

LANGUAGE TEACHING
The Korea TESOL Journal

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against using
the
monolingual
dictionary

John Holstein

Role play tips

R.D. Lafferty

Editorials
and second
language
learning

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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 37.

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 37.

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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Mirror, mirror on the wall

IN A SHORT STORY by James Thurber, a fly—after showing a fair degree of intelligence by declining a hungry spider's invitation to lunch—caught sight of a group of other flies who appeared to be dancing and having a lot of fun. It was an enticing scene, and the fly decided to go down and join the party. At that point a bee came buzzing by with the warning, "Hold it, stupid, that's flypaper. All those flies are trapped." The fly paid no attention and went to join the party anyway, only to end up stuck to the flypaper with all the other flies. As the fly found out too late, the activities we are drawn to may not be what they seem to be.

Judging from the reports of Korea TESOL activities contained in this issue, it would appear that the organization is moving ahead with vigor, both in terms of membership growth and in terms of the variety of programs and activities that are being offered. The formation of Special Interest Groups is particularly encouraging, as are the plans for cooperating with organizations in Thailand and Japan in the joint sponsorship of Pan-Asia TESOL conferences beginning in 1997.

All seems well on the surface, but remembering the story of the fly, perhaps we need to pause for a moment and reflect upon the meaning of all the activity that we see. Are things what they seem to be? Is Korea TESOL moving in the right direction? Is the organization focusing its energy and resources on programs and activities that reflect its purpose?

None of us wants Korea TESOL to become like the flypaper in Thurber's story, dazzling the unwary by activities that appear attractive but which in the long run may turn out to be a trap keeping them from more productive endeavors elsewhere. We believe that the decision makers and leaders of Korea TESOL are working hard to keep this from happening. To do their job well, however, they need to be kept constantly aware of what the members of the organization are thinking.

TOWARD THAT END, readers are invited to use the pages of this journal as a forum for discussion of all matters related to Korea TESOL and the direction it is taking. We hope that you will take time to reflect upon the meaning of your participation in Korea TESOL, and that you will then share your reactions, questions and comments with other readers by sending letters to the editor or longer articles to be considered for publication.

Likewise, of course, we also hope that you will send more articles, reports and reviews focusing on professional issues, pedagogical procedures and

research related to language teaching in Korea.

During the past two years, from the time this journal was first established, we have observed with growing disappointment that the number of articles submitted for publication by members of Korea TESOL has been rather small in comparison to the number submitted by other people. (Moreover, some of the articles that were submitted unfortunately had to be rejected.) As the journal begins its third year of publication we continue to hope that this pattern will change, and that future issues will reflect more of the professional and scholarly dialogue that we believe is taking place in Korea among the members of this organization.

Whether or not this can happen is up to you. Please refer to "Information for Contributors" on page 37 and soon start sending your manuscripts and letters.

TURNING ATTENTION back to the classroom, Tom Farrell's article in this issue gives a first-hand account of how observation and reflection can bring new dimensions of meaning to our work and help us focus on the things that are important. The articles by Guy Modica and Robert Weschler call attention to another matter which has been a subject of reflection among language teachers for centuries, namely, the use of students' first language in the foreign-language classroom.

We hope you will enjoy reading this issue, that you will reflect on the questions raised in it, and that you will share your observations with other readers. — *DJS*

Late news

Membership Directory deadline

AeKyoung Large
Korea TESOL Treasurer

May 1 is the deadline for names and other information to be included in the 1995-1996 Korea TESOL Membership Directory. Commercial members and others wishing to have their materials included (representatives, offices, display advertisements, etc.) must complete arrangements by May 15 for the publication, which will be included as a separate booklet when the July issue of *Language Teaching* is distributed. It will include information needed to contact any member of Korea TESOL who has not indicated the desire to be excluded. ■

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 37.

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Thai TESOL Annual Conference

*Kim Jeong-Ryeol
Korea TESOL President*

THAI TESOL hosted its fifteenth annual conference at the Ambassador Hotel in Bangkok January 12-14, 1995 and invited a number of well known speakers, including Professor David Nunan from Hong Kong University and Professor Alan Maley from the National University of Singapore. There were about 1,200 people at the conference from about twenty different countries. Kim Jeong-Ryeol, Kari Kugler Choi, and Scott Berlin were present as Korea TESOL representatives and also presented their own papers during the conference.

Mr. Berlin brought eight female students from his school as a part of a four week study tour program. They performed a traditional Korean fan dance at the reception on the first night of the conference. In space kindly provided by Thai TESOL, the repre-

sentatives from Korea set up a Korea TESOL booth to let people at the conference know more about our organization. There was a JALT booth nearby, and about twenty publishers displayed their latest teaching materials, including CALL software and tapes as well as books.

At the business meeting, representatives of Korea TESOL, Thai TESOL and JALT agreed that the three organizations would join together in hosting the first Pan-Asia TESOL conference, planned for January 5-7, 1997 in Thailand. A working committee including members of each organization will be established to deal with such matters as fund raising and travel coordination. Korea TESOL members who want to be involved in the work of this organizing committee are invited to contact either Kim Jeong-Ryeol or Scott Berlin. ■

TESOL conferences in Thailand: Highlights and plans

*Kari Kugler Choi
Korea TESOL Secretary*

THE Fifteenth Annual Thai TESOL Conference was held at the Ambassador Hotel in Bangkok from January 12 to January 14, 1995. The conference theme was "Diversity in the Classroom." Korea TESOL was represented at the conference by President Kim Jeong-Ryeol, Past President Scott Berlin and eight of his students from Kongju National University, and Secretary Kari Kugler Choi. The leadership of Thai TESOL, espe-

cially President Kannitha Vanikiyeti and First Vice President Prapa Vittayarunguangsri, are to be congratulated on planning and hosting such a well organized and stimulating conference. Highlights of the conference were the informative presentations, the publishers displays and a planning meeting for the first Pan-Asia TESOL conference. The location of the conference, the conference lunches and the experience of visiting Thai-

land are all reasons for more Korea TESOL members to attend the conference next year.

Korea TESOL President Kim Jeong-Ryeol gave an informative talk on Computer Adaptive Testing. This presentation was the result of a study Kim did in a middle school English class. As an alternative to paper and pencil tests Kim used HyperCard to develop a test which is given on the computer. Students also respond using the computer. The major advantage for using computerized testing is that the test begins with a set level of questions that are the same for all students but, as the students answer these beginning questions, the computer adjusts the level of questions to either a higher or lower proficiency level. After individual students have responded to a sufficient number of questions the computer assigns a proficiency level. Therefore, students are not subjected to a series of questions that are either too difficult or too easy. Affectively this would give lower ability students who are usually discouraged by tests an opportunity to be challenged and show what they can do instead of what they cannot do. Through this type of testing, the test can also be used as a diagnostic tool. Kim also supplied statistical information on the validity and reliability of this testing format.

Past President Scott Berlin gave a lively demonstration on "Dynamic and Effective Presentations: A Methods Course." His goal was to show teachers how to overcome such symptoms of nervousness as cotton mouth and stomach butterflies when giving professional presentations. He presented skills and methods that can help improve the quality of presentations and supplied participants with a checklist that they can use in preparing to make their own presentations. Also at a reception on Thursday night Berlin's students from Kongju National University performed a colorful and graceful fan dance. This dance was

greatly enjoyed by all those attending.

Marc Helgesen gave a lively demonstration on teaching active listening skills. In getting students to give up their overdependence on translating word for word in order to feel like they understand, he emphasized sharing with students the purpose for listening. Helgesen contrasted different strategies for the purpose of listening for specific information and the purpose of listening for the general idea. To demonstrate listening for specific information he used a recording that he had made in the shuttle bus at Kimpo Airport. He had recorded the Korean version of the announcement about which terminal housed which airline. He gave us our flight information and told us to stand up when we heard the announcement for our terminal. Despite the fact that only about three of the fifty people present understood some Korean, most participants were successful in completing this task.

George Scholz led a popular workshop on "Authentic Language Tasks in the Classroom." Much of this workshop was based on an article from *TESOL Quarterly* (Vol. 25, No. 2, Summer 1991) by David Nunan. Scholz started out by defining what a task is in the language classroom. From there he described five features of a task-based approach. These features include interaction in the target language, authentic texts, learners focusing on the language and on the learning process itself, learners drawing on their own experiences and linking classroom language to language used outside the classroom. He supplied samples of interviews and cartoons from magazines and other popular literature and demonstrated how these could be used for authentic language tasks in the classroom. This workshop enabled teachers to develop standards to measure the effectiveness of a currently popular teaching method.

John Unger did a demonstration on "A Simplified Approach

to Increasing Cultural Awareness and Understanding." Most English teaching materials are oriented toward American, British or other non-Asian settings. For the Asian student this orientation can cause cross-cultural misunderstandings which can limit comprehension of the material. To overcome this obstacle, Unger has designed a method for analyzing or "chopping up" cultural differences that is similar to the way grammar "chops up" sentences into subject or predicate groups. This method uses the elements of grammar (pronouns, verbs, helping verbs, adjectives and gerunds) as structural forms for expressing the cultural features of ideas, sentiments, values, actions, objects and accumulations. When unfamiliar cultural traits are examined through this method, the unfamiliar can become more understandable.

