine of 50,000 won *ttonun* imprisonment for up to 5 years." What do you think, fellow translators? Should *ttonun* be translated as "and" (both), "or" (one or the other), or "and/or" (one or both)? Cleverly looking at the context, you note that Article 7 is a rather silly law, really, that truly doesn't warrant automatically locking a poor guy up, especially in the context of his having a family to support and all. Ah, there's science! Any day now we'll be able to just pull the staples and feed these right into the old translating machine.

Then there are the red herrings. Take *hanpyon,* which, the dictionary says, means "on the one

hand." So you write that down and, after several pages, you realize that "the other hand" has failed to appear. In other words, you've been had because the dictionary failed to note that *hanpyon* sometimes means absolutely nothing. Another word used to introduce a passage, *kuronde*, similarly can send you off stalking the old herring. You may translate it "however," as the dictionary says, only to find there is nothing contrary in the text that follows and that sometimes it means more like "so, anyway, to go on with what I was saying...." *Tung* is another in this category, capable of causing you to sit bolt upright in bed the night after you turn in your translation. Any dictionary or speaker of elementary Korean will tell you *tung* means "etc." So what do we make of passages like the following, which, again, appeared in a law, where we might expect a little precision: "Only three categories of persons are entitled to this subsidy: disabled veterans; single parents of minor children; orphans under 21 years of age; *tung*." Boinggg! In this case you may conclude that *tung* means "Okay, I've finished the list now." But what about next time, when there is no "only" to tip you off?

There is also the challenge of *hwa*, meaning "-ize" or "-ify." *Hwa* can be added as a suffix to any Korean noun. The North particularly likes to use it in slogans. The North's campaign to upgrade rural clinics to hospital status thus yielded the slogan "Let us hospital-ize clinics!" A movement to instill class consciousness in cadres came out "Let us class-ify cadres!" To avoid these perversions in English, translators have to be creative—and wordy, probably leaving some readers wondering how the Koreans can shout such long slogans. Fans of the North Korean theoretical journal KULLOJA are no doubt familiar with the call "Let us dye the entire society with the one color of Chuche thought!" Actually, the verb "dye" and some other odds and ends are not really there in the original. Your translator made them up and generally played fast and loose with the original to spare you the awkward, if not incomprehensible, "Entire society with Chuche thought one-colorize!"

So, when you ask your Korean translator for the vernacular and there isn't any, be kind. When the translation reads more like James Joyce than Hemingway, be understanding. And when you read any Korean translation, be aware that to a certain extent you're getting only an expert opinion. ∎

The author asks that his full name not be revealed lest his customers decide that expert opinions are not what they had in mind. - Ed. [of the source publication].

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Conferences and institutes around the world

Please send conference announcements for this column to Dwight J. Strawn, Yonsei University English Department, Seoul, Korea 120-749. Fax +82-2-364-4662. Email djstrawn@bubble.yonsei.ac.kr.

October 1994

Date: October 6-9, 1994
Name: Second Language Research Forum Annual Conference
Place: Concordia University, McGill University, Montreal, Canada
Theme: Perspectives on Input in L2 Acquisition
Contact: SLRF 1994 Symposia
Department of Linguistics
McGill University
1001 Sherbrooke St., W
Montreal, Quebec H3A 1G5, Canada

Date: October 7-8, 1994
Name: Texas TESOL IV Regional Convention
Contact: Betty Gilfillan
Houston Community College System
Intensive Language Program
5407 Gulfton
Houston, TX 77081, USA
Fax +1-713-662-9224

Date: October 7-9, 1994
Name: International Association of Language and Business (IALB) Annual Congress
Place: Strasbourg, France
Theme: Unity and Diversity: Cross-Cultural Issues in Language and Business
Contact: Barbara Dehlinger
7 Rue des Acacias
F-67110 Niederbronnles-Bains, France

Date: October 7-10, 1994
Name: JALT '94 (Japan Association of Language Teachers)
Place: Matsuyama University, Matsuyama, Ehime, Shikoku Island, Japan
Contact: JALT Central Office
Glorious Tokyo #301
2-32-10 Nishi Nippori,
Arakawa-ku
Tokyo 116, Japan
Tel +81-3-3802-7121
Fax +81-3-3802-7122

