

# LANGUAGE TEACHING

## *The Korea TESOL Journal*

Optimizing picture activities  
for the language classroom:  
Picture line-up activities

Ken Schmidt

The functional-notional  
syllabus: A model for Korea

Stefan Bucher

Talking turkey: Teaching  
conversation skills more  
effectively

Graeme Cane

Getting people to change

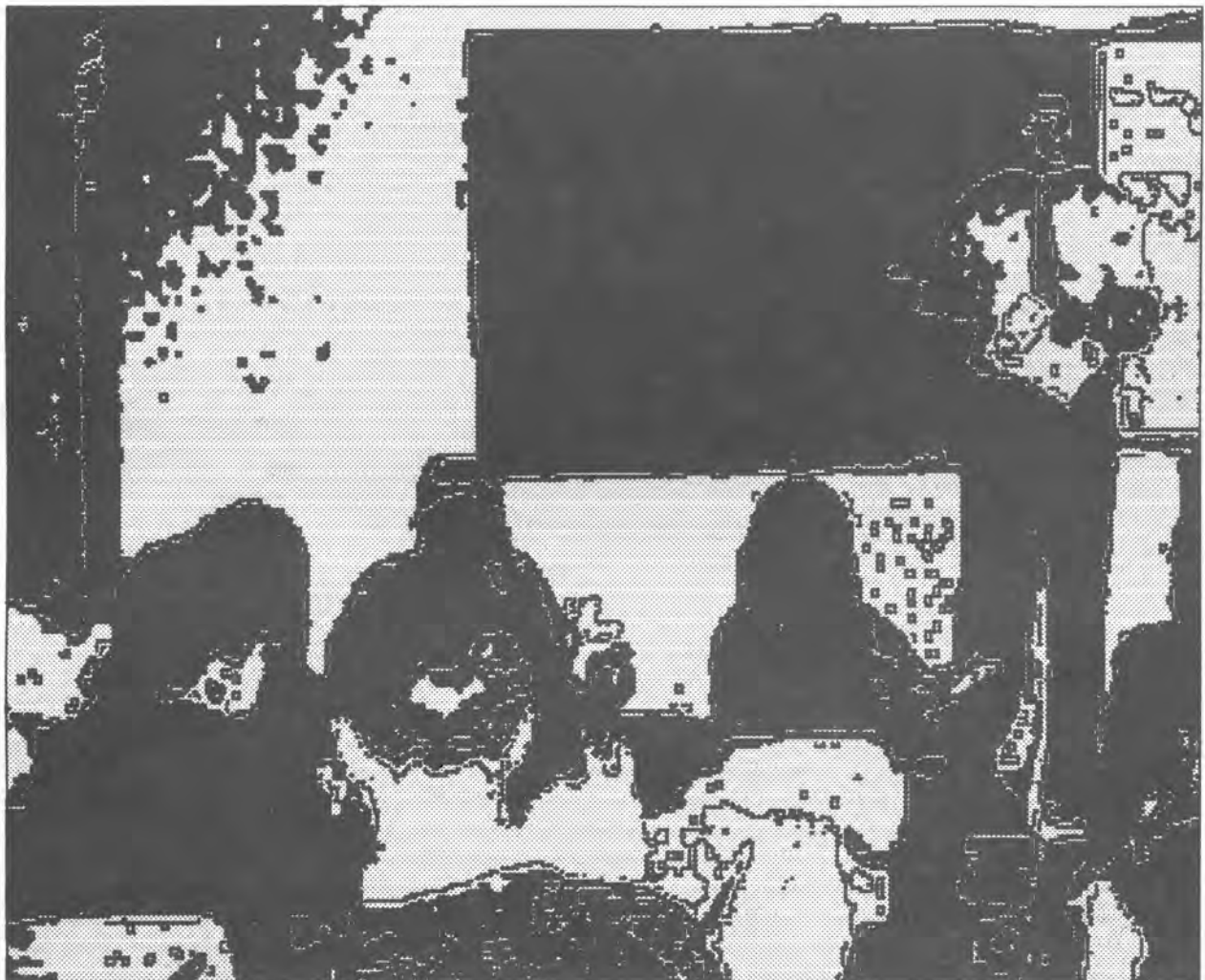
John Holstein

Using video to teach  
transitional devices

Jack Witt

A fun focus on  
pronunciation

Claudia Hett Payne





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*Language Teaching: The Korea TESOL Journal* is published four times a year as a service to members of Korea TESOL, a professional association of language teachers in Korea which is affiliated with the international organization Teachers of English to Speakers of Other Languages. For information about membership in Korea TESOL, please see page 133.

Viewpoints expressed in this publication are those of the individual writers and do not necessarily reflect positions or policies of Korea TESOL or the editors. The editors welcome letters, news reports, announcements, reviews and articles related to all aspects of language teaching. Please see "Information for Contributors" on page 133.

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

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## What will the new year bring?

LAST OCTOBER, due to an untimely encounter with an automobile that drove onto the sidewalk to get ahead in the rush hour traffic, we were in the hospital and missed the 1994 Korea TESOL conference that began the next day. However, we heard glowing reports that it was the best conference yet. Readers who also may have missed the conference will find in this issue a review by Everette Busbee of several of the conference presentations and articles by Graeme Cane and Stefan Bucher based on their conference presentations. The reports we hear from this year's Conference Committee, co-chaired again by Carl Dusthimer and Min Byoung Chul, suggest that the conference planned for 1995 may be so good that reader Phil Beal will be satisfied after attending just one session!

Kim Jeong-Ryeol, the new Korea TESOL president who took office in October succeeding Scott Berlin, has been working hard on plans for the coming year, some of which are outlined in his message beginning on page 92. One of his first efforts was to bring the organization's leaders together for a weekend retreat last December, reported in these pages by Associate Editor Jack Large.

Focusing on change as many people do at the beginning of a new year, one of John Holstein's articles in this issue deals with ways of helping students learn to offer advice in English politely. In the same vein but on a different dimension, people today are becoming more aware that great changes will have to be made in our attitudes and habits in order to preserve the environment and find solutions to social problems that threaten the destruction of human civilization. Responding to such concerns, some Korea TESOL members in Taejon are starting a new Global Issues Special Interest Group. We wish them well, and hope that the changes to come in 1995 will bring us closer to peace among the nations, justice for all their peoples, and a cleaner, safer world to live in. — DJS 

## Letters to the Editor

To the Editor:

We would like to express our appreciation to Carl Dusthimer and Min Byoung Chul, the co-chairs, and to all of the other people who worked on the plans and presentation of the Korea TESOL annual conference, "Bridging the Gap." When we attend a conference we sometimes say it was worthwhile if two of the sessions were useful. After the first two sessions that we attended on Saturday morning Phil said, "I've already had my two good sessions." After that, there were even more good sessions.

Other benefits from the conference were meeting and sharing with colleagues from many teaching situations, having time to talk with the presenters, perusing the book displays and enjoying the fellowship and food at the opening and closing buffets.

It was a weekend well spent.

Kathy and Phil Beal  
Ewha Girls' Foreign Language  
High School, Seoul

### Late News

## Leadership retreat held in December

Jack D. Large  
Wonkwang University, Iri

THE FIRST Korea TESOL leadership retreat began on Saturday, December 3, with workshops led by Ray Weisenborn, executive director of the Korean American Education Commission's Fulbright Program, and Kwon Oryang, Seoul National University professor and Korea TESOL First Vice-President. Dr. Weisenborn conducted a session on methods of building trust and confidence among members of volunteer networks such as Korea TESOL, while Dr. Kwon focused on the history and development of English lan-

guage teaching in Korea and on the current situation in university English departments.

Sunday's activities included a Council meeting, at which appointments to several key committees were decided. Demetra Gates was named chair of the Public Relations Committee, charged with responsibility for assisting chapters with their publicity needs and getting information about Korea TESOL out to more teachers and prospective employers. Park Joo-Kyung was appointed chair of the Special Interest Groups Committee. Min Byoung Chul and Carl Dusthimer, serving again as Conference Committee co-chairs, gained commitments of sub-committee effort from Kari Kugler Choi (presiders); Rodney Gillett, Ae-Kyoung Large, and Jack Large (registration); Scott Berlin

(VIP/international); and Kwon Oryang (student corps). Greg Matheson agreed to look for people in Seoul to assist in the tasks of site coordination.

Also at the meeting, Treasurer AeKyoung Large renewed her pledge to produce a Korea TESOL membership directory by late summer, and Finance Committee chair Jack Large warned of projected deficits if members fail to pay their dues and more new members are not recruited. Andy Kim requested another contribution of funds to support the Andy's English Fun Workshop coming up in the spring, and Min Byoung Chul asked for support for his BCM Publishers second Practical English Contest, in the form of a public endorsement of such programs. The request was warmly received and seems likely to be confirmed. ■

Korea TESOL, an affiliate of TESOL International, was established in 1993 to promote scholarship, disseminate information, and facilitate cross-cultural understanding among all persons concerned with the teaching and learning of English in Korea. Membership is open to all professionals in the field of language teaching who support these goals. Please see the membership application on page 133.

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Committee Chairs  
1994-1995

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Ae Kyoung Large,  
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Wonkwang University,  
Iri

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COMMITTEE CHAIR

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Han Nam University,  
Taejon

SPECIAL INTEREST  
GROUPS COMMITTEE  
CHAIR

Park Joo-Kyung,  
Chonnam National University,  
Kwangju



REPORTS

## Greetings from the President

Kim Jeong-Ryeol

THE CONSTANTLY changing world of language teaching demands of language teachers more up-to-date knowledge of professional skills and professional contacts if they are to remain informed. The circumstances in Korea, and maybe East Asia in general, cause difficulty in this regard since the issues are doubly or triply complicated by our unique classroom dynamics, class size and few classes.

Korea TESOL was created by the joint efforts of then existing local organizations AETK and KATE three years ago at its annual conference at Hannam University in Taejon. The first president of Korea TESOL, Scott Berlin, laid the groundwork for us to step abroad by establishing a relationship with JALT in Japan and Thai TESOL. Also, Korea TESOL has successfully hosted three national conferences at various sites with the help of able conference chairs and many people who willingly devoted their time and energy as volunteers. As a result, Korea TESOL is growing rapidly both in size and in quality.

The theme of my presidency will be a grass roots development of Korea TESOL. The three cornerstones of this movement will be strong regional chapters, strong journal and conferences, and special interest groups. Currently, Korea TESOL has five local chapters (Seoul, Pusan, Taegu, Cholla, Taejon) which host monthly meetings. I believe that strong chapters will make a strong national organization. I encourage all members to participate and lead their local chapters. You will get a lot more from the chapter meetings if you have a stronger chapter. Also, I will discuss with chapter presidents

the possibility of local chapters networking with regional JALT chapters in Japan.

A handful of editorial members of our journal have been working very hard to maintain and improve upon the standards they have already set. However, the journal suffers from a dwindling number of contributions, especially serious research papers. Many members have probably noticed that the journal gets more contributions from Japan than from Korea. I will spend a considerable amount of time and energy to reverse this trend. As one step in this direction, I will recommend that the editorial members and chapter presidents cooperate to create a featured section, for which certain local chapters will be in charge of collecting papers on a topic chosen by their members. I will discuss with other Executive Council members the upgrading of the journal to a status which will provide authors with official acknowledgment by their schools for promotion and other recognition in concrete terms.

The annual conferences in the past years have been successful owing to many people, Patricia Hunt, Carl Dusthimer, Byoung-Chul Min, Ae Kyoung and Jack Large in particular. I will do my best to assist the plan of next year's conference and ensure that we host an even more successful conference.

Special interest groups deserve our special attention. They are still embryonic, however. The Cholla chapter suggested in detail that we start with groups to cover four areas of special interest: elementary education, secondary education, higher education and computer-assisted language learning. These special interest groups will eventually

be our powerhouse for generating research papers and teaching methodology and providing a pool for sharing teaching materials. More importantly, they will function as a bridge connecting different chapter members according to their interests. Further, they will network internationally with special interest groups in other countries where SIGs are already active, such as Japan, Thailand and the USA.

Finally, I will maintain the basic relationships with other international organizations which Scott Berlin, the past president, created. I will go one step further to benefit our members by fostering the realization of such recent proposals as exchange of journals and of speakers for conferences, cooperating in research projects and hosting a Pan-Asian conference in cooperation with JALT and Thai TESOL.

To execute the above mentioned presidential goals, I have drafted an organizational flow chart, which is now waiting for approval by the Executive Council. This will include special interest groups and several committees responsible for international affairs, publications, public relations, membership, and recruitment of willing and capable people to serve our organization.

At the conference this year, the members at the business meeting elected a very valuable Executive Council to work with me. They are First Vice-President Dr. Oryang Kwon, Second Vice-President Dr. Joo-Kyung Park, Treasurer Ms. Ae Kyoung Large and Secretary Ms. Kari Kugler. The First Vice-President will be in charge of coordinating local chapters and meeting their needs and promoting membership.

The Second Vice-President will coordinate and assist special interest groups from their formation to full maturity.

One very important element in a successful organization is communication. Mr. Tom Duvernay helped create a Korea TESOL Bulletin Board System at his office in Kyungju. I strongly urge the members on the Executive Council and the committee chairs to log in and check for up-to-date business information and communicate with other members by email.

I look forward to an exciting year ahead. We have goals, and we have structures to put them into practice. It is time to act on our plans with the full participation of members. All members of our Executive Council and committee chairs will be more than happy to hear from you and look forward to seeing you. ■

## 1994 Annual Business Meeting reveals organizational goals

*Kari Kugler Choi*  
*Korea TESOL Secretary*

THE 1994 Korea TESOL Annual Business Meeting was held on October 15 at Sogang University in Seoul during the 1994 Korea TESOL Conference. The reports that were given and the issues that were discussed reveal that the organization is going through an exciting period of growth. In defining goals that will lead to a stronger membership base and greater professional recognition, Korea TESOL is focusing on developing its reputation both nationally and internationally. It is recognized that advances in both these areas are vital to the development of Korea TESOL.

The focus for Korea TESOL's national growth is not only numbers. Numbers are important, but the reputation of Korea TESOL must also expand. The goal of the organization is to

strengthen English teaching in Korea. English education in Korea is currently in a period of change. Signs of this change are that in the near future middle school and high school textbooks will emphasize speaking and listening skills instead of grammar, reading and writing. In addition, before the year 2000 foreign owned language institutes and foreign universities will be allowed to open in Korea.

Korea TESOL seeks to be among the organizations providing professional development and support to both native speakers and Korean teachers of English at all levels of English education in Korea. To reach this goal Korea TESOL recognizes the need to reach out to Korean elementary, middle school, high school and post-secondary English teachers. Closer ties must

be developed with the Ministry of Education and the local boards of education so that teachers can be officially released to attend the annual national conference.

In the chapter reports it was pointed out that both the Cholla and Taegu Chapters have been active in building a relationship with their local board of education. The Cholla chapter had a one day conference earlier in the year that was attended by about fifty teachers, and in December they will be having a drama festival. Many members of the Taegu chapter teach at teacher in-service training centers during winter and summer vacations. During these workshops Korea TESOL members passed out three envelopes to each participant. Participants were asked to address these envelopes to themselves. Then announce-

ments for the next three Taegu chapter meetings were sent out to the participants. The person in charge of English education from the Taegu Board of Education has also attended chapter meetings and sent out official notices of meetings. Public school teachers' interest in Korea TESOL was demonstrated in the Seoul Chapter report. This chapter has found that usually more non-members attend chapter meetings than members. The challenge is to sustain that interest in Korea TESOL chapter meetings and to develop a stronger membership base. The real strength of the organization is at the chapter level.

As Korea TESOL gains recognition with the MOE and local education boards it will also become possible for public school teachers to receive professional recognition, which can lead to promotions for publishing in *Language Teaching: The Korea TESOL Journal*. This will not only motivate more people to write articles, but it will also help to solve the problem of a lack of contributions from the general membership that was mentioned in John Holstein's report for the journal.

The Cholla Chapter is also actively trying to start special interest groups (SIG). These groups would give teachers from all four academic levels—elementary, middle school, high school and post secondary—a forum for working with their colleagues across the nation to share ideas, identify problems and develop new methodologies that uniquely fit the needs of their level of English education. The involvement of Korean teachers of English is vital to the success of this endeavor.

The international focus of Korea TESOL centers on former President Scott Berlin signing, on behalf of the organization, partnership agreements with both the Japan Association of Language Teachers (JALT) and Thai TESOL. These agreements provide for exchange of speakers and journals, publication of

members' research and writing across organizational lines, collaboration on research, and leadership attendance at partner organization conferences. As these partnerships grow and expand, it is hoped that teachers at all levels of English education will begin to exchange ideas to improve English teaching and identify common problems across national boundaries.