On Saturday morning there was a planning meeting for the first Pan-Asia TESOL conference. A Pan-Asia conference would involve the three TESOL affiliate groups in Thailand, Korea and Japan, which currently have partnership agreements in jointly sponsoring conferences that will address the unique issues inherent in teaching English in Asia. A draft proposal which covered many of the issues, rights and responsibilities surrounding such an event was discussed. The draft proposal designated Thailand as the site for the 1997 conference, with Korea as the site for the 1999 conference and Japan the site in 2001. The proposed dates for the 1997 conference are January 5-7. Each of the three country affiliates will be given twenty presentation slots that are outside of the host country selection process.

In conclusion I would like to encourage Korea TESOL members to attend the Thai TESOL conference. The presentations were very informative and useful. The Ambassador Hotel has attractive facilities and the staff was very helpful. The lunches, included in the registration fee,

offer a tasty introduction to Thai cuisine. Thailand is a fascinating country to visit and the cost of traveling in Thailand is considerably lower than in Korea. These factors plus Thailand's tropical climate make it a perfect place to go for professional development combined with a vacation. ■

December leadership retreat

*Andrew Perkins
Seowon University, Cheongju*

A WEEKEND Korea TESOL leadership retreat was held December 3-4, 1994 at the Sae Seoul Hotel in Taejon. So what am I doing reporting that fact to you since I am not a part of the leadership of this organization? Well, all the "old timers" were asked to invite a "new timer" to the retreat to observe the workings of the inner circle and maybe share some fresh ideas, and I was one of the "new timers."

The idea of the retreat was to discuss current issues facing the organization and to help the new Council prepare for the new year. It was also a chance for people to get together face to face rather than just fax to fax.

The events began on Saturday evening with dinner, which was followed by a presentation given by Dr. Ray Weisenborn, Director of the Fulbright Program in Korea, on organizational skills entitled "People, Places and Positions."

The basic points of his talk (and demonstrations) were that an organization is a method to accomplish a goal, that people are the means to accomplish that goal, that organizations should develop by enlarging both their span of control and depth of re-

sponsibility, and that organizations change as people interact and learn to trust one another.

Dr. Weisenborn was followed by Dr. Kwon Oryang, who is an assistant professor of TESL and applied linguistics in the Department of English at Seoul National University.

Dr. Kwon gave us a brief overview of the history of English education in Korea from Mr. Halifax's efforts in 1883 during the reign of King Go-Jong, through the Japanese colonial period, the post-war era and up to the present day, with an eye toward what may be happening in the future.

After a session for questions and answers the evening dissolved into refreshing group discussions and sharing.

The Council held its business meeting after breakfast on Sunday morning and then we all listened to a progress report on the 1995 Conference given by the co-chairs, Min Byeong-Cheol and Carl Dusthimer. At this time various committee chairs were elected to help prepare for a successful conference.

Before the official closing of the meeting and lunch, all the participants were given the opportunity to share their opinions, particularly in regard to evaluation of the retreat and the direction Korea TESOL is going in 1995.

A personal observation is that it is incredible how much time and effort some people, both Korean and non-Korean, are willing to dedicate to the betterment of English education in Korea, whose only reward is that Korean students learn to communicate in English. Dr. Weisenborn called Korea TESOL a matrix network: a voluntary secondary job that helps the primary job of teaching English. I sincerely hope that more and more of our colleagues will join us "to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea." ■

Korea TESOL chapter activities

Cholla

ON February 25 the Cholla chapter had a meeting in Kwangju at Chonnam National University. The meeting included three presentations, a business meeting, SIGs (special interest groups), and a mega-membership drive. Dr. Jookyung Park and Claudia Hett Payne presented on teaching culture in the EFL classroom, and J. Scott Payne gave a multimedia demonstration. Due to Dr. Park's persuasive recruitment and the help of the other executive members, we recruited 21 new members and currently have 37 members!

J. Scott Payne

THE February 25 meeting of Cholla Chapter was taken by this writer as a paramount example of what a strong association promises its member teachers, and what can be achieved in those instances where the promise is kept. The promise was kept in Kwangju City, in a videolab classroom of the Chonnam National University Language Research Center, and was one of the most successful meetings we have witnessed. It was, to borrow a word overused in sports broadcasting, a "clinic" in how to conceptualize, plan, organize, announce, coordinate and present a meeting, and follow-up afterward with a Korea TESOL membership appeal. The response of those present, many of whom were attending their first Korea TESOL function, was to double the size of the chapter, as measured by the number of paid-up members. It was heartwarming, and a little breathtaking.

JooKyung Park, Korea TESOL 2nd Vice President and Cholla Chapter President (to be replaced by election in April), in her final week as a fellow of the FLRC, led off the program lineup with a demonstration of "Teach-

Moving? Please use the form on page 37 to let Korea TESOL know where you are.

ing Culture in Korean EFL Classrooms." She emphasized the usefulness of combining objects, realia and video with thematic content, in this case Halloween, to maximize the instructive effect in the classroom. JooKyung departed the FLRC on March 1 to join the English Department faculty of Honam University as a full-time instructor. Her colleagues at FLRC lament her departure from Chonnam University, while congratulating her on the promotion.

JooKyung was followed on the meeting program by teacher training specialist and TESOL veteran Claudia Hett Payne, who demonstrated a sample lesson plan based on cultural differences as illustrated in body language. Most of those in attendance were elementary and secondary school teachers. Their appreciation of Claudia's clarity of speech, warm demeanor and deliberate method was very evident, highlighting her skills as necessary qualities of a true "teacher's teacher."

Not to be outdone by his spouse, and notwithstanding that hers was a hard act to follow, J. Scott Payne captivated the standing-room-only audience with a presentation at once fascinating and fanciful, supported by one of the battery of new computers the FLRC has acquired as evidence of their commitment to arriving and remaining in the vanguard of language teaching professionalism in the country. It could be taken as a measure both of Scott's success as a presenter and of the interest in computer assisted language learning (CALL) among language teaching professionals that most of those who remained afterward for SIG meetings were clustered around Scott's monitor clamoring for another peek at his software, still in the early stage of development.

After the last of these three too-short presentations, JooKyung spoke briefly about the meaning and purpose of Korea TESOL and the promise it represents for English teachers. We

haven't seen anyone deliver a more dignified or reasoned appeal to those assembled, that they signal their solidarity with the growing number of Korean TESOL educators, in all our diversity, in that most convincing of ways: They paid up their dues, and in impressive numbers.

More than anything, this successful meeting highlighted the necessity of strong, enlightened and committed leadership at the local chapter level. It also illustrates the benefits of conceptual flexibility and the importance of professionalism in planning and conducting Korea TESOL chapter affairs. In this respect, the event neatly punctuated the post-'94 Conference period, reminding one of discussions overheard then about Korea TESOL's reasons for being and about how, as an association, we must, each successive year, both reify and transcend earlier accomplishments. We have seen so many fine friends and teachers come into it, contributing their energy and quiet strength to this effort all seem to agree is worthwhile, even essential, if we are to become excellent as teachers and as an organization in support of teachers and teaching.

Professor Park and the Paynes, by concentrating in a highly focused way on just one element of that reason for being, attracting and systematically instructing dedicated public school teachers, have reaffirmed for this writer the value and the satisfaction of teaching here, and of rendering personal, voluntary service to others who do likewise.

Jack Large

Pusan

MIKE DUFFY'S recent bereavement occasioned by the death of his father has prevented him from giving his usual 100 per cent to the chapter business. We want him to know of our sympathy for his loss and our gratitude for his enormous contribution to Korea TESOL

matters. Without it, we would be far less than we are.

Since the 1994 Conference, the Pusan Chapter hosted two instructors sent over by the British Council to speak about teaching pronunciation. They demonstrated minimal pair work and group work for students to get familiar with the minute differences of sound between such pairs, both vowels and consonants. The meeting place was held on the generously provided premises of the E.S.S. Institute, which also furnished refreshments for all who attended.

Kim Jeong-Ryeol

Seoul

AT OUR November meeting, Tom Farrell (Korea University) introduced "reflective teaching," telling how in the course of 15 years in Korea he had decided he had to make a change or get out. What he did was to enter a reflective mode in his teaching, a state he has maintained ever since. In the meeting, participants reflected on their own teaching, answering a questionnaire together. Tom talked about a teacher development group he is leading where the members share their thoughts. The members of the group appeared and also talked about the group.

At our December meeting, Monica Park (Sogang University) taught the five non-Korean speakers a functional-style lesson in Korean with a direct-method vocabulary introduction, a dialogue and a role-play about inviting each other to go shopping and arranging a time and place. The Korean participants watched and then participated actively in a discussion of what had happened. The discussion focused on grammar and on the relationships between the students.