Date: October 12-15, 1994
Name: La Societe Pour La Promotion de L'Enseignement de l' Anglais, Langue Seconde, Au Quebec
Place: Quebec, Canada
Contact: Ruth Pidduck, c/o SPEAQ
7400 boul. St. Laurent, #530
Montreal, Quebec H2R 2Y1, Canada

Tel 514-271-3700
Fax 514-948-1231

Date: October 13-15, 1994
Name: Carolina TESOL/Foreign Language Association of North Carolina Conference
Place: Holiday Inn Four Seasons, Greensboro, North Carolina, USA
Contact: Marcia Fisk Ong
1001 Greenhurst Road
Winston Salem, NC 27104, USA
Tel +1-910-765-9755
Fax +1-910-765-1315

Date: October 13-15, 1994
Name: Society of Pakistani English Language Teachers 10th International Conference
Place: Karachi, Pakistan
Contact: Nasreen Hussain
c/o Aga Khan University
School of Nursing
Stadium Road
PO Box 3500
Karachi, Pakistan
Tel 4930051, Ext. 2242/2324
Fax +92-21-4934294

Date: October 13-15, 1994
Name: TESOL Chile
Place: Santiago, Chile
Contact: Adriana Lopez de Richards
Universidad Metropolitana de Ciencias de la Educacion
Dept de Ingles
Jose Pedro Alessandri 774
Nunoa, Chile
Tel 005-622-392-522 ext. 337/338

Date: October 13-16, 1994
Name: Mexico TESOL
Place: Ixtapa, Guerro, Mexico
Contact: MexTESOL
San Borja 726-2
Col del Valle 03100, Mexico, D.F.
Tel 576-16-48
Fax 575-54-73

Date: October 14-15, 1994
Name: Oregon TESOL Fall Conference
Place: The Greenwood Inn, Beaverton, Oregon, USA
Contact: Maria Dantas-Whitney
Tel +1-503-737-6986

Date: October 20-22, 1994
Name: Rocky Mountain Regional TESOL

Place: Tucson, Arizona, USA
Contact: Dean Jensen
CESL
University of Arizona
Tucson, AZ 85721, USA
Tel +1-602-621-9943
Fax +1-602-621-9180

Date: October 22, 1994
Name: California TESOL San Diego Regional Conference
Place: Palomar College, San Marcos, California, USA
Contact: Kristine Assouad
Exhibits Co-Chair, ESL
Palomar Community College
1140 West Mission Road
San Marcos, CA 92069, USA
Fax +1-619-941-0597

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

Date: October 28-30, 1994
Name: TESOL France XIII Annual Convention
Place: Paris, France
Contact: Linda Thalman or Suzanne Burdon
16 ave des Sablons
91350 Grigny, France
Tel +33-1-69-25-83-82
Fax +33-1-69-25-83-82
Email thalman@nea.fr

Date: October 29, 1994
Name: Baltimore Area TESOL Annual Conference
Place: Catonsville Community College, Catonsville, Maryland, USA
Contact: Doris Yaffe Shiffman
Language Teaching Center
Johns Hopkins University
Baltimore, MD 21218, USA
Tel +1-410-516-5122
Fax +1-410-516-8008

November 1994

Date: November 1-4, 1994
Name: American Association of Adult and Continuing Education (AAACE) Annual Conference
Place: Nashville, Tennessee, USA
Contact: Drew Albritten
Tel +1-202-429-5131

Date: November 2-5, 1994
Name: Literacy Volunteers of America, Inc. (LVA) National Conference
Place: San Diego, California, USA
Theme: Uniting Through Diversity: Let Literacy Be Our Link

Contact: LVA
5795 Widewaters Parkway
Syracuse, NY 13215, USA
Tel +1-315-445-8000

Date: November 3-5, 1994
Name: Midwest Regional TESOL
Conference, Mid-America
TESOL
Place: St. Louis, Missouri, USA
Contact: Adelaide Parsons
1217 Rockwood Drive
Cape Girardeau, MO 63701-
4734, USA
Tel +1-314-651-2551