Professor Surai Pongtongchareon, former Thai TESOL president, also addressed the business meeting. She spoke about the Thai TESOL conference, which will take place in Bangkok January 12-14, 1995 and invited Korea TESOL members to attend. Call former president Scott Berlin if you are interested.

Another facet of Korea TESOL's international focus was provided by Professor Ahn Jung-Hun of Pusan National University. He has been involved in an English



teacher training program in the Yongbin area of China. The majority of the population of this area is ethnic Korean. Currently there are forty teachers in training. A motion was made and carried that Professor Ahn be designated official Korea TESOL liaison in this endeavor. So we currently have ties with educators and professionals involved in English education and teacher training in China, Japan and Thailand.

Conference Co-Chair Carl Dusthimer reported that he and Co-Chair Min Byoung-chul concluded that, since one major factor in the increase in conference attendance by both native and non-native speakers of English seemed to be that it was held in

Seoul, the conference next year should also be held there, in a university setting. He also pointed out that, due to decisions that the conference planning committee had to make after appropriation of the conference budget, conference expenditures would exceed the conference budget. Min emphasized that we need to promote ourselves in order to expand our membership base, gain further national recognition, and develop ties with other English teachers organizations in Korea. A motion was made by Professor Ahn and seconded by Todd Terhune that we support our conference committee by approving an extra 3 million won to cover conference expenses. This motion passed unanimously.

In his election report Nomination and Elections Committee Chair Jack Large said that he was proud to have been chair of this committee. He was convinced that this election had been carried out in a spirit of cooperation and that the results were fair and correct. A motion was made by Carl Dusthimer that the results of the election be accepted as stated in the envelope that the election committee chair was preparing to open, and the motion was seconded by Scott Berlin. The motion was carried with one dissenting vote. The results were as follows: First Vice-President, Kwon Oryang; Second Vice-President, Park Joo-Kyung; Secretary, Kari Kugler; Treasurer, Ae Kyoung Large

It is provided in the Korea TESOL constitution that the First Vice-President elected in the previous year become the new president, so at the end of the business meeting Professor Kim Jeong-Ryeol became the new Korea TESOL President for 1994-1995. Congratulations to President Kim and the rest of the new officers.

At 6:15 a motion was made by Jack Large to adjourn, and seconded by Kim Jeong-Ryeol. The motion carried and the 1994 Business Meeting was adjourned. ■

## Chapter activities

compiled by Carl Dusthimer

### PUSAN

THE Pusan Chapter resumed its activities in September with a talk by Firaydun Mithaq, who spoke about an area in which he has done a great deal of research, Cooperative Learning. This is an approach to learning in which students work together to achieve a shared goal. Participants were able to try out a few cooperative activities, and Dr. Mithaq's presentation stimulated a lengthy discussion on the importance of cooperation and competition as motivations for learning. It appeared that a cooperative learning class might exploit the idea of competition between groups as well as cooperation within them.

In November, Liz Heldt and Mark Lawson from the recently established Pusan British Council conducted a workshop on the how's, where's and why's of teaching pronunciation, including among the how's, the use of the phonemic chart. The meeting concluded with a couple of fascinating "What I did during the summer vacation" talks by members. Lee Hyeon-joo was one of a group of twenty teachers who attended a six-week program conducted by the Calgary Education Board. Also, Dr. Ahn Jung-hun reported on his month long stay in Yanbian, where he participated in a training program for English teachers in China.

For more information about the Pusan Chapter, please contact Mike Duffy at 051-248-4080.

### SEOUL

ON September 24th, members of the Seoul Chapter went to Sogang University for a state-of-the-art display of CD-ROMs in ESL organized by Troy Ottwell and a Yongsan distributor. Mr. Ottwell said that he never lets students "click" their way

through the whole CD the first time, emphasizing that they should be exposed through a carefully planned, step by step approach to avoid "ROMShock." This presentation brought out the computer people in the ESL community and a lot of sharing of software took place. Jay Wolpe brought his variation of "UNO," where learners practice statements like, "The day after tomorrow is Wednesday." He warned that the game is dangerously addictive by adding that if your lessons aren't interesting enough, they won't let you do anything else but UNO.

On November 19, Thomas Farrell revealed what reflective teaching is, a new approach to teacher development. He had been teaching in Korea for fifteen years and decided that he had to make a change or get out of teaching. Consequently, he created a "reflective mode," a condition he has maintained ever since. The teachers in his teacher research group also presented.

### TAEGU

ON November 15th, the Taegu Chapter had a workshop on classroom teaching activities at the Taegu American Center. It began with several short presentations, including one by Dr. Chae Joon-Keel on "Ambiguity With Laughter in English," and Ms. Kari Kugler's report on the national Korea TESOL Conference at Sogang University. Dr. Chae, President of the chapter and professor at Kyoungbuk National University, spoke about how ambiguity arouses students' natural curiosity and activates their mental energies. When it brings our students laughter, it means we can have our cake and eat it too. These short presentations were followed by workshops on practical classroom activities and lan-

guage games. The program focused on activities that could be used in middle and high school classes as well as in language institutes and university classrooms. All participants were quite active in the workshop phase and appreciated the practical nature of the meeting.

On December 3rd, Professor Igor Nossenko of Kyoungbuk National University spoke on "The Importance of Communication Skills in Foreign Language Teaching." Dr. Nossenko has ten years experience in teaching English and another fifteen years teaching Russian as a foreign language, and has been teaching in Korea for the past three years. His presentation focused on the important role that actual communication skills play in the teaching and learning of a foreign language. He talked about the changes which have taken place in our understanding of language and the consequent changes that are taking place in modern approaches to language teaching, with an emphasis on the communicative approach. In addition to pointing out some of the failings of traditional approaches and their consequences, he offered some practical ideas for use in the classroom.

In January, the Taegu Chapter will hold a dinner and social meeting at a buffet restaurant, such as the one held in July last summer. All who are interested are invited to attend. We hope you can join us! For further information about the Taegu Chapter please contact Chae Joon-Keel (Tel [H] 053-424-7158, [W] 053-950-5830, Fax 053-950-6804) or Steve Garrigues (Tel 053-952-3613).

### TAEJON

IN September, the Taejon Chapter invited Mr. Don Richardson from Han Nanam University to speak about teaching English composition in a non-threatening environment. His main point was that teachers should try to create a comfortable environ-

ment in which students can write without feeling any pressure—especially the burden that comes from feeling that one has to be grammatically correct from the moment you put something down in writing. If we could only count the number of drafts native speakers need to make something sound concise or coherent! After Mr. Richardson's presentation and subsequent discussion, Rodney Gillett of Ch'ong Ju University led a forum in which ev-

eryone recounted their most memorable teaching experience (success or failure). This resulted in much laughter and a well needed feeling of camaraderie.

In November Thomas Farrell from Korea University in Seoul gave a presentation on reflective teaching. This method for teacher self-evaluation, with its use of Fanselow's FOCUS and other theoretical bases, encourages teachers to share with one another, in groups and in a well

thought out manner, how we can analyze our teaching in an effort to raise the level of teaching in whatever environment we find ourselves teaching in. We think he's on to something! Dr. Farrell's presentation was followed by a presentation of practical teaching activities by Jim Query from Han Nam University. Mr. Query's talk focused on the use of pictures in the classroom and how to use riddles to get students to engage in logical thinking in solving problems as well as in expressing the solutions to those problems. Carl Dusthimer ended the day's feast with a lively discussion of some teaching activities aimed at secondary school classes.

Check your mailbox for details of the Taejon Chapter's social schedule for the winter break! ■



## The Korea TESOL events calendar

Date: January 21, 1995, 2:00 PM  
 Name: **Seoul Chapter Meeting**  
 Place: Kim & Johnson, Kangnam  
 Topic: Korean as a second language lesson  
 Presenter: Monica Park, Sogang University

Date: February 18, 1995, 2:00 PM  
 Name: **Seoul Chapter Meeting**  
 Place: Kim & Johnson, Kangnam  
 Topic: Grammar Games for the ESL Classroom  
 Presenter: Kay Countryman, Samsung

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 21, 1995, 2:00 PM  
 Name: **Seoul Chapter Meeting**  
 Place: Pagoda Language Institute, Chongno 2-ga  
 Topic: The Teacher as... New Models in ESL  
 Presenter: Park No-Il, Munhwa

Date: March 25, 1995, 3:00 PM  
 Name: **Pusan Chapter Meeting**  
 Place: ESS Institute  
 Topic: Junior High School Textbooks  
 Presenter: 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  
 Presenter: 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, 2-91 Shinchon-dong, Suhdaemoon-ku, Seoul 120-140. Fax 02-364-4662. ■*

## New Bulletin Board System

THOMAS DUVERNAY has been busy since the Korea TESOL conference last October establishing a bulletin board system (BBS) for Korea TESOL members. When it is fully operational, the new BBS will provide for teleconferencing, access to databases, other systems such as Internet, email and discussion. You can also look up other members in the directory. You can even post classified ads! This is a great place to see what speakers are available. The uses are limitless.

"The basics of the BBS are ready," according to Duvernay, "and bells and whistles will be added later, probably in the spring of 1995. At this time, I am using my university office phone as the BBS line. Of course, this will have to change for a couple of reasons, but it will work temporarily."

All you need to use the BBS are a computer, a modem and communications software. Then call the BBS at 0561-773-2454. Your computer will make a connection with the BBS computer and you



must log on. For first timers, type in *new* when requested. You will be prompted from then on. You will be asked several questions. After this, choose *R* to register.

You will again be asked to respond to a few questions, then you will be admitted as a full user.

A few people have been using

the new system already. If you have any questions, you might first want to give Tom a call or a fax at home (0561-771-2291) or at school (0561-770-2132). ■

May 14, 1995, Han Nam University, Taejon

## Korea TESOL 1995 Drama Festival

**Y**ES! It's that time again. The Drama Festival is coming up in May and you need to apply *now* to be one of the six groups that will be asked to show the world what you and your students can do. This year we are accepting applications from all over Korea. Because this has become a national Korea TESOL event, we are setting the deadline for applications for April 1, 1995. Depending upon the number of applicants, we will decide soon thereafter whether a run-off is necessary. If it is necessary, it will be done by region or by school.

This is not a festival for seasoned actors, but a chance for students with little or no acting experience to get up on stage and have some *fun*. A lot of elaborate props are not necessary. We will gladly entertain original skits, scenes, or adaptations of other works that are funny, serious or otherwise entertaining.

We want to focus on language, and let the students know that this is an opportunity for them to improve their English speaking skills, and not necessarily their acting skills. We can't all act well, but we all have the ability to speak well!

Please address inquiries to Carl Dusthimer, Han Nam University, 133 O-Jung Dong, Taejon 300-791. Fax (H) 042-623-8472, Tel (H) 042-634-9235, (W) 042-629-7336. We will be glad to send you the application form if you are interested in having your students participate.

Note that, though this Festival is aimed at inexperienced "actors," we are also planning to in-

clude in the program a performance or two by groups that have had more experience. These "encore" performances will be held during the intermission at the festival. Here we will choose one or two groups to perform a scene or short playlet that they have been working on over the

past couple of months, as an encore to the other performances. This will provide your students, who have worked long and hard, a showcase to demonstrate their acting and speaking skills. This is also an opportunity for the better speakers of English to set an example for other students. ■

### *Global Issues Special Interest Group*

An Invitation to All Korea TESOL Members

Are you interested in:

- HUMAN RIGHTS?
- THE ENVIRONMENT?
- DEFORESTATION?
- WORLD POPULATION?
- WOMEN'S RIGHTS?
- HUNGER/STARVATION?

As educators, we are in a unique position to increase our students' awareness of these global problems. As Korea and other Asian nations grow in their industrial capacity, thus their capacity to do harm to the environment; as these countries become more aware of the need to protect basic human rights; as we all become, slowly and painfully, aware of the plethora of issues threatening our world, the solutions to which are vital to our survival as a planet, the educational community has a responsibility to prepare and encourage our students to take the necessary steps to preserve it for their children.

Join us in starting a new Korea TESOL special interest group to focus on global issues. If you are interested in participating in a "Global Issues" SIG, please contact any of the following persons:

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*The new Global Issues SIG will hold a preliminary planning meeting in February, and then an official planning meeting in March to include all those who were out of country during the winter break.*

## Reviews of presentations at the October 1994 Korea TESOL conference

Everette Busbee  
Jeonju University, Chonju

Marc Helgesen,  
Activities that work and why:  
A model of support

MARC HELGESEN is a realist, and as such, he doesn't live in a world in which role playing is a delightful classroom activity that painlessly leads to student mastery of English. In his world, role playing is often the "activity from hell"—students may just say nothing, or may talk to each other in their L1. But just as realists do not exhibit unbridled optimism, neither do they exhibit undue pessimism, and Helgesen believes that a clever teacher can cajole and prod students along the way to speaking English.

After a brief discussion of the types of motivation, Helgesen stressed that the type of motivation our motivated students have doesn't matter, because motivated students aren't the problem. It's the unmotivated ones who need help. Vague motivations, he said, such as "I want to be an international person," or "Ten years from now I want to get a good job," just don't work. The motivation, to be effective (to be real), must be for right now.

That motivation, according to Helgesen, is in the form of games that hide the nature of the activity. A striking aspect of the activities he offers is that each has a strong element of teacher control, as shown by the following example. The audience went through a substitution drill in pairs, in which one student says, "You're going to go to Finland, and I'm going to go to Germany," and the second student responds, "You're going to go to Germany, and I'm going to go to Hungary." This proceeds through the alphabet from A to Z, from, say, Alaska, Bangkok, Canada, and Egypt, to Zambia.

The control element here was that students, standing and facing each other, had to lightly slap each other's hands when they finished each sentence. This way, Helgesen said, you can see if they are actually working.

Control can also be used to keep students talking to each other in English. At the start of class, each student can be given two poker chips, and when a student speaks Korean, the student who points this out to the offending student takes a chip from that student. Or seated students can be told it is all right for them to speak in their L1 to their partners, if they stand to do it. Because students think standing up is a bigger pain than speaking English, they don't lapse into their L1 very often.

Helgesen gave us good practical advice, obviously based on years of teaching, but not just teaching by unquestioningly following the wisdom of the day.

Scott Payne,  
The revolution of CALL:  
Where it's been, and where  
it's going

SCOTT PAYNE knows Computer Assisted Language Learning (CALL), and he owns the hardware and software to put that knowledge to work.

One of Payne's ideas is that the best CALL program at a school is one designed by the teachers at that school. Now this may seem like a formidable undertaking—in fact, it may well be—but after Payne covered the three ways in which to develop CALL material, it seemed to be a goal within reach.

The three methods for developing CALL materials are programming, authoring, and using a template. The first, of course, calls for great expertise, and is

more for the hardcore computer specialist than a language teacher. The last, using a template, is the easiest. Everything is laid out for the teacher. The screen is pre-designed, and the thing that the program does is completely defined. Teachers merely type in words and sentences to produce something that meets the particular needs of their students.

While using a template may be effective, Payne feels that authoring offers the greatest potential for material development at the local level. Authoring, he explained, can be considered a type of programming, but it is much more user friendly than programming. At each step, the author is given choices of what to do—how many buttons are needed for a multiple choice problem, for example. Payne himself is working on a project in which he scanned in an image of a room, and then gives instructions, such as "Put the pizza on the table." The student responds by dragging and dropping the pizza on the table.

Payne talked about the varying quality of programs. The worst, he says, is nothing more than an expensive electronic page turner, because it offers no advantage over using a book. A page turner uses the "You're-wrong-try-again" approach, which gives no information to help correct mistakes. In reaction to this dearth of information, some authors have produced two pages of explanatory material to present to students after a simple mistake. Payne's approach is to give students help, but only in reasonable, usable amounts. In his pizza example, he tells the student something along the lines of "No, not on the sofa. Put the pizza on the table."

Payne is a storehouse of practical knowledge on computers. For example, most of us here in Korea who have computers have an IBM compatible machine. This means that, in addition to the Macintosh being extremely expensive in Korea, a Macintosh owner finds it difficult, if not im-

possible, to interact with most other computer owners. But according to Payne, the new Macintosh is not only much faster than the Pentium, it will freely connect to the Windows platform. And in multimedia configuration, it is about ₩2,000,000 in the States, which is so much cheaper than here in Korea, Payne says, that we can fly round trip to the States and stay there for a month on what we would save over buying that Mac here.

A person who likes and knows computers can sometimes fall into the trap of liking hardware and software for their own sake. Payne's heart, however, is obviously at the point where the ideas on the monitor and students minds meet.