In January, Greg Matheson played fast and loose with the idea of science, seeking to draw a number of analogies between ESL and bus driving, research



The Korea TESOL events calendar

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 (8 Shinchang-dong, Jung-ku, Pusan)
Topic: Bilingual Education
Presenter: Hwang Pyung-Young
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. ■

and prostitution. Claiming these were models of teaching, he purported to explain his being fired from his first job in Korea as the result of his attempt to "make a move on the class too quickly." He failed to explain, though, how his prostitution model could handle such out-of-role behavior and why, to understand teaching, he was required to talk dirty.

In February, Kay Countryman (Samsung Human Resources Development Center) got participants enthusiastically involved in a number of the communications activities she has found work best in her classes at Samsung. She was assisted by colleagues planted in the audience, whose planned participation was not initially announced to others present. Included were chain stories practicing the past tense of verbs: a slowly unfolding story from Hatfield's "Advanced Communication Games" for modals (e.g., It must be the butler, It might not be the butler, etc.), and a guessing game for the second conditional, in which one student leaves the room and the others compete to guess correctly what he/she would do in a hypothetical situation.

A Seoul Chapter election committee has been formed to find

members willing to accept nomination for positions that will be elected in May or June. The new slate of officers will need to work with the 1995 Korea TESOL Conference Committee, and to plan and manage chapter affairs for the next two years.

Greg Matheson

THE SEOUL CHAPTER began the spring with a rousing presentation by Rachel Walzer from Tokyo. Ms. Walzer came to Korea to give presentations to the Taejon and Seoul Chapters. The Taejon workshop was held on Friday night with an intimate crowd of fifteen. The presentation had everyone on their feet 90% of the time and the energy level was incredible. The workshop for the Seoul Chapter was attended by 45 persons and the energy level was just as high as in Taejon. Rachel led the group through a number of activities which, if thought of as a whole, would have the makings of a course on teaching drama. The activities though, if taken or used individually, could easily be adapted and used in classes ranging in content from conversation to business to writing. By their nature, they encourage students to shed their inhibitions

and help them to express themselves, and to be receptive to others through spoken language and through body language. As is characteristic of the really effective workshops, the participants learned not only by listening to the presenter, but also, and perhaps more importantly, by watching their colleagues engage in the activities themselves. The workshop environment allowed everyone to see what potential problems might arise when leading such activities in their own classrooms, and to help one another find the solutions to those problems with input from other participants. The workshop concluded with a discussion session where possible extension, expansion or even adaptation of the activities to areas not dealt with by Rachel were explored. The participant involvement and interaction during the workshop was at a level I haven't seen in quite some time.

The Seoul meeting also included a short question and answer session where the Seoul Chapter members and the Korea TESOL Council addressed issues concerning the chapter and the organization as a whole. Various members expressed how they felt the members of the chapter could best be served by the organization. They said that continued efforts are needed to have interesting presentations which can benefit the members to expand their repertoire of practical teaching activities, thus enhancing their effectiveness as teachers. The Conference Committee also expressed its desire that, since the Seoul Chapter will again host the annual national conference in October, the members volunteer their time and energy to make that event a success. A conference planning meeting was scheduled for Saturday, April 22, at 1:00 PM at Kim & Johnson's, to further explore these possibilities. All members are encouraged to attend and participate in planning this event; it is after all the main event on the national level, the success

of which will benefit the entire Korea TESOL membership.

Carl Dusthimer

Taegu

THE Korea TESOL Taegu Chapter ended 1994 with a regular meeting at the Taegu American Cultural Center. Professor Igor Nossenko from the Kyungbuk National University Russian Language Department gave the presentation. The work he put into it was greatly appreciated.

In January a social supper was held at a downtown Taegu restaurant. National Secretary Kari Kugler talked about December's leadership retreat and executive council meeting in Taejon. A number of new faces appeared, and we were delighted to meet these prospective members. Chapter President Chae Joon Kee and Vice President Steve Garrigues were very informative, talking about reasons to join Korea TESOL.

On Saturday, February 25, Taegu Chapter members joined in a ceremony honoring Dr. Chae Joon Kee upon his retirement from the Kyungbuk National University English Department. Steve Garrigues described Professor Chae's career and philosophy on English Education in Korea. Professor Chae has long been a pioneer in the field, always emphasizing the need of fluency development, both in himself and in his students. He served as an interpreter for US M.A.S.H. units during the Korean War, then began his teaching career at Kyungbuk University's attached middle and high schools. He later joined the College of Education faculty, eventually serving as its Dean. In 1971 he went to New Jersey to train US Peace Corps volunteers on their way to serve in Korea. Between 1972 and 1974 he was project director at four Peace Corps Pre-service Training Centers in Taegu and Chuncheon. The Taegu Chapter has been very fortunate to have Professor Chae as

Announcing

The 1995 Korea TESOL Conference

Into the World Through Language and Culture

October 27-29, 1995

Call for Papers

The deadline for submission of abstracts is May 31, 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, 1995 Korea TESOL Conference Co-Chair
Department of English Language and Literature
Han Nam University
133 O-Jung Dong
Taejon 300-791, Korea
Tel +82-42-634-9235, Fax +82-42-623-8472

its president, and we look forward to his continued leadership and contributions.

On March 4, the chapter resumed monthly meetings, held on the first Saturday of each month of the spring 1995 college term. President Chae welcomed everyone, and Kari reported on the Bangkok Thai TESOL Conference. The effect of Secretary-Treasurer Oh In-Sook's chapter report was the recruitment of five new members. Steve Garrigues' presentation detailed some differences in pronunciation between English and Korean. He started by pointing out that for those who are learning English as a foreign or second language the goal is not to sound exactly like a native speaker because the number and geographical spread of English speech communities means there is no single standard form of spoken English. He used the native speakers present to demonstrate that even for something as simple as the "which" and "witch" distinction, native speakers are split in opinion as to whether they pronounce these words alike or differently. Steve gave a number of examples to show how understanding Korean phonological rules can aid teachers in assisting students to overcome pronunciation problems that hinder communication.

The next meeting is Saturday, April 1 at 2:00 p.m. at the Taegu American Center. Nancy Leonard, an ESL specialist, will explain community language learning.

Kari Kugler Choi

Taejon

The Taejon Chapter once again started the school year with a BANG! Demetra Gates, the new Korea TESOL Publicity Committee Chair, addressed teachers from throughout the province at the Educational Training Center in Kongju. Ms. Gates has been coordinating with Mr. Kim Wonmyoung, chapter Vice President,
(Continued on page 32)

1995 KATE Winter Conference

Greg Matheson and Kwak Yong-Ja

THE Korea Association of Teachers of English (KATE) held its 1995 annual winter conference on February 17 at Soongsil University. The following are brief descriptions of some of the presentations.

Lee Won-Key (Seoul National University) led off with "Task-Based Oral Communication Testing," showing how the pair work tasks teachers use to teach can also be used by testers to test.

Kim Seong-Eok (Han Nam University) described the replacement of the passive audio language lab by the multi-media computer lab and put through its paces some American self-study material on CD-ROM.

Pae Yang-Seo (Hanyang University) reported the displacement of the New England dialect by General American, at least as far as post-vocalic /r/ is concerned, but suggested Korean students not be expected to also pronounce /r/, even if they should take General American as their norm.

David Nunan (University of Hong Kong), after noting that the learner-centered curriculum is grounded in the ideas of John Dewey, among others, reviewed ten ESL/EFL studies which influenced the course of learner-centered curriculum development. He then told how he had asked his students in Hong Kong to reflect on their learning and how this had seemed to lead to greater sensitivity to process.

Kim Duk-Ki (Korea University) and Oh Sung-Ah (Suseo Elementary) discussed Communicative Language Learning (CLT) in the elementary school classroom. In CLT teachers are very important. They should try to speak only English in class; have confidence in their speaking ability; make use of small talk and simple terms but not jargon (instructional language terms may be needed); and use pictures, videos, songs and games. Any

activity which implements interaction is encouraged. CLT focuses on fluency, not accuracy. Teachers should not continually correct students' errors. Oh presented a model class based on CLT principles.

Kim Chang-Ho (Pusan Foreign Language University) emphasized the importance of Basic Interpersonal Communication Skills and not Cognitive Academic Language Proficiency in the elementary school classroom. He also stressed the significance of the five hypotheses of the Natural Approach: acquisition/learning, natural order, monitoring, input and affective filtering. Kim created a light learning environment using word games, matching exercises, finger plays, rhythm exercises and songs for interaction between the students. He said students could enjoy their classes and increase their four language skills at the same time.

Shin Kyeong-Ku (Chonnam National University) presented the results of multi-media authoring carried out at Chonnam. The CD-ROM, which incorporated digitalized video sequences from *Family Album USA*, allows random access to a library of materials illustrating functions (e.g., in/formal introductions) through a hypermedia option.

Pu Kyung-Soon (Sogang University) suggested ways to improve a university freshman course seen as problematic. Believing there to be a mismatch between the views of students and lecturers, she recommended the use of foreign textbooks, teaching in English, teacher development groups and better treatment of lecturers. ■

Virus Alert!