Date: November 3-6, 1994
Name: National Multicultural Insti-
tute 4- and 2-day training
courses
Place: Washington, DC, USA
Theme: Building personal and pro-
fessional competence in a
multicultural society
Contact: National Multicultural Insti-
tute
3000 Connecticut Ave. NW
Suite 438
Washington, DC 20008, USA
Tel +1-202-483-0700
Fax +1-202-483-5233

Date: November 4-6, 1994
Name: Boston University Confer-
ence on Language Develop-
ment
Place: Boston, Massachusetts, USA
Contact: Boston University, Confer-
ence on Language Develop-
ment
138 Mountfort Street
Boston, MA 02215, USA
Tel +1-617-353-3085
Fax +1-617-353-6218
Email langcon@louis-
xiv.bu.edu

Date: November 5, 1994
Name: Three Rivers TESOL
Place: Wheeling Jesuit College,
Wheeling, West Virginia,
USA
Contact: Steve Brown
University of Pittsburgh
Linguistics Department
CL2816
Pittsburgh, PA 15260, USA
Tel +1-412-624-5913

Date: November 5-6, 1994
Name: TESOL Macedonia-Thrace
Annual Conference
Place: University of Macedonia,
Thessaloniki, Greece
Theme: Recent developments—fu-
ture prospects
Contact: TESOL Macedonia-Thrace
211 Vassilisis Olgas St.
Thessaloniki 546 46, Greece

Date: November 11-12, 1994
Name: TESOL Italy
Place: Hotel Parco Dei Principi,
Rome, Italy
Contact: Lauren Collura
Via Boncompagni 2
00187 Roma, Italy
Tel +39-6-4674-2432

Date: November 11-12, 1994
Name: Oklahoma TESOL
Place: Guthrie, Oklahoma, USA
Contact: Gene Halleck
205 Morrill Hall
Oklahoma State University
Stillwater, OK 74074, USA
Tel +1-405-744-9474

Date: November 12, 1994
Name: Indiana TESOL
Place: Indianapolis, Indiana, USA
Contact: Mary Boyd
English Dept., ESL CA 502L,
IUPUI
425 University Boulevard
Indianapolis, IN 46202, USA
Tel +1-317-274-2188

Date: November 12, 1994
Name: Eastern Pennsylvania TESOL
Place: University of Delaware,
Newark, Delaware, USA
Contact: Ruth Jackson
ELI
University of Delaware
Newark, DE 19716, USA
Tel +1-302-831-2674

Date: November 12-13, 1994
Name: Cultural Association of
Teachers of English (CATE)
and International Associa-
tion of Teachers of English
as a Foreign Language
(IATEFL) Greece. 1st Balkan
ELT Conference
Place: Athens University, Athens,
Greece
Theme: Communicating cross-cul-
turally
Contact: Dimitri Tsekouras
CATE President and
IATEFL Branch Secretary
1 Mavrokordatou St.
106 78 Athens, Greece
Tel 3635793
Fax 3600478

Date: November 13-14, 1994
Name: First EFL Skills Conference
Place: American University, Cairo,
Egypt
Contact: Center for Adult and Contin-
uing Education
American University in
Cairo
PO Box 2511
Cairo, Egypt
Tel 202-355-7565 (Egypt)

Date: November 15-17, 1994
Name: Technology, Reading, and
Learning Difficulties, 12th
Annual National Conference
Place: San Francisco, California,
USA
Contact: Educational Computer Con-
ferences
1070 Crows Nest Way
Richmond, CA 94803, USA
Tel +1-510-222-1249

Date: November 17-19, 1994
Name: Colorado TESOL
Place: Northglenn, Colorado, USA
Contact: Debra Daise
University of Colorado, In-

ternational English Center
Campus Box 63
Boulder, CO 80309-0063,
USA
Tel +1-303-492-5547

Date: November 18-19, 1994
Name: Puerto Rico TESOL 21st Con-
vention
Place: The Condado Convention
Center, San Juan, Puerto Rico
Contact: Mary Garcia
352 San Claudio Ave., Suite
192
Rio Piedras 00926, Puerto
Rico