Amelia Staley,  
Computer Assisted  
Language Learning around  
the world: How CALL is being  
used in the ESL classroom

AMELIA STALEY gave us much information for using Computer Assisted Language Learning (CALL) in the classroom, and at the same time stressed that, due to the youth of the field and its explosive growth, much more information would be available soon. Because CALL is such a young field, organized college-level programs teaching CALL are rare to nonexistent, and education is mainly of the self-educational type. It was through educating herself that Staley acquired her CALL knowledge, which seems to be extensive.

An English teacher at a two-year college in Japan, Staley told of her first use of the computer with her students, the simple use of an English word processing program. She directed the students to write a paper in English, and then told them to type it on a computer. It was not a great success, she said. The papers were filled with "atrocious" spelling errors and improper hyphenation breaks, and lacked such formatting as paragraph indentation. She soon discovered

this was for two reasons. First, skills developed in formatting a handwritten page do not seem to transfer to the process of typing, and second, her students had used a Japanese word processor with poor ability to process English. (Many of us in Korea have had similar experiences. We push our students to work with a word processor, and they immediately head for the very limited Arehangel, the .hwp format, which lacks a spell checker.) So she pushed WordPerfect on her students. But she was clever, and first showed them the joy of spell checking. This meant that the students were not just having an additional duty laid on them in learning WordPerfect, but were actually having their work reduced by not needing to spend so much time with a dictionary.

Covering a subject more in line with what we usually think of as CALL, Staley showed examples of multimedia ROM CD books. There are many titles, and the number is growing. Some of these CDs have the ability to read aloud words or sentences selected by the reader with a mouse, giving the student the ability to rework problem areas.

Staley traveled to other countries, such as Australia, to see what is being done with CALL at the college level. Her conclusion is that those programs which were successful invariably used CALL supplementally; students worked at computers alone, in pairs or small groups, on their own time. On this, Staley said that lack of computers can be minimized by efficient scheduling, and by assigning up to four students to a time slot, which she says is not too many. Staley has worked with her students with one computer. A few computers used wisely can be very effective.

Donald Byrd,  
Is "real" communication  
possible in the language  
classroom?

DONALD BYRD knows the theory of the communicative approach, and of functions

and notions, and his confidence and intellectual prowess controlled the stage. (He has put this knowledge to work in his *Spectrum* series, which he presented in a concurrent session.) Actually, there was less theory than taxonomy, much as a biologist would classify things by naming them and then making lists of related things. Byrd gave us three lists.

Before he started presenting these lists, he stated that the basic premise of language teaching today is that the ultimate goal is the ability to communicate appropriately in a variety of situations. This has replaced the old idea that good grammar is the goal. Today, the field views grammar not as an end in itself, but a means to an end. The functions of language cannot be carried out without a working grammar.

The first of Byrd's three lists was a standard enumeration of the components of communication, with the components presented as *wh*-questions. (Why is the person communicating? = Function.) The second list was van Ek's well known functions of language: informational, emotional, etc.

The last list, the most practical, was a checklist for materials development. Using this checklist, a teacher can put together materials that emphasize language as a rule-governed social act; that is, language does something in a certain situation in a certain way.

There was not time for Byrd to cover the entire checklist, which was printed in its entirety, along with the other lists and Byrd's major ideas, in the October issue of *Language Teaching*. But he did cover several major items on the list. First and foremost, the language in teaching material must be natural and authentic. Simplification to the point of destroying authenticity should be avoided at all cost. Further, language must be both appropriate for the setting and suitable for the roles of the speakers.

In the question and answer period, a member of the audience

pointed out that Byrd's entire presentation was grammatically acceptable, that he didn't make any mistakes. Byrd took this to imply that he was guilty of stressing communication over grammar, and replied that grammar is extremely important. In fact, he added, it is a necessary component of communication, but the ability to communicate is the ultimate goal. In his concurrent session, the opposite happened: Byrd was told that his *Spectrum* series would be much better if students were given greater opportunity to talk, to communicate. It appears that Professor Byrd is squarely in the middle; grammar without communication leads nowhere, and communication without grammar is impossible.

Donald Byrd,  
*Spectrum*

BYRD'S concurrent session concerned his *Spectrum* conversation textbook series. As a professor of linguistics, he is a theoretician. He is such a theoretician that he did not actually write *Spectrum*, but was the proj-

ect advisor. It is often the case that a confident, gifted theoretician, when called upon to put theory into practical action, is less overwhelming than when dealing with matters of theory. It was so with Donald Byrd. The intellectual prowess he demonstrated in his earlier plenary session was still obvious, of course, but was moderated, because it is easier to talk in general terms about what language teachers should do than to be specific about how one should fill up an hour of class time in order to get students further down the road to speaking competent English.

Language teachers often want to know what exactly a teacher should say, and how the teacher should say it. And what should students do, and how should they do it? How much time should be spent in productive tasks, and how much in receptive tasks? To answer this, Byrd walked us through one of the lessons in the first *Spectrum* book. Throughout, he stressed the authenticity of the language presented even at an early stage.

Grammar is prominent in each lesson, highlighted in blue. Byrd

asked what the highlighted material was, and audience members gave such answers as sentences, form, and structure. Byrd kept saying no, and finally said, "Gu-RAM-mer, gu-RAM-mer." It seemed that the audience couldn't even bear to say the word. But Byrd, firmly on the cutting edge of language teaching, and committed to the communicative approach, had no problem saying it, or including copious amounts of it in his book.

A well-produced tape serves not just as an introduction to each lesson. It, or a native speaker reading of the material, is the core of the lesson. Tasks at the end of the lesson were of the receptive type, such as true-false questions, matching, and placing events in order. In the question and answer period, one audience member said that *Spectrum* neglected speaking, and said there should be greater opportunity for students to speak. Byrd's answer was that research has shown that learning listening skills is very important in the early stages of language learning. Hence *Spectrum's* emphasis on listening. ■

### Looking back

## Where the past meets the future

Carl Dusthimer  
Conference Co-Chair

SUBJECTIVELY SPEAKING, the '94 Korea TESOL Conference was probably the most successful conference ever staged on this planet. We had over 430 attendees as compared to 160 at the last conference. We had presenters from eight countries giving talks on subjects ranging from the best of modern technology like CALL to how to make the most of your heretofore mundane secondary school textbooks. We had representatives from all of the major international publishers and the major

Korean publishing interests. We had food that would satisfy tastes of any persuasion. We had music that represented the heart and soul of Korea, the Land of the Morning Calm. We had it all...and more!

That is the subjective point of view.

Objectively, we had confusion at times (conference planners tend to downplay the confusion experienced at these events). Pessimistically, this means most of the organizers were running around trying to figure out how

to make it seem that everything was running smoothly. After all, this was an international event. You might recall that we had OHPs that blew up because of the wrong voltage. We had tape recorders that seemed to play their tape backwards, giving the impression that Satan does indeed attend TESOL conferences. We had our banner hanging upside down because it was too long to be mounted horizontally. We had our posters, which were placed to aid conference attendees to find the conference site,

vanish overnight, causing members to go to the tennis courts to attend a presentation on using computers in the classroom (their service did improve markedly, however). We had rain falling from places where, from an engineering standpoint, it shouldn't have fallen. I guess miracles do happen! A success underscored by the unexpected. Well, the expected, but unforeseen, anyway.

All in all, it could quite honestly be said that the conference had its upside and its downside. I hope that you saw and experienced more of the ups than the downs, that the tape recorders didn't convince you that you were in TESOL HELL, that the rain falling from the atrium didn't cause you to decide to bring your umbrella to all Korea TESOL events. Objectively, though, the conference was really a great success. The number of participants was very encouraging and the enthusiasm from the conferees, presenters and publishers was greater than ever before. As in conferences of the past, we have learned lessons this year that will enable us to improve our conferences in the future, particularly the upcoming '95 conference. Be assured that work on the '95 conference has already begun, and that we are working to make it exceed all of your expectations.

We feel that it is important for you to realize that the main purpose of our annual conference is to aid you in furthering your professional development. Therefore, in order to ensure that your needs are met at the '95 conference we would like to take this opportunity to invite you to evaluate the '94 conference and make suggestions as to how the '95 conference could be improved over last year's.

If you have suggestions, please direct them to Carl Dusthimer, 1995 Korea TESOL Conference Co-Chair, Hannam University English Department, 133 Ojung-dong, Taejon 300-791, KOREA. Fax +82-42-623-8472. ■

### Name change

## From CETAK to KATE

THE 한국 영어 교육학회, known in English as The College English Teachers Association of Korea (CETAK), has changed its English name to The Korea Association of Teachers of English (KATE) to indicate that membership is not limited to college and university professors. Not to be confused

with the "old" KATE (the Taejon organization which joined other groups to form Korea TESOL) the "new" KATE is the oldest and largest academic association in Korea concerned primarily with English language teaching. Its journal *English Teaching* is well known, and last July KATE celebrated its 30th anniversary at its international conference held in Seoul at Korea University. ■

### Announcing

## The 1995 Korea TESOL Conference

### *Into the World Through Language and Culture*

### Call for Papers

The deadline for submission of abstracts is April 30, 1995.

The 1995 Conference Committee is accepting presentation proposals in the following areas of ESL/EFL teaching and learning:

- Globalization and/or Internationalization in Asia
- Cross-cultural teaching methodologies
- CALL (Computer Aided Language Learning) and other related topics
- Pan-Asian teaching concerns
- Using Internet
- Elementary school English education
- Secondary school English education
- Global Issues in Asia (environmental, social, human rights, peace education)
- ESP (English for Specific Purposes)
- Course and Curriculum Development
- Materials Development for English in Asia
- The use of videos in the language classroom
- Popular culture versus formal culture
- Ethnomethodology in the classroom
- Pedagogical variations necessitated by differences between TEFL and TESL

Please submit proposals for the 1995 Korea TESOL Conference to:

Carl Dusthimer  
Department of English Language and Literature  
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133 O-Jung Dong  
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Tel +82-42-634-9235, Fax +82-42-623-8472

# Optimizing picture activities for the language classroom: Picture line-up activities

Ken Schmidt

Sendai Shirayuri Gakuen, Sendai, Japan

ANY LANGUAGE TEACHER'S arsenal of materials is likely to include a collection of pictures and images, and a rich variety of communicative classroom activities utilizing these have been developed (Jones & Kimbrough, 1987; Ur, 1988; Wright, 1989). Following are just a few of the ways pictures contribute to the classroom language learning experience:

- Images extend the classroom out to the "real" world, even to other lands and cultures (Wright, 1989).
- Pictures stimulate our curiosity. We naturally wonder about the people and places depicted in them.
- Pictures are also intriguing because we learn something from each one; we pick up some piece of information about a place, a style of clothing, someone's life (Wright, 1989).
- Visual images support language use and communication. They give us something to talk or write about. They stimulate ideas, convey information that can be shared, and remind us of our own background knowledge (Stevick, 1986; Ur, 1988) (e.g., "I could mention his hair style, how kind she looks, the color of the sand on the beach, how polluted the air seems. This picture reminds me of...").
- Comprehension and retention of new language are supported through association of this language with these images and the personal experience and knowledge they bring to mind (Stevick, 1986; Ur, 1988).
- Pictures are easily obtainable and can be used to elicit, contextualize, or support almost any discussion topic or language point (Wright, 1989).

It is little wonder that language teachers are so often seen carting stacks of pictures to and from class. However, the mere presence of an intriguing visual aid does not ensure the success of an activity as a stimulus to interaction or opportunity for learning (Byrne, 1986). Activities must be designed to effectively exploit these materials in a particular situation, with a particular group of learners—considering their backgrounds, interests, and needs for linguistic and procedural support (Helgesen, 1990).

In this article, we will consider a number of factors involved in this optimization of picture ac-

tivities by first looking at a common picture description activity, examining a few potential shortcomings, and then going on to focus on a suggested improvement—the Picture Line-Up Activity—and its use in promoting communication and learning in the language classroom.

A common picture activity: Describing pictures in pairs.

Basic task

In this activity—a variation on Wright's (1989, pp. 42-43) "Describe a picture" and "Guess what and where" activities—Partners A and B are each given (or select) a folder containing a picture of a person, situation, or place/scene. A asks questions to elicit a description of B's picture and B in turn elicits a description of A's picture. The instructor then collects all the pictures (partners still have not seen each others' pictures), mixes them up (possibly during a coffee break), and sets them out along the chalk tray and/or on desks (along with distractor pictures if needed). Students proceed to find their partners' pictures based on the descriptions they received. If students have difficulty, they may ask more questions of their partners until they are sure they have picked the right ones. The activity ends with students confirming that they have, indeed, made the correct selections, and together, as a class, reviewing what information/language was most helpful in making their identifications.

Context for the activity

Many classroom activities are set in a situational context (e.g., buying a car, deciding what to do this weekend) involving roleplay or simulation. The context for this activity, however, may simply be "doing a game-like activity." The task itself is typically intriguing enough that it becomes momentarily unimportant that learners are studying English; they can imagine enjoying the activity outside of class, even in their own language (Helgesen, 1990). As such, the activity may elicit very satisfactory interaction without any further contextual support. Alternately, the context can involve roleplay—for example, describing a blind date, a business contact, or a long lost relative your partner will need to find in a crowd. This option

has an advantage in that the game-like aspect is still present, but now an interesting situational context supports the activity in the following ways:

- It helps the instructor define what language needs to be stressed (i.e., the language needed to accomplish a specific function (such as description) may vary strongly with the social context it occurs in (Richards, 1990)).
- It helps learners access background knowledge related to the context, thus supporting their efforts at communication (Oller, 1979; Richard-Amato, 1988).
- It helps learners make stronger connections between language and situation, thereby facilitating retention and later appropriate use of language in similar situations (Oller, 1979; Omaggio-Hadley, 1993; Richard-Amato, 1988).

Shortcomings: It is a good activity, but...

The activity above has been very helpful and enjoyable for my students and I continue to use it with various adaptations in numerous classes. The open-endedness of the task is particularly attractive, allowing students to control their own approach to the problem and complete the task at whatever level their present abilities allow (Ellis, 1992). However, several weaknesses soon become apparent.

First, Partner A has ready visual support for answering questions about her/his picture, but B, staring at the blank exterior of a folder, has little support for asking them. S/he has little to help stimulate ideas or cue needed vocabulary. Under the pressure of performance, even obvious questions may escape and long, torturous pauses result. Groups sometimes finish quickly, not because they have exhausted the potential of the activity, but because they have simply run out of ideas.

You can go a long way toward correcting this problem by running a strong pre-activity demonstration including a variety of creative questions that will help supply students with needed ideas and offer a vision of what they can do with the activity. You can also help avoid premature finishing by putting two to four pictures in each folder. Enough tasks are thus available that even the slowest pairs get a fair amount of practice before the quickest or least imaginative groups finish all their pictures. However, the problem of lack of visual support for the questioner still remains.

A related difficulty involves the goal toward which learners are interacting. Key factors in interaction that facilitates acquisition are opportunities to negotiate communication problems (Allwright, 1984) and modify interaction (Doughty & Pica, 1986). To maximize negotiation and modification in the context of pair and group work, students must be motivated to sustain communication toward a specific goal, such as solving a problem or completing a task (Doughty & Pica, 1986; Taylor, 1987). This continual restructuring of interaction until mutual understanding is reached is an impor-

tant contributor to moving beyond "current inter-language receptive and expressive capacities" (Pica, 1987).

In the activity described above, there is a clear goal, but realization of that goal is delayed until the second stage of the activity (when pictures are laid out for selection). During the first stage, participants know what their goal is (to select the correct picture), but have no way of knowing if they have shared enough information to be successful until they actually see all the pictures and try to select the one(s) their partners have described to them. Lacking a way to gauge successful completion, there is nothing inherent in the first stage of the task driving learners to sustain communication and take part in the negotiation and modification that appear so critical to acquisition. Students are thus left to their own impressions of what constitutes sufficient exchange of information. This is another reason the activity may at times bog down, as numerous pairs settle for much less exchange than is actually needed. Of course, in the second stage students again have opportunities to interact with a more immediate goal, but would it be possible to have this in effect throughout the whole activity?

The third difficulty arises during feedback following the activity. Some students may eagerly attend to what language/information was helpful to other groups, but others, not having worked with the images in question, may have little interest in what other groups did, and thus may not make full use of the learning opportunities set up by the activity.