Check your computer. A virus called Monkey was found on a disk submitted by a contributor for this issue. —
DJS

International affairs is gaining momentum

Scott Berlin
Kongju National University

IN MARCH Rachel Walzer from Aoyama Gakuin Women's Junior college in Tokyo came to Korea and gave two great presentations on using drama techniques to teach English. The Taejon Chapter hosted her on the 17th. The 90 minute presentation was packed full of activities and games that were very informative and useful. On the 18th, more than 45 members of the Seoul Chapter were treated to over two hours of Ms. Walzer's presentation. All the techniques were first presented by demonstration, and the focus and pedagogical aims were clarified at the end of the demonstrations. What made these activities so useful was the versatility of their application. With a little creativity one could adapt, expand or modify

almost any of the techniques to fit one's own teaching context.

The success of Ms. Walzer's visit to Korea is significant. It is a great start to a working relationship between Korea TESOL and the Japan Association for Language Teaching (JALT) and Thai TESOL. Our goal is to strengthen these relationships by exchanging articles for publication in our respective newsletters (which is already happening) and by inviting guest speakers (such as Ms. Walzer) to present at our chapter meetings and annual conference. This kind of collaboration can only expand the depth and scope of our teaching knowledge and ability.

The international affairs committees of all three organizations (Korea TESOL, JALT and Thai TESOL) are currently working towards sharing resources on a large scale. For example, this cooperation has resulted in the first Pan-Asia TESOL Conference, scheduled to be held in Thailand in 1997. This Pan-Asia Conference will be held every two years

and the location will rotate between Thailand, Korea and Japan. Korea is scheduled for 1999.

A vital resource for working together is a "Speakers List." This is a listing of all members in our organization who are available to speak on specific areas of ESL/EFL teaching. Included, of course, is the usual: name, address and phone/fax number. This list will then be used by our organization's chapters and the conference committee to invite speakers to give lectures or presentations. The cooperative efforts of the respective international affairs committees would enable chapters to invite speakers from abroad. The Japan Association for Language Teaching has 25 pages of speakers listed. Korea TESOL is currently compiling the data for our "Speakers List." If the idea of being invited abroad or to another city in Korea to give a presentation is appealing to you, please fill out the "Speakers List" form below. ■

Speakers List Form

The International Affairs Committee is gathering data to assemble a speakers list. The speakers list will tell us your name, address, phone/fax numbers and the areas of EFL/ESL teaching on which you are interested in giving a presentation. You don't have to be an expert. You just have to be willing to talk to your peers on a topic about which you feel you are knowledgeable. Please take a few moments to fill out this form and send it to:

Mr. Scott Berlin IAC
Kongju National University
Department of English Language and Literature
Shin Kwon Dong-san 9-6
Chung-nam, Kongju City 314-701

Name _____

Content Area _____

Format (Lecture, demonstration, paper presentation, etc.) _____

Institute _____

Tel (W) _____ Tel (H) _____ Fax _____

Address _____



Reflecting on reflective teaching

Thomas S.C. Farrell
Korea University

ONE DAY a young girl was watching her mother cooking a roast of beef. Just as the mother was going to put the roast in the pot, she cut a slice off the end and then she put it in the pot. The ever observant daughter asked her mother why she had done this and her mother said that granny always did it. Later that afternoon, the mother could not get her daughter's question out of her mind so she called granny, her mother. When she asked granny why she cut the roast, granny replied that in her day the pot was too small for the usual size roast. So, for well on ten years, the mother had been cutting a slice off the roast thinking it was some secret family recipe.

I wonder how many of us EFL teachers have been "cutting a slice off the roast" in our classrooms. Does twenty years of teaching experience mean we are a really effective teacher, or are we practicing the same thing twenty times? Routine on the job without reflection can lead to a situation where we have no sense of reflection on our classes. This in turn can lead to boredom and burnout. Why not become reflective on your teaching and bring some sense of achievement and professionalism to your teaching life?

This paper will attempt to explain what reflection and reflective practice is and show the workings of a SCORE (Seating Observation Record) chart on a teaching scene from the movie "Good Morning Vietnam." The EFL situation that will be presented will be a reflection I made of myself making my presentation to the Korea TESOL conference in October 1994. My topic at the conference was basically about reflecting on one's teaching.

WHAT IS REFLECTION? During the 1980s the concept of reflection and reflective teaching grew popular with the call for professionalism of teaching and teacher education in the United States. This idea of reflection basically referred to teachers learning to subject their beliefs about teaching and learning to a critical analysis, and with this reflective stance thus take more responsibility for their actions (Korthagen, 1993). The growth in reflective practice was due to three important developments in teacher education: (1) the fragmentation of knowledge by process-product

style studies, (2) the increase in dominance of cognitivists over behaviorists, and (3) the press for empowerment of teachers.

In TESOL, reflective teaching is defined by Pennington (1992) as deliberating on experience. She also relates development to reflection: "Reflection is viewed as the input for development, while also reflection is viewed as the output of development" (p. 47). Pennington further proposes a reflective/developmental orientation as a means for both (1) improving classroom processes and outcomes and (2) developing confident, self-motivated teachers and learners. The focus is on analysis, feedback, and adaptation as an ongoing and recursive cycle in the classroom.

Outside TESOL, the terms reflection and reflective practice are less clear, with definitions moving from just looking at behavioral aspects of teaching, to beliefs and knowledge these acts of teaching are based on, to the deeper social meaning the act of teaching has for the teacher and the community. By far the most comprehensive definition of reflective practice is found in the work of Schön (1987), who sees reflection in teaching as consisting of (1) knowing-in-action, (2) reflection-in-action, (3) reflection-on-action, and (4) action research.

Knowing-in-action, according to Schön (1987), is the same as when we see a face in the crowd but our recognition is not preceded by a listing of features; the knowledge we reveal in our intelligent action is publicly observable, but we are unable to make it verbally explicit. Schön says we can make a description of the tacit but those descriptions are constructions, and as such are symbolic. Knowledge-in-action is dynamic, facts are static.

Reflection-in-action is concerned with thinking about what we are doing in the classroom while we are doing it. This thinking is supposed to reshape what we are doing. There is a sequence in the process of reflection-in-action: (a) a situation occurs in which we bring a routinized response, as in knowing-in-action; (b) routine responses produce a surprise, an unexpected outcome, for the teacher that does not fit into the category of knowing-in-action and thus gets our attention; (c) this surprise leads to reflection within a current action, the reflection being to some level conscious but not necessarily occurring in the medium of words; (d) reflection-in-action has the critical function of

questioning the assumptive structure of knowing-in-action, therefore we think critically about the thinking that got us there in the first place; and (e) reflection gives rise to on-the-spot experimentation: we think up and try out new actions for the exploration of newly observed situations or happenings.

Reflection-on-action deals with thinking back on what we have done to discover how our knowing-in-action may have contributed to an unexpected action. This includes reflecting on our reflection-in-action, but is different from reflecting-in-action.

Action research is the investigation of those craft-knowledge values of teaching that hold our habits in place when we are teaching (McFee, 1993). It concerns research into action and through action which results in practical knowledge.

Reflection then is a multilayered approach to our work. Some of the layers are relatively easy to penetrate with our conscious mind, while others are extremely difficult to verbalize. However, if we are to get any meaning from our work and if we are to provide any theoretical base for new teachers entering the process of teaching, we have to try to seek ways of verbalizing what we do every day.

WITH this thought in mind, I would like to reflect on some aspects of the presentation I made at the Korea TESOL conference on October 14, 1994 at Sogang University in Seoul.

On that rainy Sunday morning, I tried to predict what the reaction would be to my presenting the Robin Williams ESL teaching scene from the movie "Good Morning Vietnam." I used this scene because I wanted to give the audience a neutral ground in which we could look at an ESL class without using it as a model. (I thought that if I showed myself teaching too early, the audience might think me arrogant to present myself as a model.) Well anyway, everyone knows that it is only a movie, but maybe we could see ourselves in his teaching—what we like, what we do not like. So off I set into the presentation room, armed with my video and overhead projector.

A few people trickled in and I started by telling the story that I presented at the beginning of this paper. At the time I thought the members of the audience were cool in their reaction, but I did notice a few smiles. Still wondering if my point was digested, I played the scene of Robin Williams leading a cursing class. I decided to play it a second time because a few more people wandered in during the first play (knowing-in-action). As they were watching the scene, I was trying to gauge their comprehension.

When the tape finished, I asked them to move into groups of five people and discuss what they had seen. Each group was to have a leader who would report what the group said. What I was looking for was judgments about the class. The

groups seemed to be involved in vigorous conversation as I walked around the room. Actually, I could not concentrate on any one group, as I had my agenda to get across and time was very much on my mind. I asked the groups to stop after what seemed like five minutes. Then I went to the board and asked them if they would please tell me what words they used to talk about the class they had seen in the video.

They reported such words as fun, rude, teacher-led, interesting, insensitive, disgraceful and energy. I then asked if anyone could give me one descriptor that would include all of these words. The group could not give the word I was looking for, so after two minutes I wrote the word judgments on the board. I was looking for the idea that all of the words used related to judging teaching on preconceived notions of what good teaching is. These preconceptions are all personal and at times conflicting. I was then asked if the language used above was not the real language of a practicing teacher and was this a bad thing.