Date: November 18-20, 1994
Name: American Council on the
Teaching of Foreign Lan-
guages (ACTFL) Annual
Conference
Place: Atlanta, Georgia, USA
Contact: ACTFL
6 Executive Plaza
Yonkers, NY 10701-6801,
USA
Tel +1-914-963-8830
Fax +1-914-963-1275

Date: November 19, 1994
Name: Northern New England
TESOL
Place: New Hampshire College,
Manchester, New Hamp-
shire, USA
Contact: Burt Weyland
101 Payson Smith
University of Southern
Maine
Portland, ME 04103, USA

Date: November 19, 1994
Name: TESOL Scotland Annual
Conference
Place: Edinburgh, Scotland
Contact: Jean McCutcheon
14 Oswald Court
Edinburgh EH9 2HY, UK
Tel +44-31-667-7645

Date: November 21-24, 1994
Name: Central States Conference
on the Teaching of Foreign
Languages
Place: Kansas City, Kansas, USA
Contact: Jody Thrush
Madison Area Technical
College
3350 Anderson Avenue
Madison, WI 53704, USA

Date: November 24-26, 1994
Name: TESL Canada/TESL Ontario
Joint Conference
Place: Ramada Hotel, Toronto, On-
tario, Canada
Contact: Carol Penny
c/o TESL Ontario
27 Carlton Street, Suite 407
Toronto, Ontario M5B 1L2,
Canada
Tel +1-416-593-4243
Fax +1-416-593-0164

December 1994

Date: December 1-2, 1994
Name: Chulalongkorn University Language Institute 1994 National Conference
Place: Bangkok, Thailand
Theme: Maximizing Learning: Integrating Media and Methodology in English Language Teaching
Contact: Chaniga Silpa-Anan, Director, CULI
Prembrachatr Building
Phyathai Road
Bangkok 10330, Thailand
Tel 662-254-7670
Fax 662-252-5978
Email
Chaniga@chulkn.chula.ac.th

Date: December 13-14, 1994
Name: First EFL Skills Conference
Place: Cairo, Egypt
Theme: New Directions in Writing
Contact: English Studies Division, Center for Adult and Continuing Education
American University in Cairo
PO Box 2511
Cairo, Egypt
Fax 202-355-7565

Date: December 14-16, 1994
Name: The International Language in Education Conference 1994
Place: The University of Hong Kong
Contact: The Secretary, ILEC 94
c/o Department of Curriculum Studies
The University of Hong Kong
Pokfulam Road, HONG KONG
Tel +85-2-859-1936
Fax +85-2-857-9564
Email ilec@hkucc.hku.hk

Date: December 27-30, 1994
Name: Modern Language Association (MLA) Annual Conference
Place: New York, New York, USA
Contact: MLA
10 Astor Place
New York, NY 10003-6891, USA
Tel +1-212-614-6370

January 1995

Date: January 12-14, 1995
Name: Thai TESOL 15th Annual Convention
Place: Ambassador Hotel, Bangkok, Thailand
Theme: Diversity in the Classroom
Contact: Prapa Vittayarungruengsri
Dept. of Foreign Languages
Faculty of Science
Mahidol University
Rama6, Bangkok 10400, Thailand
Tel 662-2461377

Fax 662-2477050
Email
scpvt@mucc.mahidol.ac.th

Date: January 15-19, 1995
Name: Australian Council of TESOL Associations and Association of Teachers of Speakers of Other Languages New South Wales (ATESOL NSW), National Conference and 9th Summer School
Place: Sydney, Australia
Theme: Language and Literacy: Finding the Balance
Contact: Patricia Tart
Australian Convention and Travel Services
GPO Box 2200
Canberra, ACT 2601, Australia
Tel 06-257-3299
Fax 06-257-3256

Date: January 19-21, 1995
Name: Technology, Reading & Learning Difficulties, 13th Annual Conference
Place: San Francisco, California, USA
Contact: TRLD '95
1070 Crows Nest Way
Richmond, CA 94803, USA
Tel +1-800-255-2218