## Picture Line-Up Activities

Picture Line-Up Activities are in part an answer to these difficulties and the questions they elicit:

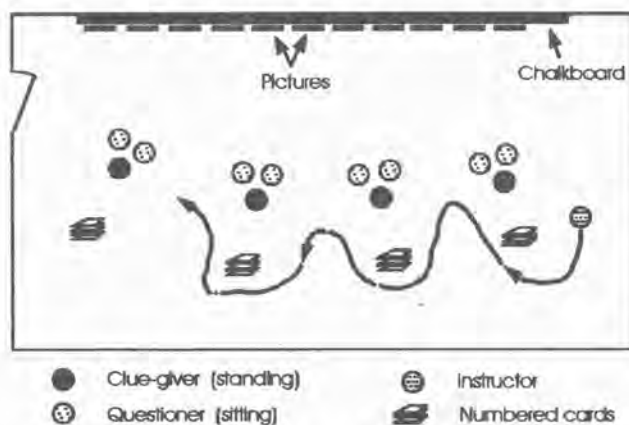
- How can I provide both questioner and answerer with visual support for their communication while still preserving the information gap so crucial to communicative activities (Nation, 1989)?
- How can I give learners a ready way to gauge their success, right from the beginning of the activity?
- How can I help more students develop greater involvement in feedback time?

Below is a description of the basic activity; along with ideas on implementation, adaptation, and follow-up.

### Basic activity

In Picture Line-Up Activities, 15-20 numbered pictures are lined up along the chalk tray (with numbers written above each picture on the chalkboard) and used as common cues/stimuli by student teams in various description/clue-giving tasks. Figure 1 shows a typical classroom arrangement.

Placed behind each team of three is a shuffled stack of cards with numbers corresponding to the



**Figure 1. Classroom Setup**

pictures. One player (clue-giver) takes a card and stands behind her/his partners (questioners) who are seated facing the chalkboard. No eye contact is allowed between standing and seated players to avoid "giving away" the answer. Seated players ask questions to discover which picture matches the number held by the standing player. In this way, all participants—clue-givers and questioners—have access to visual cues for communication, and are immediately able to gauge their success or failure. Questioning can focus on a wide range of themes, e.g., description, speculation on lifestyle/personality/ability, or tourism. To prevent random guessing—"Is it #16? Is it #5? Is it #10?"—teams are allowed only one guess at a number. Questioners must thus keep asking questions until they are sure they are right. If they guess correctly, the team keeps the card, one of the seated players goes to get the next card, the former clue-giver takes a seat, and the process begins again. If the guess is wrong, the card is returned to the stack and the process begins again. Play ends when one team collects all the cards or time runs out. Teams can compete with each other or can collectively try to

beat their previous record or a teacher-designated number.

#### Setting up the activity— demonstration/elicitation

To begin, the instructor briefly introduces the game and leads a demonstration with the whole class playing as one large team (instructor = clue-giver, students = questioners). As the students ask questions, the teacher jots many of their ideas on the board (Fig. 2) and elicits language, when needed, through motions and hints.

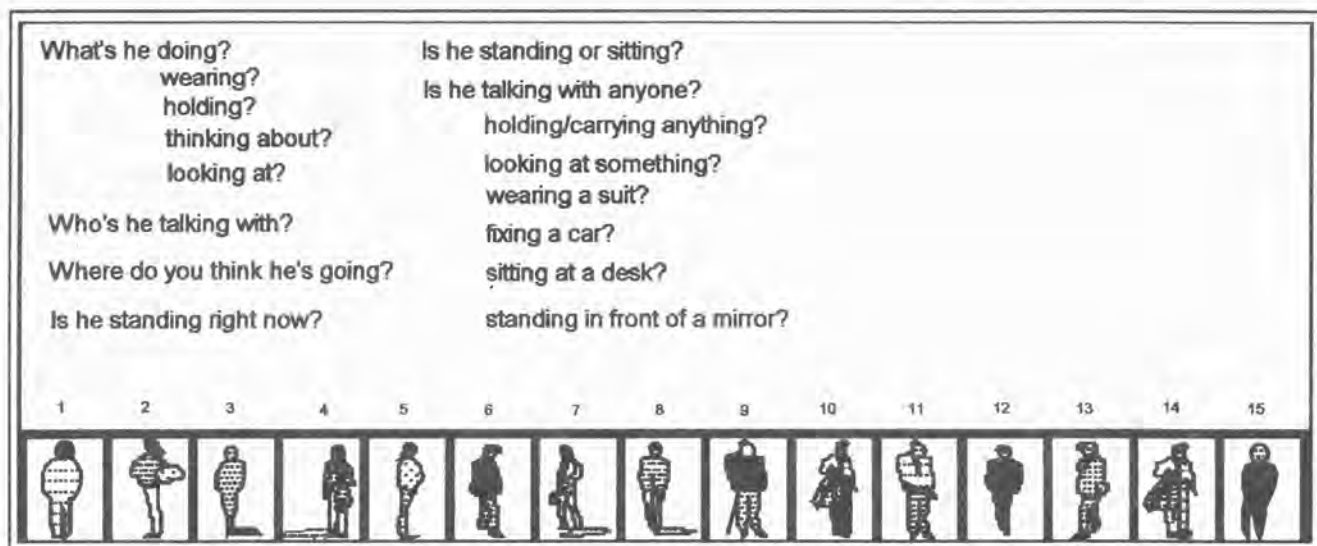
Together, the class walks through several examples, cooperatively building a body of linguistic support (on the board) for the real thing to come (Helgesen, 1990). With the teacher helping alert the group to creative, innovative strategies, students get a glimpse of the activity's potential and can really run with the ball when they start.

This is a critical point. As a teacher, I may spend hours developing an activity. How can I then expect students just confronted with it to see the same potential for interesting, creative interaction? Beyond simply preparing students to complete the activity in minimal fashion, a cooperative time of elicitation/demonstration allows students to access the instructor's vision for the activity and develop their own as well. Working together to develop needed language and strategies contributes to a sense of joint ownership of the activity (Crookall & Oxford, 1990) and to the cooperative spirit desired in the actual playing of the game.

#### Approaches to elicitation

Depending on your purpose for the activity, you can vary the way you elicit ideas/language from the students during the demonstration/elicitation time:

- Prescribe language points (structures, functional language) for extensive repetition (e.g.,



**Figure 2. Chalkboard Setup**



all questions must contain -ing forms: "Is she eating a donut?").

- Create a context which naturally elicits the target language (e.g., detectives interviewing an informant—extensive work with past forms: "What was he doing when you saw him?").
- Steer the demonstration toward the desired target language without overtly specifying it. Other language will come out in the demonstration, as well, but the target language is on the students' minds and they are likely to use it if it is within their ability and they see a need for it (Ellis, 1992).
- Leave things completely open with communicative need alone dictating language use. Go in any direction that seems profitable, accepting any idea that makes sense.
- If you find students asking the same question over and over again (e.g., "What's she doing?") or concentrating on only one aspect (e.g., physical appearance) at the expense of other target areas, you may decide to ban certain question types to promote greater variety.

#### Final run-through

After doing several examples, have one team walk through it again, going through the movements and enforcing the rules (e.g., only one guess, no eye contact with clue-giver) as a final check on understanding. This may not be needed the next time you do a similar activity with the same group.

#### Structure of teams

Clue-givers can give unsolicited clues, but two-way interaction is encouraged if they are only answering questions from teammates. Whichever way it is done, the side with the more difficult task can have more people. For the activities presented here, I typically find the task of questioning to be the more difficult or time consuming of the two, so two questioners and one clue-giver seem ideal. While one questioner asks a question, the other listens and formulates her/his own, often building off of her/his partner's. Playing off of each other in this way, two groups of three can often produce as much or more language in a given time than three pairs.

#### Feedback

I find it useful to run this activity twice in succession, with a feedback period following each run. During feedback time, elicit useful language for interesting or difficult pictures. Highlight creative and helpful strategies used by students (ones that you may never have even thought of). Help students pick up the tools and pieces of language they needed. Students thus learn from each other and from you, filling a felt need for language (ideal conditions for effective input (Di Pietro, 1987)). It is good to hear, "Oh, that's how I say it!" "I should have asked that!" during feedback time and then see them "nail it" (use what they've learned) in the

next go-round.

This highlights another feature of Picture Line-Up Activities. As *all* students deal with the same cues (pictures), demonstration and feedback based on *each* picture address the perceived needs of all students, not just the needs of those who happened to be working with that particular picture, as in the common pair description activity above.

#### Picture characteristics

The types of pictures used in any picture activity can have a tremendous effect on its success. Here are a few suggestions for selecting and displaying pictures for use in Picture Line-Up Activities:

- When using pictures of people, use all males or all females. Otherwise, 50% of the possibilities are eliminated just by saying "he." Do the activity with pictures of females, do some feedback, and then repeat the activity with pictures of males. Males and females may be together in a picture, but the questioner chooses an individual of the appropriate sex as the central figure.
- People pictures should be of *real* people. A picture of a doctor starts us thinking about what her/his day has been like, who s/he has just examined, what kind of specialty s/he is in. An obvious picture of a model posing as a doctor typically elicits nothing more than, "Oh, there's a model posing as a doctor." Pictures of models modelling clothes can be very useful if you are working with clothing vocabulary, but are difficult to speculate about, eliciting very little about lifestyles or personalities (Wright, 1989). However, overtly recognizing a picture as that of a model and speculating on what his/her life may be like may spark some good interaction.
- Include groups of similar pictures—two pictures of men with cats, three women on horses, two men coming out of a court house, four residential scenes, two mountain resorts, the interiors of three grocery stores. This forces learners to extend beyond simple, obvious questions to more sophisticated inquiry (thus pushing their language abilities (Ellis, 1992)) in order to be sure before guessing.
- Mount pictures on card stock for placing along the chalk tray or hang them from clips along the top of the chalkboard.
- When practical, have students supply the pictures. This allows students to make the activity even more their own, focusing on the people or places they are interested in—important factors in motivation and acquisition (Ellis, 1992).
- Shocking or controversial pictures (e.g., pictures of disaster victims) should be avoided unless your class (by mutual agreement) has a specific purpose for using them and you are prepared to spend the time necessary to prepare students for dealing with them in a profitable way.

## Activity variations

As mentioned above, Picture Line-Up Activities are not limited to describing physical appearance or activity and can be adapted to accommodate a wide range of situational contexts and target language. Several adaptations that have been successful for me are discussed below.

**1. Informant and detectives.** In this variation, the instructor explains that the clue-giver saw the photo of a bank robber/drug kingpin (e.g., Maxine "The Terminator" McCauley) on television last night, and today saw him/her for "real" in the location depicted in one of the lined-up pictures. The clue-giver then runs to the police station to tell the police. To start each turn, the two "detectives" (questioners) from each team face the back wall of the classroom while the "informant" picks up a numbered card and goes up to the front chalkboard to closely examine the matching picture. S/he then runs back to her/his team, sitting down across a table from the detectives with her/his back to the board. The detectives turn around to face the informant and question her/him, trying to determine which of the people (pictures) s/he is trying to identify, e.g., "What was she doing when you saw her?" "Where did you see her?" "Was she with anyone?" "What was she wearing?" "What were you doing there?" The informant must answer completely from memory.

This context naturally elicits many past forms. Although far from realistic, at least the informant, who can no longer see the pictures, did see them in the past. If both informant and detectives could look at the pictures during questioning, even this shred of realism would be gone and using past forms would become purely a linguistic exercise. The more the context and structure of an activity support the use of the intended target language, the stronger the tie between language and situation that will be made in learners' minds and the more likely they will be able to use this language in similar contexts in the future (Oller, 1979; Omaggio-Hadley, 1993; Richard-Amato, 1988).

**2. Pictures of places.** Pictures of places offer many opportunities for interesting exchange.

- Unreal conditional travel: The clue-giver answers questions about what she or anyone could/would/might do/bring/eat if they went to the pictured place: "If you went there, what language would you hear?" "How long would it take you to get there?" This language is fairly natural simply in the context of playing the game, as few of the students will actually be planning trips to these places. The prize for the winning group can be an all expenses paid trip to the destination of their choice... "Sorry class, just kidding!"
- Intended travel: In this context, the clue-giver pretends to actually be planning a trip to one of the possible destinations. He proceeds to answer questions about what he is going to/will do/bring/eat when he goes to the pictured

place: "What will you take?" "Are you going to go skiing?" "When you get there, what will you...?" "I might..."

- Geography twenty questions: Questioners elicit information about the pictured place. "Is it a city?" "How large is it?" "What's it famous for?" This variation on the twenty questions game has advantages over games that simply use paper cues labelled "New York," "Moscow," etc. Even students with little geographical knowledge can participate based only on what they see in the pictures, while more knowledgeable students get visual reminders that jog their memories (Byrne, 1986). Everyone has the pleasure of getting a little better idea about a number of places for having seen them.
- For all of these variations, pictures can be named (e.g., "Hong Kong") rather than numbered on the board. Students can thus guess, "Is it Jakarta?" rather than the relatively meaningless, "Is it #10?" In the same way, people pictures can be assigned names rather than numbers.

**3. Identifying rooms.** In this variation, players determine which room is being described: "Are there any paintings in the room?" "Is there a sofa?" "Where is the...?" "There's a grandfather clock in the back right corner"—a good opportunity to use "there is/there are" forms and prepositions of location.

**4. Speculating about people.** A rich area for the use of people pictures is the language of speculation. Questioners ask the clue-giver to speculate about the person in question, e.g., "Does she look like she's ...?" "What do you suppose/think she does for a living?" "Do you think she...?" "She looks like she (might)..." "I think she..." "She could be a ..."

Besides using this activity to practice structures/functions, I have used it in an advanced adult class to help set up a discussion on first impressions and what contributes to them. The activity gets students interacting with each other, helps them begin thinking about how we make judgements based on appearances, and gives them a chance to flex some needed vocabulary and expressions before going into the next phase of discussion.

**5. Picking someone out of a crowd.** In this variation, teams pick spouses, friends, or criminals out of a crowd and get some practice with relative clauses, e.g., "Do you know my friend Sharon?" "No, which one is she?" "She's the tall one (who's) wearing the white mink coat." "Oh, is she #15?"

## Follow-up ideas

The utility of an activity can be greatly increased as we discover ideas for follow-up and ways to link the activity with others. Below are several possibilities for Picture Line-Up Activities.

- Refer students to follow-up readings on particularly interesting characters or places seen in the activity. Preserving citations for pictures is especially useful for this. After spending time speculating on a person or a place, it can be very interesting to go read a text on that individual or place and then report back to the class on what the person is really like.
- As with the speculation variation above, use the activity to get the group interacting and introduce a topic or theme for following discussion or class work.
- Have students write short paragraphs or stories describing a person they have just talked about or speculating on the life of a person they have just discussed.
- Have students write a story linking four or more of the pictures appearing in the line-up. The Picture Line-Up activity, especially if it involves some speculation, gets students thinking about the pictures and considerably eases entry into the writing phase that follows.

## Conclusion

In conclusion, I would like to again highlight several key features of Picture Line-Up Activities that, in appropriate situations, represent advantages over the common picture description activity described earlier.

- All participants have access to visual support (pictures) while preserving the information/opinion gap so crucial to communicative activities.
- As there is no delay between discussion of each picture and its selection, learners can immediately gauge their success or failure. The drive to communicate until success has been achieved thus facilitates the sustained communication, negotiation, and modification that appear critical to acquisition.
- The large number of tasks ensures that even the slowest groups get lots of practice before the quickest groups finish.
- Because many tasks are available, students can, if desired, work on fairly limited language points. You may not be able to go on very long making “-ing” questions or speculating about one picture, but you can go on for quite a while if you are working with 15.
- As all students deal with the same pictures, demonstration and feedback based on each one address the perceived needs of all students, not just the needs of the students who happened to be working with *that* particular picture.

Of course, there are many situations in which the common picture description activity may offer compelling advantages, for example:

- when class size or a lack of time or facilities do not permit implementation of the more complex Picture Line-Up Activity,

- when the particular situational context or language function you wish to work on doesn't lend itself to practice with a Picture Line-Up Activity,
- or when the common picture description activity is used to bring needed variety to the classroom (Ur, 1988).

One of the pleasures and puzzles of language teaching is the continual search for ways to promote interaction and acquisition in the classroom. Pictures and images can be effective aids toward this aim, but do not in and of themselves ensure success. As we analyze our picture activities (or any kind of activity) in light of our purposes in doing them and our beliefs about language learning, we can continue to refine and optimize them for particular groups and situations. Picture Line-Up Activities are an outcome of this process and I hope that they will be of use to you as you piece together your own puzzle. ■

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## The functional-notional syllabus: A model for Korea

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A SYLLABUS is constructed, generally, on the basis of (1) the available resources, (2) an analysis of the learners' level of proficiency, and (3) an assessment of the learners' communicative needs and interests. The learners' level of proficiency in all skills can be determined through error analysis or interlanguage analysis. The learners' needs are more foreseeable in a second language setting than in a foreign language setting.