This question made me reflect on the spot: my knowing-in-action received a reaction that was not routine for me, so I proceeded to go through the steps that are outlined above in the definition of reflection-in-action. In my mind I was trying to come up with an answer to the question as quickly as I could because I had not budgeted time for questions in the middle of the presentation. Yet I also did not want to lose the moment and the fact that several people joined in to comment at this stage. Actually, I had no pat answer for I realize that teachers have been using this type of language for years to express themselves on the subject of teaching. What I said then was that teachers should move beyond judgmental views on teaching because these judgments seem to disempower us in the process of trying to develop our teaching skills.

SO, SOMEWHAT PERPLEXED, I continued on to the next aspect of the presentation, that of using pre-designed instruments. At the Conference I discussed three such instruments: SCORE (Seating Observation REcord), FOCUS (Foci of Observing Communication Used in Settings), and COLT (Communicative Orientation of Language Teaching). However, only the first of these, SCORE, is dealt with in this article.

A SCORE analysis of the video scene was presented on an overhead projector as shown in Figure 1. What can be seen from this analysis is that the teacher asked a total of 8 questions in a 2-minute period—one question every 15 seconds. This is fact, not a judgment, and it serves to raise the teacher's awareness as to his/her satisfaction with the information. Also, it is evident from this SCORE analysis that Robin Williams favors certain students, Minh and Wilkie. Given such information, teachers can ask themselves if they habitually call on certain

students, favoring either males or females. This question is related to what Richards & Lockhart (1994) call the Teacher's Action Zone. An action zone is indicated by:

1. Those students with whom the teacher regularly enters into eye contact.
2. Those students to whom the teacher addresses questions.
3. Those students who are nominated to take an active part in the lesson.

The zone itself includes the middle front row and the seats up the middle aisle. So, if the teacher is teaching from the front of the class as Robin Williams did in the video scene, students seated in this area are more likely to have an opportunity to participate. Teachers should become more aware of their own personal action zones and become aware of the students who seem not to participate in most lessons.

In the video scene, Robin Williams had a tendency to look to his left when teaching. Where do you usually look? Do you call on males more often than females? Do you call on students whose names you remember most often? Do you call on the better English speakers most often?

In an attempt to answer such questions for myself, I videotaped one of my classes and made a SCORE chart as I watched the tape, to see where my action zone was. I noticed that I usually look down the middle and to the left of the class if I am standing in the front. Also, I noticed that I tend to call on the same students with an alarming frequency and at the same time avoid the quiet students. My eye contact was usually on the more proficient students. I interpreted this as my looking for some acknowledgment from the proficient students that they were following the lesson. I usually never got this acknowledgment from the quiet students, who avoided eye contact with me by looking down. So, I decided to make a small change by asking the students who did not understand my directions to

look up and the others to look down. That way I could give individual attention to the quiet students and they felt I was not forgetting them.

ALTHOUGH IN THIS ARTICLE I have not dealt with all of the material I presented at the conference—there, for example, I also showed how Robin Williams' class would look using Fanselow's (1987) FOCUS and Fröhlich's COLT— I think the idea of reflection is important to us EFL teachers in Korea. We are basically isolated from the TESOL organization, but with non-judgmental dialogue between teachers about teaching, and a systematic approach to the exploration of teaching, we can reflect on our professionalism. Our knowing-in-action is well developed but our responses to reflection-in-action and on-action can best be compared in a group of four or five teachers who meet regularly to discuss their teaching.

As I reflect on last October's Korea TESOL conference at Sogang University, I realize that that is really what we were all doing, reflecting-on-action. Now let us do this more than once a year. How about once a week? ■

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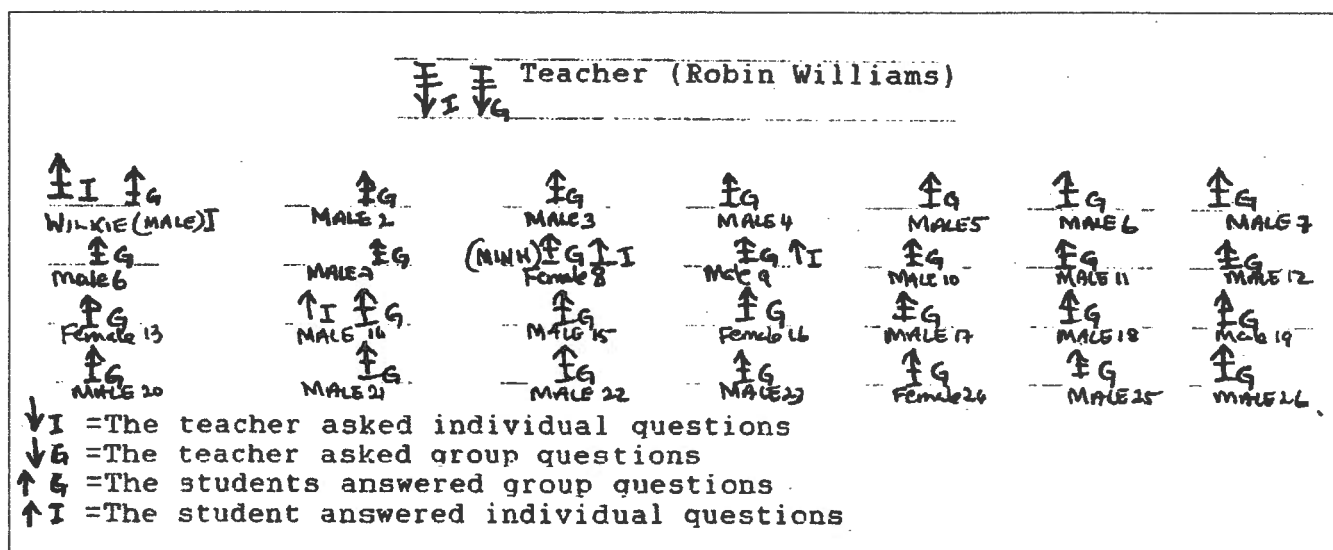


Figure 1. SCORE example

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Building involvement among ECL learners through mother tongue activities

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THE LITERATURE of second language acquisition not infrequently overlooks the immense variation among the learners who populate language classrooms, and authors can slip into a "one size fits all" mode of thought. As a result, practitioners occasionally find a poor fit between recommended techniques and the actual learners they encounter in the classroom. This essay offers some exercises that can be profitably carried through with a specific group, ECL learners. The exercises are novel, in this era of the communicative approach, in suggesting that the mother tongues play a role in the language classroom.¹

The ECL learner

MANY FOREIGN LANGUAGE COURSES for monolingual groups, particularly those at the university level, are comprised of students for whom language education is merely one requirement among many that must be fulfilled prior to graduation. Isolated from the community of the foreign language, with limited prospects of encountering the language in their work or social life, these learners rarely identify attainment of communicative competence as one of the motivational factors for their study.² They may also reveal a lower propensity to take risks and greater situational anxiety than other language learners. This context of language education can be labeled *English as a Compulsory Language* (ECL).³

This type of learner has been both a challenge and a frustration for many instructors who view

the development of communicative competence as the goal of their work. By excluding the native language from the classroom an instructor reduces the possibility of successfully conveying the goals and methods of the course; nor can she expect to enlist much informed cooperation from the learners. By their frequent unwillingness to look for meaning in the instructor's talk, learners make comprehensible *input* in the target language more difficult to deliver. Comprehensible output by learners is also a rare commodity. In other words, because learners lack the inclination to engage the instructor actively or passively in the L2 (target language) environment, students remain bystanders to much of the class activity. They lack a metaperspective on the course and distance themselves from the microlevel activities.

An exemplary communicative activity is group work—a student-centered activity that should provide abundant opportunities for the exercise of both passive and active skills to negotiate meaning in the L2. Some instructors of ECL students abandon group work after repeatedly disappointing results. Two monolingual ECL learners, realizing what needs to be communicated in an information gap exercise, immediately conclude that the native language will be a more effective medium. This contravenes the objective of the exercise. If any ideas *are* transmitted through the medium of the target language, they are often underformed, agrammatical utterances, rarely exceeding a word or two. Occasionally a complete lack of performance in communicatively-based activities occurs unless the instructor aggressively keeps the groups on track, and this can lead to overt resistance by the

learners. Insistence upon communicative tasks with unwilling students can even provoke an openly adversarial relationship between a teacher and her class.

Conveying the metaperspective

WITH THE INCLUSION of the L1 (native language) there are a number of promising initiatives an instructor can take in a course plan to educate learners about the purposes of the class and its activities. Learning training in the L1 serves the goal of increasing the productivity of class hours and creating a constructive symbiosis between the instructor and her students.