March 1995

Date: March 2-4, 1995
Name: Southern Conference on Language Teaching
Place: College of Charleston Conference Center, Charleston, SC, USA
Contact: Billie Edmonds
412 Harrell Drive
Spartanburg, SC 29307, USA

Date: March 25-28, 1995
Name: American Association of Applied Linguistics (AAAL) Annual Conference
Place: Long Beach, California, USA
Contact: AAAL
Tel +1-612-953-0805

Date: March 28-April 1, 1995
Name: 29th Annual TESOL Convention
Place: Long Beach, California, USA
Theme: Building Futures Together
Contact: TESOL
1600 Cameron St., Suite 300
Alexandria, VA 22314, USA
Tel +1-703-836-0774
Fax +1-703-836-7864

Date: March 30-April 2, 1995
Name: Central States Conference on the Teaching of Foreign Languages Annual Convention
Place: Denver, Colorado, USA
Contact: Madison Area Technical College
3550 Anderson Street
Madison, WI 53704, USA

Date: March 31-April 3, 1995
Name: Association for Language Learning, Language World Conference
Place: Boras, Sweden
Contact: Jorgen Tholin
Studentragen 12
S-523 33 Ulricehamn, Sweden

April 1995

Date: April 17-19, 1995
Name: Southeast Asian Ministers of Education Organization Regional Language Centre (SEAMEO-RELC) 1995 Seminar
Place: Singapore
Theme: Exploring Language, Culture and Literature in Language Learning
Contact: Chair, Seminar Planning Committee
SEAMEO-RELC
30 Orange Grove Road
Singapore 1025, Republic of Singapore

May 1995

Date: May 14, 1995
Name: Southwest Regional JALT Conference
Place: Kitakyushu, Japan
Theme: Facing the Challenge: L1 and L2 Teachers Share Insights for Global Language Acquisition
Note: Presentations invited from members of Korea TESOL
Contact: L. Dennis Woolbright
2 Ibori
Kokura-Kitaku
Kitakyushu 803, Japan
Tel +81-93-591-1991
Fax +81-93-581-6501

Date: May 25-28, 1995
Name: World Englishes 2nd International Conference
Place: Nagoya International Center, Nagoya, Japan
Proposals
Due by: November 30, 1994
Contact: Larry Smith (IAWE)
East-West Center
1777 East-West Road
Honolulu, HI 96848, USA

Job openings

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PAGODA LANGUAGE SCHOOL, Seoul. Position: ESL instructors. Qualifications: Degree in TESOL. Salary: Commensurate with experience. Benefits: RT airfare, help with housing, medical expenses & other benefits. Visa Sponsorship: (Information not supplied). Apply by: (Open). Send: Resume and photo. Contact: Steve Bagaason, Director,

Pagoda Language School, 56-6 2nd Street, Jong-ro, Seoul, Korea. Tel 02-277-8257.

SAMSUNG HUMAN RESOURCES DEVELOPMENT CENTER, Yongin, Kyonggi-do. Position: English instructors for Samsung employees, ages 30-42, who have extensive contact with speakers of English. Qualifications: MA in EFL/ESL or related field. Duties: Up to 25 contact hours per week, from 7:00 AM to 4:10 PM Mon-Fri. Salary: ₩1,650,000/month, negotiable depending on qualifications. Benefits: 50% of medical insurance, semi-furnished apartment, transportation to and from HROC, 6 wks vacation. Visa Sponsorship: (Information not supplied). Apply by: (Open). Contact: W.S. Kim, Samsung Human Resources Development Center, Center for the Study of Foreign Languages, 12-21 Kasil-ri, Pogok-myun, Yongin-kun, Kyonggi-do 449-810, Korea. Tel 0335-30-3472. ∎

The editors welcome announcements of position openings and ask that prospective employers provide details about responsibilities, visa support, requirements and benefits. However, we cannot vouch for the status of an institution listed here, nor can we certify the veracity or accuracy of the information published. The publication of an announcement for an institution does not constitute an endorsement of that institution by Korea TESOL or the editors.