It is, in fact, impossible to teach a foreign language as a whole. A selection must be made. The traditional syllabus, according to the structural approach (the so-called structural syllabus), offers a selection of grammatical items and structures arranged in an order suitable for language teaching. These syllabi not only provide formal training for the linguistic points, but also apply them to situations (situational syllabus). Thus they try to include a communicative component. However, sentences and dialogues often sound artificial as the focus is on the linguistic forms and not on the message/meaning as in normal communication. One example of this is contained in the first seven items of the structural syllabus developed by Mackin (1955; cited in Corder, 1973, p. 300):

- |                   |                                |
|-------------------|--------------------------------|
| 1. This, that, is | This is John, that is Ahmed.   |
| 2. My, your       | This is my/your...             |
| 3. His, her       | This is his/her                |
| 4. 's             | This is Ahmed's...             |
| 5. A              | This is a ...                  |
| 6. An             | This is an...                  |
| 7. He/she is      | He is Ahmed;<br>She is a girl. |

Such a syllabus might help the learning of accurate grammatical structures, but most of the sentences used are not useful for communicative

purposes. For example, "She is a girl" is not used in any normal conversation. However, the advantage of this type of syllabus lies in the limited number of grammatical structures, which makes syllabus design relatively easy. Therefore the structural syllabus is probably still the most prevalent today. It serves not only as the basis of the Grammar-Translation method, but also of more modern methods like Total Physical Response and the Silent Way.

The Council of Europe<sup>1</sup> commissioned the development of an F-N (functional-notional) syllabus in the form of a transferable unit-credit system for Europe. One direct result was the publication of *Threshold Level English* (van Ek, 1975),<sup>2</sup> which offered a system for constructing syllabi based on communicative functions and notions rather than on the structure of the language. Since then, there has been a growing interest in such a syllabus in many countries throughout the world. As Korea is currently undergoing a process of internationalization, learners have to be prepared more effectively for communicative foreign language skills. For Korea, the F-N syllabus might be the right model to choose for pedagogical innovation.

The contents of an F-N syllabus, in contrast to the contents of the structural syllabus, are selected in terms of *communicative functions* or speech acts together with the language items needed for them. For example, the functions might be: identifying, expressing pleasure, sharing wishes, hopes, desires, problems, etc. In addition to the functions, there are *general notions* like time, quantity, location, etc., to which vocabulary and grammatical structures are also related. These notions often can be divided into more specific ones (e.g. the notion of time can be divided into present, past, etc.) Fur-

thermore, there are culture-specific notions as well.

The general criteria for the selection of communicative functions and notions are:

- the influence on the learner's social interaction,
- the frequency in life situations, and
- the possibility of generalization to other categories.

Of course, the selected items cannot all be taught at the same time. An arrangement in the form of grouping and sequencing must be done. In the F-N syllabus it is not easy to decide which criteria should be used for the sequencing of the communicative categories. Learnability cannot be a criterion as it is only the linguistic items, not the communicative functions, which have an order of difficulty. They must be presented in some sequence. An unsystematic arrangement of linguistic items, which are only related to communicative categories, would make learning difficult.<sup>3</sup>

We can overcome the dichotomy of "communicative-linguistic sequencing" by integrating both into the syllabus: sequencing from the most needed to the less important functions and from the more simple to the more difficult linguistic realizations. The psychology of learning shows us that short, clear items or rules can be kept in mind most easily. Therefore, we are well-advised to keep elements of the structural approach in order to reduce the complexity of the structural difficulties and to thus make learning easier. This is especially important for Korean learners because of the enormous structural differences between Korean and English. We cannot expect Korean learners to infer English structures just by providing them with linguistic input. However, the structural elements of the syllabus should be clearly subordinated to the functional ones. Learners should develop communicative potential to deal with communicative situations in the foreign language. The primary orientation is toward fluency and adequate language use; accuracy is an important, but subordinate, objective.

Nowadays, nearly everybody considers communicative competence as the main goal of foreign language teaching. Disputes are rather over the ways to achieve this goal. However, even those who prefer radically different approaches for beginners—a structural approach, a silent period, total physical response, etc.—tend to agree at least partly with the F-N approach when it comes to advanced students. It is evident that, at least in advanced classes, the focus should be on communicative functions.

Since the Threshold Levels, various publications have appeared demonstrating how to develop an F-N syllabus concretely. Especially the work of Finocchiaro and Brumfit (1983) deserves mentioning. Yet even F-N syllabi are still not free of problems. Let us summarize some aspects which often are not taken into account:

- Speech act sequences.

Communication should not be cut into single

speech acts, as criticized already by Widdowson (1984, p. 216) as a frequent practice. The neglect of speech act sequences means (1) that, in dialogues, the hearer's possibilities to react are not accounted for and (2) that, in monologues, text parts often lack connecting structures (especially important for narrative and argumentative texts).

- The cultural background. This determines, as Berns (1984) pointed out, the appropriateness of structures and lexical items to the realization of a function.
- The hierarchy of language functions.
- Indirect speech acts.
- Gambits and metacommunicative functions.
- Hesitation phenomena.

This might be used as a checklist for the aspects often neglected in the design of F-N syllabi. Considering that dialogue is the standard case of language use, I suggest replacement of the speech act as the smallest communicative entity with a minimal sequence of two moves: the *initial act* and the *reactive act*. Already the reactive act offers possibilities of variation and many branches can continue from such a minimal sequence. A "branching approach" to the progression of learning is therefore advisable.

Dialogue grammars and text grammars, which are now being developed, might help us more to overcome the problems mentioned above and to make the F-N syllabus a better framework for communicative language teaching. However, the main responsibility for the teaching/learning process within such a framework will always rest with the teachers. ■

## Notes

1. Not to be confused with the EC, the Council of Europe, headquartered in Strasbourg, France, is a pan-European organization of 32 nations cooperating in cultural affairs through one of its branches, the Council for Cultural Cooperation. For further information on the influence of the Council of Europe on language teaching see Giovanazzi (1993).
2. Threshold Levels for other languages were also developed.
3. We do not follow the natural approach (Krashen & Terrell, 1983) which omits sequencing on the assumption that there is a natural sequence which the students follow as in first-language acquisition (natural order hypothesis). This is related to another erroneous hypothesis of the natural approach, the denial of any transfer from learning to acquisition. However, a sound psycholinguistic description of such a transfer has been made, based on the theory of *Gestaltwandel* and the short-circuiting hypothesis (cf. Butzamm, 1989).

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# Talking turkey: Teaching conversation skills more effectively

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Wife: What watch?  
Husband: Ten watch.  
Wife: Such watch! *Casablanca* (1942)

**I**F YOU'VE SEEN *Casablanca*, you may remember the above conversation held by the elderly Eastern European couple in the film who spend time practicing their English in preparation for life in the United States. As English language teachers, we would probably be able to offer the couple some help here, since telling the time is generally done using certain common formulas which are not difficult to learn. But how would we then proceed to help these learners cope with all the other conversation tasks they will have to face when they reach America? This paper has two main purposes: (1) to look at the ways in which conversation skills are presented in EFL textbooks and courses, and (2) to suggest some alternative options for teaching these skills.

The strong theoretical emphasis given to the communicative approach in EFL methodology around the world over the last ten to fifteen years has, surprisingly, had little more than a superficial effect on the ways in which EFL textbooks handle the acquisition of conversational competence. An examination of recent communicative-styled coursebooks shows that, while learners are regularly told "to work in pairs and discuss the advantages and disadvantages of foreign travel, credit cards, eating meat," or to "work in groups and discuss why people go on diets, cut down trees or kill elephants," they are given remarkably little linguistic help about how to actually do these things.

Richards (1990; cited in Dornyei & Thurrell, 1994, p. 41) argues that communicative language teaching has generally taken an indirect approach to the teaching of conversation skills. Advocates of the indirect approach believe that learner participation in interaction situations such as role plays, information gap exercises and problem-solving tasks will eventually lead to the attainment of communicative competence. Interaction situations are thus created for participation, but little specific language input is provided. It is this approach, Richards believes, which communicative-based ELT textbooks have generally taken, and the textbooks examined by the author while preparing this paper support Richards' view.

## Textbook approaches to teaching conversation

The "Speaking" section of one well-known coursebook first asks students to ponder the question, "Are you a pessimist or an optimist?" and secondly asks them to select appropriate multiple choice answers to a short written questionnaire. The students are then told to "discuss (their answers) with other students." Up to the discussion point, this "Speaking" section has thus been exclusively a reading exercise. Once the learners have answered the questionnaire, they are expected to make the jump from reading a written text to talking about it in a coherent natural way without any further help from the textbook writers. This expectation on the part of the authors is neither realistic nor honest, and the learner is generally left at the

end of the exercise with little more than a feeling of frustration and failure.

Another text which was examined is just as unhelpful in its "Speaking" sections. One unit, for instance, asks the learners to "put the following crimes in order depending on how serious you think they are" and then "discuss in groups." No further guidance about the kind of language a native speaker might use to discuss this topic is provided by the writers.

The authors of one book aimed exclusively at teaching conversation state in their introduction that it is "designed to give practice in idiomatic English conversation." Exercises include asking students to complete unfinished sentences in writing, to draw a map from their home to the center of town, to give written replies to questions such as "Is there a hospital in your community?" and to match written sentences with a set of pictures. In its 208 pages, the book does not present a single conversation between two or more participants. It is thus a conversation book without conversations and makes no attempt to show learners how English speakers go about the complex task of spoken communication.

As the above examples illustrate, many EFL textbook writers today work on the assumption that speech is somehow naturally acquired once the learner has completed sufficient grammar exercises, listened enough times to the accompanying cassettes, or written sufficient answers to the reading comprehension questions provided. Such authors appear to believe that a printed text intended for exclusively visual author-reader written communication will help learners improve their speaking skills.

While conversation analysts have frequently noted the differences between speech and writing in terms of the linguistic forms and the discourse organization involved, textbook writers continue to use the medium of print to teach the medium of speech, refusing to acknowledge the possibility of a serious linguistic mismatch.

Marshall McLuhan highlighted this potential conflict by noting that spoken conversation involves multi-sensory communication (hearing, sight, touch, etc.), whereas writing involves a single sense (vision). McLuhan's often quoted catchphrase, "The medium is the message," serves to warn us that the medium of communication influences the way in which a receiver interprets any given message. For McLuhan, speech/hearing is a "hot" medium of communication because it is multi-sensory, whereas writing is a "cool" single-sense medium. According to McLuhan, in spoken conversation, we are placed in a situation that calls many of our senses into play, and we use these senses to help us interpret a speaker's message. With a written text, however, the medium is exclusively visual and a completely different process of comprehension is at work. As a result, to try to represent multi-sensory speech on a single-sensory

written page is likely to create serious communication problems, but textbook writers have, in general, ignored this media mismatch in continuing to use written texts to teach spoken conversation.

Some EFL textbooks are, admittedly, more helpful than the three texts mentioned above. However, considering all the insights into conversation provided by conversation analysts over the past few years, the techniques for developing conversation skills in language textbooks still remain remarkably crude. Constructed textbook dialogues, for example, generally bear very little resemblance to authentic native-speaker conversation and constantly ignore vital grammatical, pragmatic and sociolinguistic features of spoken English.

### Possible criticisms by textbook authors

In the face of the above comments, textbook authors and language course designers might wish to argue that my assessment of the way conversation is handled in textbooks is erroneous for the following three reasons:

1. The textbook is designed to teach the linguistic system, that is, to develop what Chomsky called competence; it is not concerned with individual speaker performance. As a result of this philosophy, textbooks present a series of decontextualized sentences as grammatical models to illustrate the function/structure/rule being taught. However, authentic language use always occurs within a specific context and must therefore represent performance. To focus on competence rather than performance may teach the student some interesting facts about the language system but not how to speak appropriately in real situations.

2. The textbook is intended for use with a classroom teacher who will use the book merely as a foundation on which to build a conversation skills program for his/her students. However, as we have seen, current EFL textbooks provide very little practical basis for teachers to work with in the area of conversation development. Textbooks give us little useful information, for example, about the function of stress, the meaning of different intonation patterns, or how to interrupt or close a conversation appropriately. If EFL textbook writers are serious about dealing with conversation skills development in a way that will be of genuine value to learners and teachers, they must try to discuss conversation features with the same clarity and explicitness they employ to explain points of grammar.

3. The specially recorded audio cassettes which often accompany language courses are specifically aimed at developing spoken English. The underlying assumption is that, through listening to the accompanying tape, learners will acquire the linguistic and communicative competence they need to talk like native speakers. This assumption is, in general, inaccurate. Recorded tapes are usually de-

signed to improve listening comprehension and are not aimed at developing the learner's productive speaking skills. *Task Listening* (Blundell & Stokes, 1981), for instance, contains a good selection of authentic conversation material. However, the tasks which the learner is given to perform after listening to the extracts are intended to demonstrate listening comprehension and usually involve a written rather than an oral response such as identifying places on a map or filling in a form.

### Other possible sources for the teaching of conversation skills

#### A direct approach

Dornyei and Thurrell (1994) note that learners of English with a good knowledge of grammar and vocabulary may still fail as conversationalists because they have not acquired the appropriate rules or strategies involved in conversational competence. They argue that the indirect approach to teaching conversation adopted by most communicative-style textbooks is less effective than an approach which provides explicit language input.

The direct approach involves designing a conversation program which will give the learner the specific microskills and strategies required for fluent conversation. Using this approach Dornyei and Thurrell propose four categories which are based largely on the findings of recent work in conversation analysis. Included in their category of Conversation Rules and Structures, for example, are such items as conversation openings, turn-taking, interrupting, topic shift, and conversation closings. They suggest, with regard to topic shift or changing the subject, that the direct teaching of certain routine phrases such as "Oh, by the way," "That reminds me of...," and "As I was saying..." would show learners how native speakers go about the somewhat tricky business of changing the subject in a conversation.

Before closing a conversation, speakers typically use a sequence of pre-closing formulas as preparation for leaving. Dornyei and Thurrell argue that it is important to raise learner awareness about how to end a conversation without sounding abrupt or rude. They suggest that closing strategies such as "It's been nice talking to you," and "Well, I don't want to keep you,..." should be explicitly taught.

In their Social and Cultural Contexts category, Dornyei and Thurrell propose the direct teaching of relevant differences between formal and informal speech styles using a stylistic continuum of, for example, "How do you do?/ Nice to meet you./ Hello./ Hi./ How are you doing?"

The Dornyei and Thurrell approach does not represent a definitive blueprint for conversational competence, but their suggestions would seem to be a useful beginning in providing learners with practical guidance about how native speakers conduct conversations in English.

### Interpreting implicatures

Bouton (1994) notes that very few textbooks deal with the interpretation of implicatures in conversation, but, according to research he carried out in the United States, even reasonably proficient non-native speakers may interpret implicatures differently from native speakers of English. In the tests that Bouton conducted, the performance of the non-native speakers coincided with that of the native speakers who took the test on only five out of the total of twenty items. The following are examples of the questions Bouton used in his implicature test.

1. Two teachers are talking about a student's paper:

Teacher 1: Have you finished with Mark's term paper yet?

Teacher 2: Yes, I have. I read it last night.

Teacher 1: What did you think of it?

Teacher 2: Well, I thought it was well typed.

The students were then asked to choose one of the following interpretations of Teacher 2's opinion of Mark's paper:

- A. He thought it was good.
- B. He thought it was important that the paper was well typed.
- C. He really hadn't read it well enough to know.
- D. He did not like it.

2. Two roommates are talking about their plans for the summer:

Fran: My mother wants me to stay home for a while, so I can be there when our relatives come to visit us.

Joan: Do you have a lot of relatives?

Fran: Are there flies in the summer?

The students were then asked to choose the best interpretation of Fran's question:

- A. Fran thinks her relatives are noisy.
- B. Fran is new to the area and is trying to find out what the summers are like.
- C. Fran has a lot of relatives.
- D. Fran is trying to change the subject; she doesn't want to talk about her relatives.

Native speakers realize that the answer to "Are there flies in the summer?" *must* be yes and that this should also be understood as the answer to Joan's question about Fran's relatives. If, as Bouton suggests, even advanced learners of English experience problems in interpreting implicatures, it would seem useful to incorporate specific exercises on implicature interpretation as part of the direct approach to teaching conversation advocated by Dornyei and Thurrell.

### Providing direct language input

Pease and Garner (1985) claim that even native speakers need training and guidance in developing their conversation skills. They argue that many



people need help in starting conversations effectively, in keeping the conversation going, in asking appropriate questions and so on.