- Give students a syllabus written in the native language. This document should include instructor information (including office hours), the objectives of the course, the materials, the performance that will be expected of students, the grading policy, a brief rationale for the manner in which the course will be conducted and any opening personal message. Students not only come away with a clear picture of the course and inductive understanding of the instructor's attitude, but are given a positive first impression—that the course is organized and *has* a rationale, and that the instructor is sincerely interested in letting the students in on where and how the course will proceed. Some teachers require a translation of their English language syllabus or other introductory materials (such as class rules) be turned in by each student as homework to ensure that they have read it. These are rarely graded and returned, often seem punitive and time-consuming, deliver an unproductive first impression and—unless it is a writing or grammar-translation course—have little to do with the objectives of the course. Others simply distribute this material on the first day, with or without an oral walk through. (Others, alas, write no syllabus.)
- Hold a full-class conference in the native language to discuss, negotiate and agree upon how and when L1 use will be acceptable. Learners will come away with a sense of empowerment, and the resulting guidelines will be more keenly respected because learners have taken a hand in developing them.
- Provide ample opportunity for students to clarify and discuss any aspect of the course with the instructor in the L1: the language itself, homework, performance, personal circumstances or problems. Maximize the utility of the office hour, making sure that students understand that they can freely code switch or speak wholly in their native language. The difficulty of making L2 conversation is often one cause of

the hesitance by learners to make an office visit. When students make appointments, ask if this will be an L1 or L2 meeting. For unannounced visits, clarify gently but explicitly at the outset whether this will be an L1, L2 or mixed discussion. This initial commitment simply helps establish a protocol; ignore the language code actually used. Try to use the target language for your own responses when practicable, but remember, communicative goals supersede instructional goals here.

- Try setting a period at the end of the class hour, perhaps 5-10 minutes, when students can review material or language questions in the L1. A learner's perplexity often cannot be given adequate voice in the target language; real uncertainties and creative hypotheses will emerge in these native language recap sessions. Atkinson (1993) suggests slightly longer sessions, planned in advance, and calls them "L1 problem clinics."
- One way to prevent snowballing of L1 use in the classroom (as staunch L2-only proponent Mary Sisk Noguchi calls it) involves incorporating a concrete L1 signal device. Any object can be used for this purpose, perhaps five or ten national flags from the country where the language is spoken (easy to obtain, since the class is located in that country!). Distribute these around the room, and require that learners signal their L1 use before speaking. The instructor should do the same. This makes using the L1 a bit more troublesome and focuses everyone on how often the "flag is raised." Be sure to teach "Give me the flag please" in the target language.
- Relax and accept non-disruptive native language talk or "background noise" between students. When such talk is related to the work at hand (and not extended, unrelated chit chat) it can serve important functions, and can be viewed as peer support for the language activities.

Class activities with a native language component

ELLIS (1984) IS CORRECT that everything done in a class, management included, is an opportunity for L2 interaction. An immersion style environment does maximize communicative opportunities, but when the students have gone off-line, or the class digresses from an activity into lengthy repetitions of the instructions for a 5-minute exercise, the class declines in efficiency. Applying a rough cost-benefit analysis to controlled native language use with ECL students, one might come to the conclusion that there are times when it is indeed

justified. Here are some activities that can reap rewards in developing language proficiency.

- Brainstorming is an area where McLaughlin (1986) has found numerous uses for the native language. He suggests orally recording stories in the L1 and following that with collaborative work on a target language essay. This technique can also be used for oral presentations.
- Introduce a situation which has been presented in the text, allow students to formulate a dialog in the L1, and then have them reconstruct that dialog using the text as a reference if necessary. The resulting dialogs will be richer, more personally relevant and act as a review of the text material. Piasecka (1988) suggests that this same technique can be applied to role play activities.
- Brainstorming for writing can also be profitable. A process-oriented writing task might involve successive L1-L2-L2 drafts, or alternatively L2-L1-L2 drafts. Research by Friedlander (1990) has shown initial L1 drafts promote final target language essays with better organization and ideational complexity. Outlines can also be written in the L1.
- Drama activities are well-known for their ability to engage students. Rehearsals will be more effective when the actors and director operate in the native language. This keeps everyone concentrated on the language and context of the script (a target language document) rather than channeling energy into grappling with the *language* of the direction rather than its *purpose*. In some cases reading of an L1 script before beginning can help schematize participants, resulting in better understanding of the emotions, subtexts and ironies that need to be expressed in the L2 performance.
- Robert Weschler (personal communication) has offered a stimulating variation on the oral activity "gossip line." Where the oral version asks students to repeat a sentence to one another down a line of people and then compare the first and last versions (often to very comic effect), "translation line" begins with a sentence in either the native or target language. The first student writes a translation below it, folds the paper over so only the new sentence is visible, and passes it on. When the paper reaches the end of the line it is unfolded and the group compares all the sentences of both languages. Students really focus on the language with this activity.
- Learners often speak or write L2 sentences with meanings different from those they intend. A translation by the instructor will usually

prompt the learner to reformulate the sentence. Do this to assist rather than to embarrass.

- When the grammar-translation method was eclipsed by more communicative methods both grammar teaching and translation lost their currency. Grammar is making a (hesitant) comeback, and translation should too. Translation is an authentic activity, and not only a professional one. Learners may find that it is one of the most valuable foreign language skills they will need in the workplace. Space limitations preclude listing the many ways translation can play a role in a communicative course, but a resourceful teacher will find them. One such activity would be to ask students to perform a translation into the L1 and then provide an accurate L1 version for comparison.
- One pre-reading homework exercise that should be considered is providing an L1 reading related to the topic of the ensuing L2 reading. This will quickly schematize learners to the topic and activate a personal viewpoint that will carry over into the reading comprehension work they do later.
- When students have been given a difficult target language reading and conscientiously applied themselves to it, a group review and discussion in the L1 can consolidate their work and enable valuable collaborative learning between peers.
- One problem with target language elicitation questions is that they often signal the grammar and vocabulary required for the response. For example, "Who is Pat going to help?" can be answered by a simple mechanical rearrangement in the linear order of the vocabulary and the substitution of a name for *who*. A native language prompt forces the learner to generate the correct vocabulary and structure from scratch. Oral or written L1 elicitations produce more creative use of the target language by the learner.
- Testing is another area where a strong argument can be made for including L1 material. For example, the listening task is better isolated when worksheet questions are posed in the native language.

Conclusion

THIS HAS ONLY BEEN a brief tour of some mother tongue activities which can be constructively employed with ECL learners. Acknowledging and utilizing the mother tongue puts these learners "in the loop" and stimulates their involvement in the course work. Most importantly, it gives

learners a voice they are often denied in the L2-only environment—if handled correctly this will be a decided gain for the dedicated instructor. A linguistic resource is a terrible thing to waste in the language classroom; moving beyond absolutist positions to an understanding of how the native language can be exploited in the service of language education should be a positive development. ■

Notes

1. See Modica (1994) for a discussion of the roots of the prohibition of the native language in the foreign language classroom, a review of research supporting native language incorporation, and an extended argument for the types of activities included here.
2. In fact, given the low number of contact hours (and other obstacles inherent in many university language programs) communicative competence may be an unrealistic expectation for both learner and instructor. But that is not the issue here.
3. The discussion in this essay is applicable to any second language learning situation that meets these criteria. English is chosen here only for its ready correspondence to the widely-used and familiar terms ESL and EFL.
4. Two inferences which can be drawn from this essay should be made explicit. The first is that foreign instructors in monolingual teaching contexts must gain proficiency in the language of their students. To live and work in a culture insulated from its communicative modality surely handicaps a teacher socially and professionally. It sends the wrong signals to both students and fellow professionals, particularly

when one's specialty is language. The second is that non-native speakers have valuable skills that make them potentially superior language educators. Their perspective on the target language, one congruent with that of their students, their understanding of the native culture generally and the native pedagogical culture of the classroom, their talent for bilingualism—these commendable credentials are too often neglected in hiring meetings. This author advocates reconsideration in these areas as well. If the pedagogical issue of L1 use in the language classroom opens the door to discussion of important professional issues, all the better.

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Communicative grammar-translation: Say what?

Robert Weschler
Kyoritsu Women's University, Japan

THE TEACHER STARES DOWN at the wide eyes of her new students, "Class. We are here to learn English. As of today, you are not to use Japanese in this class. This is an English-only class." And it is from that moment, I would argue, that the class is lost (in more ways than one).

Where did we get this idea that only English should be spoken in the English classroom? Is it based on any empirical evidence, any substantiated research, any corroborated theory? It is my purpose to show that, while yes, our students are here to learn English, there are many possible means toward that end, that there is a time and a place for everything, and that one of those means is the timely use of the students' first language; in our case Japanese.

Furthermore, I intend to show that by combining the best of the traditional grammar-translation method with more modern, communicative methods, a new, more powerful hybrid can emerge in which the focus is more on the meaning of the message than its form. For lack of a better term, I will call this method "functional-translation."

But first a bit of historical backtracking is in order. Usually, whenever a new methodology appears, it is as the promised solution to a perceived problem. This would seem to be the case with communicative methods. What was the problem? Quite simply, Japanese college freshmen, after having studied English for six years in junior and senior high school, *simply could not speak English!* The logic that followed was as straightforward as it was wrong. How were these students taught English? Through the grammar-translation method. Therefore, the grammar-translation method doesn't work. Period.