Organizations wishing to place an announcement on this page may do so by completing the form at right and sending it to the editor, Dwight J. Strawn, at 2-91 Shinchon-dong, Suhdaemoon-ku, Seoul 120-140; Fax 02-364-4662.

Employers and applicants are reminded that foreign teachers are not allowed to accept employment without a visa status that permits it. Employment in part-time positions outside the scope of one's visa may require special permission from the immigration authorities.

Position Announcement for *Language Teaching: The Korea TESOL Journal*

Name of Institution
or Program:

Location (City, Province):

Position Title:	Position Available from(Date):

Qualifications:

Duties:

Application Deadline and Application Materials Requested:

Salary & Benefits:

Is visa sponsorship provided? ☐ Yes ☐ No

Contact Name, Address, Tel/Fax:

Who's where in Korea TESOL

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Please send corrections and changes for this list to the editor (fax 02-364-4662).—DJS

Constitution and Bylaws of Korea TESOL

Constitution
(Adopted April 1993)

I. Name

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

II. Purpose

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

III. Membership

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

IV. Meetings

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

V. Officers and Elections

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

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

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

VI. Amendments

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

Bylaws
(Adopted April 1993)

I. Language

The official language of KOTESOL shall be English.

II. Membership and Dues

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

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

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

III. Duties of Officers

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

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

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

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

IV. The Council

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

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

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

V. Committees

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

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

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

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

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

VI. Chapters

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

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

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

VII. Parliamentary Authority

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

VIII. Audits

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

IX. Amendments

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

Information for Contributors

The editors welcome submission of the following types of material to be considered for publication in *Language Teaching: The Korea TESOL Journal:*

1. News reports, letters to the editor, and announcements related to the professional and academic concerns of Korea TESOL members;

2. Original articles and essays about all aspects of language teaching and learning—ranging from short notes describing classroom techniques to formal academic articles and research reports; and

3. Reviews of books and other materials for language teachers and language learners.

All material to be considered for publication must be written in English, neatly typed or printed (double-spaced) on A4 or 8½x11" paper, and accompanied by a letter giving the contributor's name, address and telephone/fax numbers. An IBM-PC disk copy should be included if at all possible. Arrangements can also be made to send material by modem or email (contact the Editor for details).

Manuscripts must be prepared according to the APA guidelines for style given in the *Publication Manual of the American Psychological Association* (Third Edition). If the APA *Manual* is not available, refer to a recent issue of *Language Teaching* or the *TESOL Quarterly* for examples. Manuscripts which do not follow the APA guidelines—including the recommendations on the use of nondiscriminatory language—will not be considered. Complete, accurate bibliographical information must be provided for all references, and quotations from another source must be properly acknowledged.

Articles, reviews and any other material more than two pages long (A4, double-spaced) should be sent to Managing Editor Terry Nelson, c/o Pagoda Language School, 56-6 Chongno 2-ga, Seoul 110-122, Korea. To be considered for the April issue, articles must be received by February 1; for the July issue, by May 1; for the October issue, by August 1; and for the January issue, by November 1.

Short news items, announcements of meetings and job openings, and letters to the editor which are not more than two pages long (A4, double-spaced) may be sent by fax (02-364-4662), and may be sent at any time (the earlier, the better). Such material can be considered for publication in the April issue if it is received by March 1, for the July issue if received by June 1, for the October issue if received by September 1, and for the January issue if received by December 1.

For futher information, please contact the Managing Editor (Tel 02-712-3378) or the Editor (Tel 02-392-3785, Fax 02-364-4662). The Editor can also be reached by sending an email message to djstrawn@bubble.yonsei.ac.kr.

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

☐ Change of address notice
☐ New membership application
☐ Membership renewal

Membership category:

☐ Individual (₩30,000 per year)
☐ Institutional (₩50,000 per year)
☐ Commercial (₩200,000 per year)

Amount of payment: _____

Payment by:

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

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, Dongshin APT 106-901, Youngdeung-dong, Iri-shi, Chonbuk 570-160 (Tel 0653-834-8529, Fax 0653-834-9170).