The guidance given by Peace and Garner in their books and courses tends to be language specific. They provide explicit language examples which native speakers could adopt in real conversation situations. The following is an extract from their book:

If a woman introduces herself as a nurse, you could choose from these questions to ask:  
"Why did you become a nurse?"  
"What did you have to do to enter the field?"  
"Tell me some of the problems that people often come to you with."  
"How does listening to troubles all day affect your outlook on life?"  
If you don't want to talk about her job, you could open-endedly ask, "What do you do for fun when you're not nursing?" (Pease & Garner, 1985, p. 33)

Whatever your feelings with regard to this type of conversation teaching for native speakers, it seems to me that the presentation of material like this in the ESL classroom would provide English learners with useful language input for developing their conversational competence.

#### Using video and audio materials

If a language course were centered on audio/video material with the textbook in a subordinate role, our current preoccupation with using the medium of print to teach spoken communication might begin to decline. The video and audio materials would have to be appropriately contextualized to avoid the possibility of boredom previously experienced by participants in oral drilling and pattern practice sessions. One of the major flaws of the audio-lingual method was that the spoken drills generally used decontextualized written language forms, rather than natural speech. During the conversation class, the audio/video materials would not be used to teach grammar points or listening comprehension, as is currently the case. Instead, the program would have to be oriented toward productive speaking skills and genuine learner participation in, for example, spoken (not sung!) karaoke-style video dialogues. At the beginner's level, the audio tapes of Graham's *Jazz Chants* (1979) would seem useful materials for providing learners with native-speaker conversation formulas and intonation patterns.

One area where the written textbook might still have a useful role to play in the teaching of speaking would be in supplying accurate written transcriptions of the audio/video materials utilized. Crystal and Davy's *Advanced Conversational English* (1975) provided audio recordings of native-speaker conversation along with transcripts and comments on some of the paralinguistic features used. Although it did not specifically focus on speech production, Crystal and Davy's book/tape

project was a valuable contribution toward the understanding and teaching of spoken English. Unfortunately, their work has not been developed by mass-market EFL textbook writers.

## Conclusion

Despite the constant claims of success and linguistic achievement by the various EFL publishing companies, it is simply not the case that textbooks have provided language teachers with the information and materials they need to help English learners speak more fluently, naturally and confidently in conversation. The purpose of this paper is to suggest that it is time to look elsewhere for guidance. If we use the recent findings of conversation analysis to provide English learners with the language input and conversation strategies they will need, we may perhaps be able to set students out on a more helpful, more direct route toward the attainment of conversational competence. ■

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# Getting people to change

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*"Mr. H.," my A+ student told me the other day, "you shouldn't speak so slowly and carefully in class. You had better speak at normal speed."*

**H**AVING FLUENCY in the grammar and vocabulary of a language without a knowledge of the conventions of social interaction can be compared to being skilled in the moves of basketball without having a knowledge of the rules of the game. Most teachers of English have experienced one particularly rankling manifestation of this truth, a student's unsolicited piece of advice which is as irritating as it is grammatical. An experience like this is enough to get the teacher to search through all the function and usage books, even those useless self-help books written for native speakers, for vocabulary and patterns which perform the function of giving advice without causing bad feelings.

Search away. In the end, though, you will not find any ready-made words or expressions that can achieve the objective consistently. Getting people to change is a language function, but its inherent potential for giving offense makes it different from other functions. This function does have stock vocabulary and patterns; however, they often accomplish just the opposite of what they intend. That is because the vocabulary and patterns were made for use in only certain situations, because the act of giving advice, in itself, is restricted by social conventions.

This article relates an attempt that I made to get around the textbooks' lack of adequate treatment of this function. Presented in the three following pages is a handout that I gave to my sophomores. It includes a discussion of the social restriction related to the function of offering unsolicited advice, a few expressions to avoid, several suggestions for performing the function, and a homework assignment in which the student applies appropriate methods to different situations. In a class following submission of the assignment, the students compared the methods they created and collaborated on one of the situations to produce the "ideal" method. Please read the handout before continuing with this discussion.

## Reflections on the attempt

**A**FTER THE STUDENTS' DISCUSSION in class they turned in what they had prepared at home. Their application of principles and methods were far from what I had hoped for. Many applications came across as sermons, many either did not

subtly "slip in" the suggestion or were so subtle that the suggestion would not register, attempts at humor fell flat, and some violated one principle in attempting to apply another.

One reason for the disappointing applications is, of course, the students' linguistic limitations; they are only sophomores, not yet familiar with the delicate tones and textures of the language required in most of the methods (some examples now, by the way, seem corny). Another explanation for the failure is the volume and complexity of the content in the handout they were given; if fewer methods and principles had been presented, the students would have been able to focus better. Another more tenuous explanation for the problems is that the students, through long and intensive consideration of a situation and possible methods, came to subconsciously believe they had already worked the listener into a receptive attitude. I, who had not involved myself so deeply, could not share in this belief. A combination of revision of this lesson and presentation of it to advanced students might minimize all of these problems and make the lesson effective.

Though the students were unable to apply the principles and use the methods with the intended effect, they were alerted to the risks involved in using the textbook tools for accomplishing the function of getting people to change. With this awareness they might not thoughtlessly use these tools again, and may even extend this awareness to other tools. This lesson pointed out to them the existence and importance of language aspects other than vocabulary and grammar, and the need to expose themselves to other sources of native English—such as short stories and novels, plays, soap operas—which present these aspects in settings of social interaction.

Awareness, however, is not enough. Simple and effective alternatives to the textbook tools must be provided. This may require an entirely new perspective of the function of giving unsolicited advice, which in turn may force the opportunity on us to find another way to deal with "the other side" of language and language teaching.

As you can see in the faults of the handout and activity and in the disappointing results, I am not offering a definitive answer to the difficulties involved in the function but a tentative beginning to a solution and a suggestion of a direction in which we might continue the search for a solution ■

## Getting People to Change

### **Loaded language**

One of the most difficult functions in any language is getting people to change their behavior. The grammar and function books tell us to use such advice terms as *should*, *ought to* or *had better* (and their different grammar forms, e.g., *should have*) when we want to give advice or get someone to change. What the books don't tell us is that these words are best used when a person has asked for advice, not when we are offering the advice. One communication expert says, "Giving advice when it is solicited is so different a process from giving unsolicited advice that they ought hardly to be called by the same name."<sup>1</sup> Another problem: advice often sounds like admonishment.

These terms are loaded with risk. When the giver of the advice is a close friend or someone whom we accept as a guide, we will usually appreciate unsolicited advice—if the matter is not something we are sensitive about. On the other hand, when the speaker is someone who has no business telling us what we should or shouldn't do, we may be offended—unless the matter is not so sensitive. In some situations we may feel that it is our business to advise the person and that the matter is not sensitive. For example, out of affection and sincere concern for our teacher we might tell her, "You shouldn't drink so much coffee." However, even this expression of concern might annoy the teacher, because, depending on the teacher's mood, it can be taken as admonishment. We "walk on thin ice" when we give unsolicited advice, and tread on a person's self-esteem when we do it wrong. Correct use of advice terms is not only a matter of language, it's very much a matter of human relations.

Advice terms are not dangerous, however, when the listener's pride is not involved. For instance, telling an acquaintance at the office who looks tired, "You shouldn't work so hard," will probably make the person feel good because it will be accepted as praise for being diligent. These words can also be used when we are speaking about ourselves—"I ought to study harder." And they are usually not dangerous when the speaker is referring to someone other than the listener (unless the listener has a good relationship with that person): "She shouldn't talk that way about people."

Imagine: Bob, an acquaintance of yours, criticizes everyone and everything. You think he ought to change his attitude and way of speaking.

These are bound to offend Bob:

- You had better not be so critical of everything. (*Had better* often sounds like a warning or a threat.)
- You should/ought to have a more positive and understanding attitude. (*Should* and *ought to* make it sound as if the speaker is preaching.)

### **Some inadequate linguistic alternatives**

There are some alternative patterns for *should*, *had better*, and *ought to*. We can use a conditional pattern, and modals which are "milder" than the advice terms usually taught to English learners. However, even these patterns might not help, because the word *you* personalizes the advice.

- *It would sound a lot nicer* if you praised people once in a while.
- *You could try* to appreciate the good side more often.
- *You might want to try* to be a little more understanding.

And the following patterns are a little less likely to offend, because they are not so clearly directed at Bob. However, these patterns can still sound "preachy" even though the word *you* is not used.

- I like it when people have a more balanced perspective.
- Speaking about the good side of things now and then would make everyone feel better.
- A positive outlook makes life a lot more pleasant.

### **The central role of tone of voice**

No matter what linguistic method is used, the listener will probably take offense if the speaker's tone of voice is instructional, and offense certainly will be taken if the speaker's tone is accusing. (Most language mistakes, in fact, will be forgiven if the speaker's tone is pleasant; on the other hand, even the most accurate language can be offensive if the speaker's tone is superior, condescending, arrogant, hostile or pushy. Perceived attitude is one of the most important elements in any communication.)

### **Supra-linguistic methods**

Here are some suggestions of supra-linguistic methods which might be useful in different situations. Several of these suggestions are actually combinations of methods. (In the situations below, the one given the advice is from another country.)

- **Make an impersonal generalization.**

*If Bob (above) doesn't associate himself directly with the suggestion, he is less likely to be offended.*

Right. There are lots of bad things around us. Lots of good things, too.

- **Say "we" instead of "you."**

*To Bob (above). Add this to the comment directly above:*

...but we don't see them so easily, do we?

- **Use humor.**

*To someone driving recklessly...*

If I get killed the way we're going now, you can have my gold teeth.

My mother would never let me ride in a car again if she heard how I'm putting my life in danger now.

Note the avoidance of *you* in the suggestion. Often just a mention of the problem will get the other to respond as you want.

- **Make an 1) impersonal 2) cross-cultural observation, 3) using mild words.**

*To an American acquaintance who blows his nose in a restaurant.*

Isn't it interesting how manners differ from culture to culture? For instance, in America they hate spitting in public, while we don't get so excited about it here. But we think nose blowing in public is a problem, while Americans don't think it's so bad.

Note the milder "a problem" instead of the stronger "rude," which could cause bad feelings.

- **1) Praise what can be praised, then 2) slip in the suggestion 3) with positive or innocuous transitions.**

*Even a person who is in a superior position will want to be careful not to offend a subordinate. Here, the director of a department wants his subordinate to improve a report.*

That report was really nice! I like the way you presented every aspect of the project, and your conclusion was particularly well done. Oh, and by the way, do you think you could look again at the explanation about the third phase, maybe give a few more details?

Note that he used the positive transition "And" instead of the negative transition "But" in order to hide the contrast between the satisfactory and the unsatisfactory parts, and the innocuous transition "Oh...by the way" to allow the listener to think that this unsatisfactory part is not the most important thing he wanted to say (though in the director's mind it is).

- **Camouflage the suggestion as praise.**

*Change the third sentence in the example above to make it more positive.*

...And a few more details in the explanation about the third phase would make the whole report an absolute masterpiece!

- **1) Make a request instead of a suggestion; 2) be positive about the matter at hand.**

*Your teacher is giving you too much homework.*

We know homework helps a lot. Many of our teachers are giving us lots of homework, and it would be nice if we had more time to do it well. Could we have less homework, so we can do it better?

Actually, we have two positive statements here: appreciation of the usefulness of homework, and the desire to do it better.

- **1) Pretend fellow feeling; 2) don't point out the wrongness; 3) lie.**

*A male acquaintance in your office is bothering a female colleague.*

Miss Kim's really nice, isn't she? But people might misunderstand your friendly intentions.

"Misunderstand" and "friendly intentions" are both lies.

- **1) Later, 2) mention a fact which relates to the problem.**

*An office colleague uses low register in Korean when he should use high register. A few days later, you bring up the subject of language.*

In English I get confused sometimes about whether to use formal or informal language. It seems that you sometimes use informal language in a formal relationship. Maybe that's because in Korean, when a Korean speaks to someone in a formal relationship, it's easy—he always uses high register.

*Or the colleague might have a pronunciation problem.*

I have a problem with the pronunciation of English z. It reminds me of the problems Americans sometimes have with the pronunciation of *ji-ot*.

- **1) Later, 2) mention a comparative incident which will get the other to reflect.**

*Someone is constantly making requests, and uses offensive language in making the requests. A few days later, you mention the following to that person.*

You know what happened this morning? I may have told you how busy I am these days. Well, someone called and asked me to do a translation. Instead of asking nicely, she just presumed I exist to serve her, and said, "I would like you to do this translation, please," like a politely worded but absolute command. And then when I told her I was sorry but I was too busy, she said, "Oh, it won't take you too long."

- **1) Pretend agreement or say something positive but noncommittal, 2) then offer an alternative in a positive way.**

*Pretending agreement: Your teacher thinks that memorizing everything is the best and only way to learn English, but you think that practice is just as important.*

Oh, yes, memorizing is essential in learning a foreign language. And practice after memorizing is very helpful.

*Say something positive but noncommittal: A colleague on your sales team wants to lie to the customer, and you think that "honesty is the best policy."*

That is often an effective way to get a sale, and lots of salespeople do that. And another way is to be honest so that the customer will come back to us again and again.

**In summary, when you want to get someone to change, remember these principles:**

- Avoid advice terms such as *should*, *had better*, *ought to* and *"If I were you..."*
- Avoid personalizing your statement.
- Use language that does not seem instructional.
- Use a pleasant tone of voice.
- Accentuate the positive.
- State the problem indirectly.
- Use mild words and phrases.
- Make the suggestion later.
- Pretend agreement or fellow feeling.

#### **Shall we try it out?**

At home, try using one or a combination of these methods in two or three of the following situations. In class we will compare what we have done at home. If you know of other methods that can be used in dealing with people you know (maybe some method which you use when you're dealing with others in Korean), try them—and please share them with us.

Here's an example.

<b>Situation:</b>	<b>Methods:</b>
During class, the teacher shows anger when the students don't perform or behave according to his expectations. He did it again today when a student came in late, and you want him to stop getting upset and making the class feel bad. You go up to him after class and say, "Mr. Baker, ..."	Pretend fellow feeling. + Praise what can be praised. + Use words and phrases which will not offend. + Use humor.

#### **Your advice:**

"...could I have a word with you?" "Of course. What is it?" "Well, I just wanted to express my appreciation. It bothers me too when students come late to class, and I like the way you keep trying to get us to be on time, since it will be a good habit to have once we get a job. And I wanted to tell you a funny story from high school. I used to come late to class. Finally, one day my math teacher waited till the end of class—he didn't want to disturb the whole class because of one student—called me to him and told me that I would turn into a pumpkin if I came late again. Then he winked. And somehow, I never came late again."

#### **Now, what would you say in these situations?**

- A colleague in your office forgets appointments, and this harms the company. You think it would be good for him to keep an appointment book.
- Your teacher uses low register when speaking Korean to her students, thinking it will help establish a closer relationship.
- A friend shows too much anger when people cut in line.
- An acquaintance uses low register in formal situations when she speaks in Korean.
- A colleague at the office declines too many invitations to weddings of business acquaintances.
- You have invited an American client out for dinner, and he wants to go to a place which you feel is much too expensive.
- You are an English teacher and you want your students to speak only English in the classroom. One student, however, almost always speaks in Korean.

<sup>1</sup>Nirenberg, Jesse S. (1963). *Getting Through to People* (p. 168). Englewood Cliffs: Prentice Hall.

# Using video to teach transitional devices

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**A**LTHOUGH transitional devices are extremely important in writing, most ESL textbooks do not adequately present and recycle them in a clear and contextual way in which students can firmly grasp their meaning and feel comfortable constructing sentences using them. Researchers are beginning to better understand that transitional devices "are an important property of writing quality." (Witte & Faigley, 1981, p. 189). In addition, most ESL writing and grammar books contain lists of transitions but do not adequately show the logical relationships between the ideas these words are used to express; the books merely give grammatical explanations. Widdowson (1978, p. 133) believes that constructing coherent statements involves not only linguistic knowledge but also contextual knowledge and thus any teaching materials which do not take into account the communicative context will not be effective. Stevick (1991, p. 47) states that most textbooks do not do much to put their grammatical explanations into practice.

Most ESL texts do not differentiate transitions grammatically but rather in terms of meaning, causing students to misuse or not completely understand the use of punctuation. Furthermore, students may not clearly see the difference between dependent and independent clause markers as in *however* and *although*. Moreover, another problem of textbooks is that transitional devices that are semantically different are presented together, such as the transitions *but*, *however* and *on the contrary* (Zamel, 1983, p. 24). Most importantly, to be effective, exercises must be based on authentic and meaningful topics written in a way in which students can understand.

A number of texts contain mechanical exercises; for example, fill in the blanks. While these can be useful and instructional, the level of difficulty is high and the topics frequently do not accommodate students' interests. More often than not, students guess or do not really understand why the correct answer is correct, and tend to treat the exercise as "let's find the correct answer" instead of trying to get involved with the topic and understand the meaning.