The solution to the problem seemed equally transparent. Throw out the grammar-translation method completely and replace it with communicative methods in which *only* English would be used as the most direct means toward learning the language.

I will argue that this entire leap of faith is based on some dubious logic: the first, false *conclusions* about the *shortcomings* of the grammar-translation method, and the second, false *assumptions* about the *merits* of so-called direct, communicative methods.

So let us first examine what presumably accounts for the failure of the grammar-translation method. Most arguments fall into one of the following four areas:

1. Thinking in the mother tongue inhibits thinking directly in the target language (where "directly" is the key word):

The main objection to translation as a teaching device has been that it interposes an intermediate process between the concept and the way it is expressed in the foreign language, thus hindering the development of the ability to think directly in the new language. (Rivers & Temperley, 1978, p. 326)

This is sometimes referred to as interference.

2. The Japanese language only serves as a crutch; the more quickly it is disposed of, the better.

3. Too much reliance on the first language will result in an interlanguage, with the result being some of the hilarious Japlish we have all come to love and cherish.

4. The use of the first language wastes too much valuable class time that would better be spent with the target language.

All of these four arguments can also be used against my proposed functional-translation method, and I will counter each in due course when I deal with those possible objections. However, I merely mention them now so as to draw attention to the wall of resistance that lies before any attempt to reinstate the use of Japanese in the English classroom.

NOW THAT THE SUPPOSED EVILS of translation, per se, as a pedagogical tool have been brought to light, let us turn our attention to the supposed merits of direct, English-only methods which so conveniently arose to fill the void. I would separate these arguments into two groups: the first, what I would call the *unexamined tatamae*, and the second, the *hidden honne*.

Among the unexamined *tatamae*, otherwise known in English as rationalizations, are the following claims:

1. First and foremost, by simply not using the mother tongue, one avoids all the aforementioned problems associated with the grammar-translation method. Simple enough.

2. Children learn their first language directly. Why can't adults do the same with a second language?

Before going any further, let us contrast these assumptions with the reality of what actually goes

TABLE 1
Assumptions and Classroom Realities

English-Only Assumptions	Classroom Reality
<p>The problems of grammar-translation can be avoided: specifically, students can be taught to think directly in the target language; they will not become dependent on the mother tongue as a crutch; there will be no first-language interference; an interlanguage (which has later to be eliminated) will not be allowed to develop in the first place; valuable class time can be spent entirely on the target language.</p>	<p>No matter how hard they may try, adult students cannot escape the influence of first language: They will always be asking themselves, "What does ___ mean?" and decoding the answer in Japanese, if not orally, then mentally. Suppressing this natural tendency only adds to the counterproductive tension already in the class. Why fight it? Use it.</p>
<p>Adults can, should and will learn like children: Children follow a natural order of acquisition; they learn by trial and error and are unafraid to make mistakes since they can't consider them mistakes; they master the concrete before the abstract; they actively involve all their senses in the learning process; they anxiously seek to discover what they don't understand; they are rarely judged on the appropriateness of their questions; <i>if children can master language directly, why can't adults?</i></p>	<p>Adults think differently than children, and even if they learned identically, they don't have the same time and opportunities: Children take years to work their way up from the concrete to the abstract, and are allowed to enjoy the trial and error process that requires. Adults, particularly Japanese, are unwilling to risk losing face. They are more interested in learning the vocabulary and structures needed to express their abstract ideas, which are best accessed through translation.</p>

on in the classroom and in the students' brains (Table 1).

Yes, given unlimited time, perhaps a direct, English-only method would produce the best results, even for adult students. However, given the real world time constraints of a typical adult educational program, the use of the first language provides for the most efficient use of limited class time. In fact, it could even be argued that time is the one independent variable on which all other factors are dependent, and that the lack of time makes any discussions on the merits of various methodologies entirely moot.

Furthermore, another assumption of certain English-only, direct methods is that they can be applied equally well to any level or content of language. Take, for example, the case of Total Physical Response (TPR). While I myself enthusiastically use many of its techniques for beginner level students trying to master concrete language, there comes a point beyond which abstract concepts simply cannot be conveyed through gestures, pictures and commands.

"Give me an apple." Yes.

But "Give me liberty or give me death." Well.

Much of my frustration with direct methods comes from my own experience being taught Japanese in such a way. Countless times I would hear the teacher make a statement, feel I understood each individual word, but had no idea what the sentence as a whole meant. I realize there are those who say that certain things simply can't be translated. However, I would still argue that unless you can rephrase a statement in your own first language such that the essence of the meaning is maintained, you really don't *understand* it.

And make no mistake about it. Most students in

English-only classes, if they're not totally confused and are still awake, are constantly asking themselves, "But what does it mean?" And they answer themselves in Japanese, no matter how much you as a teacher may want them to "think in English." In a fit of wishful thinking, advocates of the direct method assume that if students don't understand something (which is usually the case), they will simply ask for clarification. But remember, this is Japan. Be serious.

So if, in fact, the assumptions underlying much of direct, English-only methods show serious flaws, why does it continue to be so commonly accepted? It is here that we must return to the "hidden honne," otherwise known in English as the *real* reasons underlying so much blind faith.

1. Most native speaker teachers, even if they wanted to in principle, couldn't hope to use Japanese simply because they aren't good enough at it. This is understandable, no cause for shame and by no means precludes them from being potentially outstanding teachers. Yet by the same token, simply because the teacher may not understand the language of the students is no reason to prohibit the use of Japanese in the classroom.

2. Most texts used by native speaker teachers (such as those published by Oxford or Cambridge University Press) coincidentally but conveniently contain only English (thereby seeming to absolve the teacher of having ever to refer to Japanese). Yet at no point should we deceive ourselves. Those texts are not monolingual for any particular pedagogical reason. They are monolingual primarily because it is cheaper to produce them that way, and because they are designed for the largest possible audience, meaning a world audience. (The French might find Japanese annotations to *Streamline* par-

ticularly puzzling.)

And lest you think that it is our *students* who cry out for an only-English approach, the following suggestion may help rid you of that delusion. The next time you are in Kinokunia Bookstore in Shinjuku on the 6th floor looking for something appropriate among the mountains of foreign-published, monolingual texts, notice who your *tachiyomi* neighbors are. They will be mostly your fellow native-speaker teachers. Now if you want to know where your students are, go down to the 5th floor where you will find them packed in like sardines among the bilingual language texts produced by Japanese publishers.

NOW THAT I HAVE POINTED OUT others' claims to the *supposed* shortcomings of the grammar-translation method and the *supposed* merits of direct, communicative approaches, allow me to return to reexamine the initial problem. In effect, why can't Japanese students speak English? Is it simply because, as is so commonly assumed, their mother tongue was used in the learning process? No, I don't think so. Rather, due to historical forces, techniques designed for one purpose (namely, translating literary and technical, written documents) were simply misapplied toward a new and very different goal (that of training English language speakers), with nearly disastrous results.

The ways in which the traditional grammar-translation method have been misapplied or distorted can be broken down into the following four areas: the purpose to which it is applied, the focus or type of language being translated, the materials used to apply the method, and the methodology used in the classroom. It should be kept in mind that most of the materials were prepared over time by Japanese professors who, while trying to do their best, could never be expected to produce near native-like English. This alone accounts for deficiencies in the particular translations produced, and why the mere act of translation cannot be held accountable. To prove the point, Table 2 contrasts the weaknesses of traditional grammar-translation with what I propose as functional-translation, in each of the four areas.

Upon close inspection of Table 2 it should become apparent that the use of Japanese *in and of itself* in texts and in the classroom is not the problem. It can have good or bad effects. Rather, whether it is useful or detrimental to the learning of English depends entirely on the purpose to which it is applied, the focus and type of language being translated, the materials used to apply the method, and the methodology used in the classroom.

AND SO WE ARE FINALLY READY to set about establishing the basis for the functional-translation method. It is a "functional" method (as opposed to "grammar-based") because the emphasis is first on helping students to understand and convey the meaning of ideas most useful to them. Only then is the appropriate grammar sought out as the framework in which to express that idea. It is a "translation" method because it makes unashamed use of the student's first language in accomplishing that goal. Planned carefully, it will combine the best of traditional grammar-translation with the best of modern direct, communicative methods.

Using the categories established in Table 2, let us attempt to define the key elements of a functional-translation method.

Its purpose is to allow students to learn the useful English they want to learn in as efficient and enjoyable a manner as possible. This entails taking advantage of the knowledge they already possess in their first language as well as their innate, higher-order cognitive skills. Ultimately, the goal is to empower students with the skills necessary to take over their own learning based on their own needs and interests.

The type and focus of language in the syllabus will vary according to the needs of the students; thus it will be relevant, colloquial (or academic, as the case may be), challenging and approached from both sides of the bilingual equation.