So what can ESL teachers do to teach transitional devices more effectively? Below is a list of several suggestions involving the use of video. Video is one of the most entertaining and instructional devices available to the teacher. Video is motivational and far more comprehensible than any textbook (Stempleski & Tomalin, 1990, p. 3). It is an excellent supplement which can be adapted for use at any level. The video techniques which shall be ana-

lyzed in this paper help students to focus attention on the nonverbal cues and in general to pay closer attention to detail, which in my past experiences has helped students to focus more attention on their grammar.

Firstly, find an interesting scene from a video (or perhaps even an entire movie, if there is enough time in the syllabus) which contains a variety of actions. Stevick (1991, p. ix) introduces the concept of an image, which he defines as the totality of reactions that one has to a given word or experience. These reactions occur in a variety of dimensions, but for the purpose of this paper I would like to focus on the visual dimension. The visual dimension can help learners to recall new language and link new forms together (Stevick, 1991, p. 51).

One popular movie which has worked well in my classes has been the bar fight scene from "Crocodile Dundee I." Sue, a reporter from New York, travels to Australia to write a story about Michael Dundee. The bar scene contains a variety of actions and ends with Dundee punching out a rude local. The scene is first played with the sound track on and characters, places, actions, relationships among characters and key vocabulary are reviewed. The scene is then shown once or twice again with the sound track off and basic questions are asked in order to verify that the contents of the scene, as well as the key vocabulary, are understood. The second time the scene is shown, detailed questions are asked about what the characters are doing, where they are, how they are feeling, what they are wearing and possibly what they might do next—questions which cannot be answered by reading the subtitles at home. This exercise is useful because it helps students to pay close attention to details, and the sentences which are utilized should focus on what the characters are doing and details contained in the scene.

Next, students are asked to combine two sentences using an appropriate transition. Note the example below:

The local was making fun of Dundee.

Dundee punched him.

Students are first asked what the relationship of the sentences is and what transition(s) could be employed. Students may choose *because*, *so*, *therefore* and *as a result*. The complexity and degree of difficulty can be adjusted to accommodate the level of the students. In addition, the grammatical function of the word and the appropriate punctuation to be used should be pointed out. Students should be encouraged to use different transitions and not the same ones over and over.

Thirdly, this process can be taken one step further. Students can be asked to provide the appropriate transition and punctuation after having been provided with the appropriate grammatical and semantic signal. Note the following example:

Combine the following sentences three ways. First, use a subordinate conjunction, then a coordinate conjunction and then a conjunctive adverb.

Doc was punched in the stomach.  
He was not hurt at all.

Possible answers might be:

1. Although Doc was punched in the stomach, he was not hurt.
2. Doc was punched in the stomach, but he was not hurt.
3. Doc was punched in the stomach; however, he was not hurt.

This type of exercise provides students with the opportunity to recycle and understand grammatical terminology and forces them to think more about word order, punctuation, sentence type and meaning and is best used for students who will be advancing to very high levels of English, perhaps at an English-speaking university.

The fourth type of exercise contains a simple sentence or a subordinating clause and a transitional word, and students are required to logically and grammatically complete the sentence. Look at the examples below:

1. Doc is not a small man; on the contrary, \_\_\_\_\_
2. Dundee was pushed out of the bar; nevertheless, \_\_\_\_\_
3. Although Dundee was pushed out of the bar, \_\_\_\_\_
4. Wally was lying to Sue, so \_\_\_\_\_
5. Because Wally was lying to Sue \_\_\_\_\_

As with the previous exercise, the language and grammatical sophistication can be changed to accommodate the level of the students.

The fifth exercise requires students to read a paragraph or even an essay about the scene or one of the characters in the scene and to insert the appropriate transitions and punctuation. An overhead projector is quite useful for this activity. This task, if repeated a number of times, not only aids students in better understanding different rhetorical devices but also helps them transfer these devices to their own writing, especially if the teacher models how these connecting words can be effectively applied (using perhaps an essay written by former students). With advanced classes, interesting discussions can develop as to what transitions to employ and where.

The sixth exercise involves having students create their own sentences, either in groups or by themselves, by providing them with a grammatical foundation first and, as in the third activity, providing them with an opportunity to learn the dif-

ferent grammatical terminology. Consider the examples below.

1. Write a compound sentence using a transition of comparison.
2. Write a complex sentence using a transition of comparison.
3. Write a compound complex sentence that begins with a time clause. The simple sentences should be combined by a transition of cause and effect.

The seventh exercise is a little more difficult and should be used mostly with advanced students. Students read a group of words and decide how they are all related, then write a sentence using all of the words and a transition. The following are examples of student generated sentences from "Back to the Future I.":

These are words which tell about George Mcfly:  
inexperienced nerdlly cowardly sloppy

Student responses:

- Although George has not experienced to girls, is nerdlly, cowardly and sloppy, Marty helps to him and he and Lorraine become lovers.
- George is inexperienced, nerdlly, cowardly and sloppy; as a result, Biff likes to abuse to him.
- George is inexperienced with women, nerdlly, cowardly and sloppy; as a result, Biff likes to pick on him.

To make this exercise more challenging students may or may not be provided with the transition word and they could be asked to combine the words using one, two or three different transitions. Example:

- George inexperienced with women, so Marty tries to help him, but he is very nerdlly, cowardly and sloppy, so Biff and his friends anger to him.

The eighth exercise provides students with sentences combined using three different transitional devices, and students have to choose the sentence which contains the correct transition. (Adapted from Leki, 1983, p. 143) Note the example below:

1. Doc is very strong, but he was not hurt when he was punched.
2. Doc is very strong, so he was not hurt when he was punched.
3. Doc is very strong; on the contrary, he was not hurt when he was punched.

This exercise can be tailored to the abilities of the students and, in an advanced class, could be taken a step further: each of the groups of sentences could contain an appropriate transition and students could be asked to discuss or write the differences in meaning or explain which transition is most appropriate and why.

The last exercise involves matching sentences. After watching the scene they have to match the sentences in group A with the sentences in group

B. This has proven to be very useful for teaching the differences between *on the contrary* and *on the other hand*, *in fact* and *for example* as well as for teaching *otherwise*, *instead* and *meanwhile*. Here is another example from "Back to the Future I:"

A

1. George must ask Lorraine out; otherwise, \_\_\_\_\_
2. Marty must flee from the cafe; otherwise, \_\_\_\_\_
3. George must write down what Marty says; otherwise, \_\_\_\_\_
4. Marty is not a coward; on the contrary, \_\_\_\_\_
5. George is not handsome; on the contrary, \_\_\_\_\_
6. Instead of walking over to the table with George, \_\_\_\_\_
7. Marty doesn't ask the little boy if he can borrow his scooter, instead, \_\_\_\_\_

B

1. Biff will catch him.
2. he is nerdy and sloppy.
3. he just steals it.
4. Marty will not be born.
5. he will forget.
6. he stands up to Biff and defends George.
7. he goes to the counter and finishes his coke.

Students can be asked to combine the following sentences on a separate sheet of paper, or to allow for time constraints, students can draw lines to connect the sentences or they can write the number of the correct sentence in the blank.

In conclusion, the above mentioned activities are contextual, enjoyable, recyclable and easy to create. They are also confidence building in that the students can soon begin writing longer and more coherent sentences rather quickly, thus making the learning of English creative, not merely mechanical or redundant. (Cooper, Lavery, & Rinvulucru, 1991, p. 5) This especially applies to students from Asian countries, who have been trained to think of language as a right answer. Students need to be trained to think of language as something that is real and meaningful. Also, each exercise is task-specific, so that students know exactly what they are being asked to do and are provided with a clear model. These exercises can be used as a vehicle to "stimulate students to utilize their linguistic resources" (Nunan, 1991, p. 84). Students are presented with an interesting video scene followed by an activity in the form of a challenging puzzle. This puzzle-like activity provides an opportunity for students to practice monitoring (Krashen and Terrell, 1983, p. 143). Finally, video can be used to enhance students' understanding of a number of difficult-to-teach transitions such as *otherwise*, *on the contrary*, and *consequently*, to mention just a few.

These activities can easily be incorporated into a class from time to time either to recycle old material

or to simply add some new life to the class. Students have often told me that they understand the grammar but do not know how the ideas are related, so these activities teach, above all, thinking and organizing. After doing such exercises a number of times throughout a term, students will feel more comfortable with these transitions and will use them in their writing. ■

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# A fun focus on pronunciation

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**M**ANY STUDENTS are seeking ways to practice better pronunciation. Therefore, as teachers we should look for motivating and instructional activities which provide students with practice in self-monitoring—thereby helping them become more independent learners. Such activities must be flexible so that they can be altered to meet each new classroom situation and students' specific needs. Leaving the specific content to the teacher's discretion, the following activities work well in pronunciation, English conversation, or English for specific purposes classrooms from six to fifty students.

## Silly dictation

Based on Messenger Dictation by Dr. Natalie Hess of the University of Arizona, the silly dictation is an activity which can be used to spice up a lesson on pronunciation by allowing students to give each other a dictation. It provides an opportunity for them to review the sound contrasts, rhythm, and stress patterns they have already been exposed to through other activities such as those found in Gilbert (1993) or Hagen (1988).

### Procedures

This dictation is best used as a review of sounds you have been working on with your students.

Choose sound contrasts that you want to review and generate contrasting words (e.g., shoe/Sue/zoo, racing/raising, ride/right/light, etc.). Below is an example using many different sounds that can be difficult for Korean learners, but it is often more appropriate to concentrate on fewer sound contrasts in one dictation, depending on the level and needs of your students and the objectives of your lesson.

Create a short story using these words. Depending on how much class time you want to spend on this activity, the dictation should be around three to seven lines.

Lazy Sue, carrying rice and peas, went to the Shoe Zoo, racing her van along the bay. Her friend Phil called the zoo and asked about the price. She thinks the tickets cost a dime, which was just loose change in her bag that she didn't want to lose.

Before class, or just before this activity, post three to five copies of the same dictation outside your classroom door (or inside the classroom on a far wall). Thus, unlike when the students have their own copy of the dictation, they won't be tempted to show each other. Also, students enjoy moving around the classroom.

When using the activity for the first time, start with a warm-up session. Ask your students, "What is a dictation?" Give them time to explain their concept of a traditional dictation. Explain that during this dictation *they* will be doing both the speaking and the listening.

Before beginning the activity, put your students in pairs (or in groups of three or four students, depending on the size of your class). One student will be the *teacher*, the other will be the student (or boss/secretary, etc.). Explain the rules: (1) Only the students may write; the *teacher* may only speak, no writing! (2) Neither may spell out words or give definitions of words in the dictation. They should rely on their pronunciation only. (3) The *teacher* can travel back and forth between the dictation and the student as many times as needed.

The objective of the game is to finish before the other teams. The objective of the lesson is to produce and recognize sound contrasts which affect communication. Your role is to move around the room and help students with acceptable pronunciation. (As an alternative, a few minutes into the game ask the students to change roles. Therefore, the *teacher* now becomes the student and they continue the same dictation. You can also use shorter dictations, so that each person gets a chance to read the dictation in the *teacher* role.) After the first couple of teams have finished, you can take the dictation off the wall, although you may want to give time for everyone to finish.

You should read the complete dictation at least twice so the students can hear a native or near-native speaker, and so that they may have a chance to revise or finish what they've written. Read it slowly the first time, exaggerating, somewhat, the sound contrasts. Read it at a natural pace the second or third time so it is a more realistic listening task.

Ask two teams to get together and compare their dictations in order to promote cooperative learning after such a competitive game.

Hand out a copy of the dictation for every student to read.

This is a good way for the teacher to find out which sounds still need attention. When the students correct their own dictations, spelling is only important as a reflection of accurate pronunciation in listening and speaking. For example, the name Sue could, as far as pronunciation is concerned, be spelled Su or Soo. However, it could not be spelled Shoo or Shoe. This is important feedback inherent in the activity. This activity is *not* intended for testing purposes.

Rhythm and stress. In a subsequent lesson, read the dictation to the class again. Ask the students to underline the stressed words. Read it yet again and

ask students to mark the thought groups. In pairs, students can practice reading the passage with the correct stress and rhythm. In future lessons, the students can take a passage of their choice and practice stress and rhythm using this lesson as a model.

Lazy Sue, / carrying rice and peas, / went to the Shoe Zoo, / racing her van / along the bay. / Her friend Phil / called the zoo / and asked / about the price. / She thinks the tickets / cost a dime, / which / was just loose change / in her bag / that she didn't / want to lose.

Not all native speakers use the same rhythm and stress, but this should not be a point of concern. As long as the learners have a model of native-like rhythm to listen to, they can improve their rhythm and intonation in English. Similarly, what a speaker chooses to stress may differ idiosyncratically from one speaker to another or may differ depending on the meaning the speaker wants to convey. Yet, it is not necessarily *what* students stress that is important, rather it is *that* they must stress some content words in order for the statement to sound like English.

#### Alternatives

Create a silly dictation using grammar structures or vocabulary your students have been studying.

Create a dictation which incorporates word stress contrasts such as *purpose/propose*, or number of syllables, for example, *fish/fishy*.

#### Limericks, tongue twisters and poems

Limericks, tongue twisters and poems are excellent for practicing rhythm, intonation, stress, syllabification and sound contrasts. You can begin with traditional choral repetition, or ask the students in pairs or groups to find the rhythm and stress in the passage and read it to you for feedback. Most students will need you to model the sound contrasts. I always ask them to mark the thought groups (or beats) in each line. For example, there are three beats in

"Peter Piper / picked a peck / of pickled peppers."

or

"Sally sells / sea shells / by the sea shore."

You may find that you want to change the rhythm to more or fewer beats such as:

"Sally sells sea shells / by the sea shore."

The choice is yours, but the students should learn that every statement in English must have English rhythm. Otherwise, it would sound like a choppy headline in a newspaper:

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"Sally / sells / sea shells / by the / sea shore."

Some examples that can be used for practicing certain sounds are as follows.

#### **Peter Piper**

/p/ /E/ /i/

Peter Piper picked a peck of pickled peppers.  
A peck of pickled peppers Peter Piper picked.  
If Peter Piper picked a peck of pickled peppers,  
where's the peck of pickled peppers Peter Piper picked?

#### **Peter Fifer (an altered version of Peter Piper)**

/p/ /f/ /ae//E/ /i/

Peter Fifer picked a fat peck of filthy pickled peppers.  
A fat peck of filthy pickled peppers Peter Fifer picked.  
If Peter Fifer picked a fat peck of filthy pickled peppers,  
where's the fat peck of filthy pickled peppers Peter Fifer picked?

#### **Sally**

/s/ /z/ /s/ /I/ /E/

Sally sells sea shells by the seashore.  
The shells she sells are seashore shells.

#### **Fuzzy Wuzzy**

/f/ /w/ /z/

Fuzzy Wuzzy was a bear,  
but Fuzzy Wuzzy had no hair.  
So, Fuzzy Wuzzy wasn't fuzzy, was he?

#### **Willy Vice**

/w/

Willy Vice was one very wise, wild vice president.

#### **The Woman from St. Paul**

/w/ /r/ /l/

There once was a woman from St. Paul,  
Who wore a newspaper gown to a ball.  
Her gown caught on fire  
And burned her attire,  
Front page, sporting section, and all.

#### **Woodchuck**

/w/

How much wood  
would a woodchuck chuck  
if a woodchuck could chuck wood?

#### **Judge Jones**

no extra syllable or vowel, /j/ /s/

Judge Jones went to college  
to improve his English language knowledge.

be able to get plenty of discrete-point listening as well as contextualized listening and speaking practice. There are many good activities in most pronunciation books on the market today. Another very important tool is to *feel* correct pronunciation when possible. For example, students can, with a little practice, produce initial, medial and final bilabial and fricative /p/ and /f/ sounds (pine/fine, depend/defend, cap/calf), but they need more practice listening to the contrasts and feeling the difference. Using pictures, you can show how the mouth works to create different sounds. At first, many pictures are difficult to understand, so use a little humor! For example, you can smile without showing your teeth when you say /p/, and you can smile while showing your top teeth when you say /f/.

Therefore, as a follow-up activity in subsequent classes, I ask the students to refer to a mouth diagram to figure out the pronunciation of whatever sentence I choose. (I always take words that the students themselves have mispronounced in a discussion.) For example,

*There are five pretty fabulous people in my family.*

After they have had a chance to practice the sentence briefly in small groups, I listen to their production. At this point, I ask a student who has produced the sentence with excellent pronunciation to model the sentence for the group. (Of course, it's important that your students have good rapport with one another so that no one becomes embarrassed by this.)

It is also important to correct students when they make mistakes concerning the very points you have practiced with them. I also correct mistakes that impede communication. I have a three-step rule for correcting mistakes: (1) After I have drawn a student's attention to a mistake, I allow the student to make the correction. (2) If the student cannot self-correct, I allow other students to help out. (3) If they cannot do it, or if their correction is not correct, I correct by modeling the right pronunciation. Encourage students to repeat the correct statement several times.

Paramount to effective teaching and learning is that students need repeated practice at many different times and in a variety of ways. Don't be discouraged if your students answer the question "How are you?" the day after a mini-lesson on /p/ and /f/ with "I'm pine." This is a perfect opportunity for you to encourage that student to focus on better production! ■

## Correction and follow-up

It is important to note that work in the area of pronunciation entails more than recognition and production in isolated activities. Students must be given tools to self-monitor and correct if they are to become independent learners and take responsibility for their own learning. An important tool is to

## References

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Hagen, S.A. (1988). *Sound advice*. Englewood Cliffs, NJ: Prentice Hall Regents.



## Conferences and institutes around the world

### 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 +61-6-257-3299  
 Fax +61-6-257-3256

**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

**Date:** January 20-21, 1995  
**Name:** Alabama-Mississippi TESOL  
**Place:** Ocean Springs, Mississippi, USA  
**Contact:** Susan Patterson  
 Special Populations  
 Preschool  
 580 Howard Avenue  
 Biloxi, MS 39530, USA  
 Tel +1-601-374-1922

### February 1995

**Date:** February 8-10, 1995  
**Name:** Alaska Association for Bilingual Education  
**Place:** Anchorage, Alaska, USA  
**Contact:** Janice Jones Schroeder  
 3401 E. 42nd Avenue, #201  
 Anchorage, AK 99508, USA  
 Tel +1-907-563-7787

### 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 3-4, 1995  
**Name:** Kansas TESOL  
**Place:** Topeka, Kansas, USA  
**Contact:** Mary Lou Haag  
 English Language Program  
 Kansas State University  
 Manhattan, KS 66056, USA  
 Tel +1-913-532-7324

**Date:** March 8-11, 1995  
**Name:** Georgetown University Roundtable on Languages and Linguistics 1995  
**Place:** Georgetown University, Washington, DC, USA  
**Theme:** Linguistics and the Education of Second Language Teachers: Ethnolinguistic, Psycholinguistic and Sociolinguistic Aspects  
**Contact:** James E. Alatis,  
 Chair/Carolyn A. Straehle,  
 Coordinator  
 School of Languages and Linguistics  
 Georgetown University  
 Washington, DC  
 20057-1067, USA  
 Tel +1-202-687-5726  
 Fax +1-202-687-5712  
 Email gurt@  
 guvax.georgetown.edu

**Date:** March 9-11, 1995  
**Name:** Illinois TESOL State Convention  
**Contact:** Ken Desbennet  
 Northeastern Illinois University  
 5500 N. St. Louis Avenue  
 Chicago, IL 60625, USA  
 Tel +1-312-794-2682

**Date:** March 9-11, 1995  
**Name:** British Columbia Teachers of English as an Additional Language 28th Annual Conference  
**Contact:** TEAL '95  
 177-4664 Lougheed Highway  
 Burnaby, B.C. V5C 5T5, Canada

**Date:** March 10-11, 1995  
**Name:** Illinois TESOL-BE  
**Place:** Chicago, Illinois, USA  
**Contact:** Virginia Gibbons  
 Oakton Community College  
 1600 E. Golf Road  
 Des Plaines, IL 60016, USA  
 Tel +1-708-635-1628  
 Fax +1-708-635-1987

**Date:** March 11, 1995  
**Name:** Connecticut TESOL  
**Place:** Meriden, Connecticut, USA  
**Proposals Due by:** January 14, 1995  
**Contact:** Sue Goldstein  
 Box 3440  
 Groten  
 Long Point, CT 06340, USA  
 Tel +1-203-572-6085  
 Fax +1-203-572-6085

**Date:** March 11-12, 1995  
**Name:** TESOL Greece  
**Place:** Caravel Hotel, Athens, Greece  
**Contact:** Paul Bouniol  
 87 Akadimias str.  
 106 78 Athens, Greece  
 Tel 01-36-9-903

**Date:** March 18-19, 1995  
**Name:** LMS-Sweden  
**Place:** Doras, Sweden  
**Contact:** Jorgen Tholin  
 Studenvagen 12  
 S-523 33 Ulricehamn,  
 Sweden  
 Tel +46-3211-6396

**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 8, 1995  
Name: Northern New England TESOL  
Place: Portland, Maine, USA  
Contact: Bart Weyand  
101 Payson Smith  
University of Southern  
Maine  
Portland, ME 04103, USA  
Tel +1-207-780-4419

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

Date: April 29, 1995  
Name: Eastern Pennsylvania Area Association of Teachers of English to Speakers of Other Languages  
Place: Community College of Philadelphia, Philadelphia, Pennsylvania, USA  
Contact: Pairat Sethbakdi  
Community College of Philadelphia  
1700 Spring Garden Street  
Philadelphia, PA 19130,  
USA  
Tel +1-215-751-8330

## May 1995

Date: May 3-6, 1995  
Name: TESOL Russia  
Place: Nizhny Novgorod, Russia  
Contact: Dr. Tatiana Kamaeva  
Zarechny Blvd., 3-116  
603076 Nizhny Novgorod,  
Russia  
Tel 7-8312-42-54-11  
Fax 7-8312-42-11-64

Date: May 4-6, 1995  
Name: South African TESOL  
Place: University of Zululand,  
Kwa-Dlangezwa  
Contact: Sibusiso S. Chonco  
SATESOL  
PO Box 1044  
Empangeni 3880, South  
Africa  
Tel 27-351-964099  
Fax 27-351-965414  
Email chonco  
@unizulu1.uzulu.ac.zq

Date: May 5-6, 1995  
Name: Wisconsin TESOL  
Place: Green Bay, Wisconsin, USA

Proposals  
Due by: February 15, 1995  
Contact: Barbara Law  
Wood Hall 432  
Dept. of Education,  
University of  
Wisconsin-Green Bay  
Green Bay, WI 54311, USA  
Tel +1-414-465-2137

Date: May 12-13, 1995  
Name: Georgia TESOL  
Place: Athens, Georgia, USA  
Contact: Joan Kelly Hal  
University of Georgia  
125 Aderhold Hall  
Athens, GA 30602, USA  
Tel +1-706-613-5200

Date: May 12-14, 1995  
Name: TESOL Spain 18th Annual Convention  
Place: Barcelona, Spain  
Contact: Bella Compillo Torrecilla  
Deu i Mata 62-68  
08029 Barcelona, Spain  
Tel 3-439-5018  
Fax 3-439-5018

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 17-18, 1995  
Name: New Jersey TESOL/NJBE  
Place: East Brunswick, New Jersey, USA  
Contact: Linda Mejias  
67 Kempson Place  
Metuchen, NJ 08840, USA  
Tel +1-908-549-5930

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

## June 1995

Date: June 20-23, 1995  
Name: TESOL in MAAL  
Place: Moscow State University,  
Moscow, Russia  
Contact: Svetlana Ter-Minasova or  
Ludmila Minaeva  
Faculty of Foreign  
Languages, Moscow State  
University  
Lenin Hills  
117234 Moscow, Russia  
Tel 7095-932-8866  
Fax 7095-939-0373

## July 1995

Date: July 7-9, 1995  
Name: National Council of Teachers of English (NCTE) and the International Federation for the Teaching of English (IFTE)  
Place: New York, New York, USA  
Theme: Reconstructing Language and Learning for the 21st Century: Connection With Our Classrooms  
Contact: 1995 NCTE Conference  
Linda Oldham, National Council of Teachers of English  
1111 West Kenyon Road  
Urbana, IL 61801-1096, USA  
Fax +1-217-328-0977

Date: July 19-24, 1995  
Name: 22nd International Systemic Functional Congress  
Place: Peking University, Beijing, China  
Contact: Hu Zhuanglin  
Department of English  
Peking University  
Beijing 100671, China

## August 1995

Date: August 2-4, 1995  
Name: Peru TESOL  
Place: Arequipa, Peru  
Proposals  
Due by: April 7, 1995  
Contact: Ms. Nefdy Falconi  
Calle Teniente Ferre 206-A  
Miraflores  
Arequipa, Peru  
Tel 51-54-21-6391

Date: August 26-September 1, 1995  
Name: Association des Professeurs de Langues Vivantes and the West European Region of the FIPLV  
Place: Lille, France  
Contact: Bernard Delahousse  
6, Allee des Violettes  
F-59147 Chemy, France

## September 1995

Date: September 7-9, 1995  
Name: Paraguay TESOL  
Place: Asuncion, Paraguay  
Proposals  
Due by: July 1, 1995  
Contact: Susan Spezzini  
c/o American School of Asuncion  
PO Box 10093  
Asuncion, Paraguay  
Tel 595-21-603518

## October 1995

Date: October 6-7, 1995  
Name: Argentina TESOL  
Place: Buenos Aires, Argentina  
Proposals  
Due by: August 30, 1995  
Contact: Mabel Chena  
Maipu 672  
1006 Buenos Aires, Argentina  
Tel +54-1-322-3855

## November 1995

Date: November 3-4, 1995  
Name: Texas TESOL State Conference, TEXAS TESOL II  
Place: Convention Center  
Downtown at the Riverwalk, San Antonio, Texas, USA  
Contact: Lynne Opitz  
606 Trafalgar  
San Antonio, TX 78216, USA  
Tel +1-210-340-5276

Date: November 18-20, 1995  
Name: American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention  
Place: Anaheim, California, USA  
Contact: ACTFL  
6 Executive Plaza  
Yonkers, NY 10701-6801, USA  
Tel +1-914-963-8830  
Fax +1-914-963-1275

Date: November 27-29, 1995  
Name: Chulalongkorn University Language Institute 3rd International Conference  
Place: Bangkok, Thailand  
Theme: Expanding Horizons 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

## March 1996

Date: March 26-30, 1996  
Name: 30th Annual TESOL Convention  
Place: Chicago, Illinois, USA  
Contact: TESOL  
1600 Cameron St., Suite 300  
Alexandria, VA 22314, USA  
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## March 1997

Date: March 11-15, 1997  
Name: 31st Annual TESOL Convention  
Place: Orlando, Florida, USA  
Contact: TESOL  
1600 Cameron St., Suite 300  
Alexandria, VA 22314, USA  
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Salary & Benefits:

Is visa sponsorship provided?  Yes  No

Contact Name, Address, Tel/Fax:

**HANIL THEOLOGICAL SEMINARY**, Chonju. Position: English instructors for Ecumenical Language Program. Beginning: March 1, 1995 (for 3 months, 6 months and/or one year). Duties: 15 teaching hours/week; instructors will be members of a team to train students on the college and graduate school levels in terms of speaking, hearing, writing and reading for standard tests which are requirements for graduation. Salary: From ₩1,200,000 to ₩1,800,000 per month, depending upon qualifications. Benefits: Single housing can be negotiated. Visa Sponsorship: Yes. Apply by: January 31, 1995. Send: Resume, statement of experience in English language teaching (including any degrees and licenses), transcripts after secondary school, recommen-

dation from a church. Contact: Dr. Cha Sung Hwan, Hanil Center for Christian Studies, Hanil Theological Seminary, Wanju-Kun, Sangkwon-Myun, Shinri 694-1, Chonbuk 565-830, Korea. Tel 0652-83-8003. Fax 0652-83-7831.

**DAEJON VOCATIONAL JUNIOR COLLEGE & DONG-A LANGUAGE INSTITUTE**, Taejon. Position: English instructors. Qualifications: Native speaker of English with a BA in English, linguistics or education and some TESOL experience or certification, or MA in linguistics or TESOL. Duties: Planning and teaching classes; completing a staff development project within each 9-week period. Teaching responsibilities will not exceed 22 hours/week. Salary: From US\$13,000 to US\$18,000 (paid in won), depending on qualifica-

tions and experience. Benefits: Furnished, shared apartment, health insurance, RT airfare for teachers who stay 2 years. Visa Sponsorship: Yes. Apply by: (Open). Contact: Jim Richardson, Daejon Junior College, 226-2 Jayang-dong, Dong-ku, Taejon 300-100, Korea. Tel 042-625-7250.

**BCM LANGUAGE CENTER**, Seoul. Position: English conversation instructors. Qualifications: TESL certification, minimum 4-year degree, experience preferred. Salary: ₩12,500/hour, minimum 100 hours monthly. Visa Sponsorship: (Information not supplied). Apply by: (Open). Contact: Shane M. Peterson, Coordinator, or J.H. Kim, Manager, BCM Language Center, 1318-8 Socho-dong, Socho-ku, Seoul. Tel 02-569-3161. Fax 02-556-7779. ■

## 1995 TESOL INSTITUTE

hosted by the

### Center for International Programs

Saint Michael's College, Colchester, Vermont, USA

July 1995

The Institute theme of *Peace Education* will link the disciplines of English language teaching and peace education. An array of courses, discussion groups, presentations, and featured-speaker sessions will be offered with the goal of empowering the Institute participants to become ambassadors of peace through the medium of language instruction. In addition, a rich schedule of extracurricular activities is planned to help participants enjoy Vermont's exceptional summer season.

Graduate courses will be given in two 2-week sessions. Session I will meet from July 2 to July 14, and Session II will meet from July 16 to July 28. More than 25 outstanding faculty members have been invited to teach and share their research with participants. Courses will meet for 12 to 24 hours, and courses may be taken either for credit or not for credit.

As part of the TESOL Institute, Northern New England TESOL will sponsor the All TESOL Weekend, scheduled for July 14 to 16. The conference will focus on *ESL in Public Education* and will include well-known plenary speakers and concurrent sessions of workshops, papers, and demonstrations that deal with the theory and practice of teaching in public schools, K-12.

For more information contact

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## Reconstruction

John Holstein  
Sungkyunkwan University

HERE IS SOMETHING you might give to the students who wish that their homework assignments were corrected for every error. And it is especially useful for students in the fun-and-games type of class who get no grammar study and no homework at all.

\* \* \* \* \*

### Over the winter vacation

If you want to increase your English accuracy and if you want correction of every mistake you make, reconstruction is a good exercise. With this exercise, you can learn new structures and review ones you already know, and exercise your sentence construction skill. You accomplish this by constructing a sentence from individual idea elements, and then checking your construction against the original text.

Spend 10 or 15 minutes a day or every other day. Use a *short* passage from any text (reading or script) that you wish. The important thing is to do this exercise regularly, over a long period.

1. Study the passage thoroughly (but don't memorize it, because you want to exercise your sentence construction skill). Be sure to understand the general message and the individual elements of the message. Then note the structural nature of words and their phrases.

2. On another sheet of paper, write down key words—words which will help you to remember the content—from the passage. This is not a content-memorizing exercise, so it is important to *write down enough key words to help you remember the content easily* and allow you to concentrate on the language. (Punctuation marks will be useful in helping you remember the relationship between the individual elements.)
3. Read the passage once more, just to refresh your memory. (But don't try to memorize entire sentences.)
4. If you have a tape recorder, use the key words to help you reconstruct the passage orally. If you don't have a tape recorder, use the key words to reconstruct the passage in writing.
5. Compare your reconstruction with the original passage. Study the nature of your mistakes. (Sometimes what you produced, though different from the language in the original passage, will not be wrong. Go with the original passage anyway, because you can be sure it's correct but you can't be sure that what you said is correct.)
6. Use the same key words to reconstruct the passage again, to replace the mistakes in your mind with the correct way.
7. Now, if you reconstruct it *orally* once, what you learned will stay much longer in your memory. ■

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*Do you have a favorite "technique" you can share with other readers? If so, please write it up in 750 words or less and send it to us for publication in the next issue. See "Information for Contributors" on page 133.*

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F. Y. I.

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*Please send corrections and changes  
for this list to the editor (fax 02-364-  
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### EXPERIENTAL ENGLISH PROGRAM

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commodation is provided with a Canadian family.

#### 1995 SCHEDULE

Session 1: Jan. 16-Feb. 17    Session 3: July 17-August 4  
Session 2: June 26-July 14    Session 4: August 7-August 18

For further information contact

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# 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 neatly typed or printed (double-spaced) on A4 or 8 1/2 x 11" 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 (Shinchon), 12-20 Taeheung-dong, Mapo-ku, Seoul 121-080, 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 further information, contact the Managing Editor (Tel 02-712-3378) or the Editor (Tel 02-392-3785, Fax 02-364-4662, Email 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 Treasurer, Dongshin APT 106-901, Youngdeung-dong, Iri-shi, Chonbuk 570-160 (Tel 0653-834-8529, Fax 0653-834-9170).