The materials will be designed along the lines of the latest in communicative theory. Thus, they will be task-based and include such activities as jigsaw puzzles, brainstorming sessions,

roleplays, pair work, small group work and information gaps. However, unlike prior communicative materials, a conscious effort will be made to incorporate the Japanese language as an integral element in the transfer of information between students. The texts should be so designed as to allow for easy use by any teacher, from the Japanese high school teacher with little or no English speaking ability to the native speaker with no Japanese speaking ability. In other words, the texts should include self-contained, student-accessible translations and answer keys.

In order to take advantage of these new materials, a communicative methodology has to permeate the classroom. The teacher is no longer a lecturer dispensing information. She is a facilitator organizing the flow of activities and a resource to whom the students can turn for guidance. In the course of those activities, the content of ideas in Japanese will precede the form of their expression in English.

Thus, for example, it will be totally permissible for any group discussion to begin with a brainstorming session in Japanese (recorded on tape or by class secretaries) to be later converted by the

*The teacher...is a facilitator
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TABLE 2
 Contrasts between Traditional Grammar-Translation and the Proposed Functional-Translation

Traditional Grammar-Translation	Proposed Functional-Translation
<i>(a) Purpose</i>	
1. To decode technical texts	To express one's own ideas
2. To elicit only one correct answer	To negotiate meaning and train for tolerance of ambiguity
3. To prepare for absurdly detailed tests	To supply the students with useful language for communication
<i>(b) Focus and Type of Language</i>	
1. Word level	Idea level
2. Literary, narrative text	Communicative conversation
3. Old-fashioned	Current
4. Irrelevant to student	Relevant to student
5. Form (i.e., grammar)	Function (i.e., meaning)
6. Stiff and formal	Colloquial and idiomatic
7. Too many infrequent, useless words	Fewer frequent, useful words
8. Wrong	Correct
9. Out of context (discreet and indigestible)	In context (embedded and memorizable)
10. Deductive (rule-driven)	Inductive (discovery)
11. Bad test-driven	Necessary language-driven
12. Too complex and difficult	Simple and direct
<i>(c) Materials</i>	
1. Produced by Japanese speakers (awkward)	Produced by Japanese and native speakers working together
2. For students working by themselves	Collaborative
3. Text-oriented	Visually stimulating
4. Reading-based	Communicative bilingual info-gap
<i>(d) Methodology</i>	
1. Teacher input-driven (What we think they should know)	Student output-driven (What they want to say)
2. Teacher centered (Lecture note-taking)	Peer teaching (Pair/group work)
3. Focus on the part (micro-analysis)	Focus on the whole (brainstorming)
4. Prepare for intimidating test	Allow for student self-correction
5. "What does ___ mean?"	"How do you say ___ in English?"

group to the appropriate English. For those who would object that any such class time not spent directly in the target language English would be a waste of time, I would ask, what greater waste of time is there for the student than to listen to a stream of meaningless noise? In the words of Rod Ellis, "teachers and teaching materials must adapt to the learner rather than vice versa" (Ellis, 1990, p. 53).

The atmosphere will be one of cooperative learning, wherein the teacher and students work together to negotiate meaning and resolve ambiguities—in other words, a real language learning environment. Students will be encouraged to generate their own materials, with the text and teacher merely providing the framework. And given supportive bilingual materials, teachers will be freed to do what they do best (that is, Japanese teachers analyzing sentence structure through the traditional grammar-translation techniques, native speaker teachers using communicative prompts), knowing that in either case, the students have been supplied with the necessary materials to aid in comprehension.

Finally, the teacher can begin her first lesson, "Class. We are here to learn English. Let's do whatever we need to do." ■

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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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Conferences and institutes around the world

April 1995

Date: April 17-19, 1995
Name: Southeast Asian Ministers of Education Organization Regional Language Centre (SEAMEO-RELC) 1995 Seminar

Place: Singapore
Theme: Exploring Language, Culture and Literature in Language Learning
Contact: Chair, Seminar Planning Committee
SEAMEO-RELC
30 Orange Grove Road
Singapore 1025, Republic of Singapore

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@unizulul.ac.za

Date: May 5-6, 1995
Name: Wisconsin TESOL

Place: Green Bay, Wisconsin, USA
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

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
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, Allée 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

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

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
Tel +1-703-836-0774
Fax +1-703-836-7864

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

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

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
Tel +1-703-836-0774
Fax +1-703-836-7864

November 1995

Date: November 3-4, 1995
Name: Texas TESOL State
Conference, TEXAS TESOL
II

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

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ments for this column to Dwight J.
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Suhdaemoon-ku, Seoul, Korea 120-
140. Fax +82-2-364-4662. Email
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Announcement

The Committee on Professional Standards has recognized that the TESOL Statement on Standards for EFL/EIS professional programs may not be easily accessible to everyone responsible for setting program standards because it has only been published in English. A much wider audience could conceivably be reached if it were made available in other languages. This way, officials who make the decisions as to appropriate program standards would have access to TESOL standards as well. If you or your local affiliate would be interested in getting involved in such a project, do the following:

- (A) Write to the TESOL Central Office:
TESOL
1600 Cameron Street, Suite 300
Alexandria, Virginia 22314 USA

and request a copy of both the Core Standards for Professional Programs and the Standards for EFL/EIS Professional Programs.

- (B) Contact the Chair of the Committee on Professional Standards:
Virginia L. Christopher
Director, English Language Center
Columbia College
6037 Marlborough Avenue
Barnaby, BC CANADA V5H 3L6
Tel +1-604-436-0144, +1-604-430-6422
Fax +1-604-436-1079

and let her know that your or your local affiliate would be interested in translating and/or editing one or both of the documents listed above. Your contribution to this project would be greatly appreciated!

Job openings

YONSEI UNIVERSITY, Seoul. *Position:* Instructor of English in the English Department. *Beginning:* Late August, 1995. *Qualifications:* A Master's degree, not necessarily in ESL, and teaching experience. *Duties:* Teach English conversation and composition, public speaking, pronunciation, and/or reading, plus office hours and staff meetings. Each teacher teaches four classes per semester (12 class hours per week) to classes of 25-30 students each. *Salary:* Varies by education and experience; ranges from US\$22,000-25,000 per year after all taxes. *Benefits:* Yonsei does not officially provide help with housing, but has a few faculty single rooms which might be available. *Visa Sponsorship:* Yes. *Send:* Cover letter and resume. *Contact:* Dr. Horace H. Underwood, Department of English, Yonsei University, Seoul 120-749, Korea. Fax +82-2-393-7272.

YANG-G FOREIGN LANGUAGE SCHOOL, Taejon. *Position:* English instructors. *Beginning:* Immediately. *Qualifications:* Minimum 4-year degree; love to work with people. *Duties:* 25 teaching hours/week. *Salary:* ₩1,200,000/month. *Benefits:* Furnished, shared apartment within walking distance of school. Friendly teachers. *Visa Sponsorship:* Yes. *Apply by:* (Open). *Send:* Resume, copy of diploma. *Contact:* Danielle Rowley, 63-10 O-Jung Dong, Taeduk Ku, Taejon, Korea. Tel 042-623-4920. Fax 042-635-3598.

TOP LANGUAGE SCHOOL, Chonju. *Position:* English instructor. *Beginning:* (Open). *Qualifications:* Native speaker of English; BA/BS up. *Duties:* (Not described). *Salary:* Equivalent of US\$14-20,000/year. *Benefits:* Housing. *Visa Sponsorship:* (Information not supplied). *Apply by:* Position open until filled. *Send:* Resume, copies of diploma, transcripts, 2 passport-sized photos, local phone and fax numbers. *Contact:* Yi Yangsun, Top Language School, 39/1 2-ka Jung Ahng Dong, Chonju, Chollabuk-do, Korea. Tel 0652-71-5945. Fax 0652-74-4266.

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Arguments against using the monolingual dictionary

John Holstein
Sungkyunkwan University

I OFTEN PREACH that the student should use the monolingual (English-English) dictionary before using the bilingual (Korean-English) dictionary. Here are some of the doubts I have heard from students, and my replies to those doubts.

1. "It's too difficult to understand the definition in the monolingual dictionary." In reply: Definitions in the monolingual learner's dictionaries in Korea use only the 2,000 most basic words of English. Basic means that they are essential to you, and if you don't know them, you had better learn them. The more difficult it is for you to understand, the more you need the practice which you will get from using the monolingual dictionary.

2. "It takes too much time to use the monolingual dictionary." In reply: More time involved in using the language (wrestling with the English definition) is actually a good thing. It is more time-efficient in the long run. This is because in the time it takes you to understand the real meaning of one word, you get several other things. You will get the following benefits, whether you make a conscious attempt or you merely read the definition and examples:

- review of vocabulary you know already but might forget,
- review of grammar,
- new usages of vocabulary which you already know,
- learning required basic words, and
- learning useful conventions (commonly used phrases like "be five minutes late").

The reason you look up a word in a dictionary is to learn the word. And the reason you want to learn the word is to express yourself better in English. The *total* time it takes you to express yourself well in English will be shorter if you use the monolingual dictionary.

3. "I want a concrete equivalent Korean word (1) for easier understanding or (2) so I can remember the English word more easily." In reply: The biggest obstacle to becoming really fluent in English is translating from Korean into English. Conversely, the best way to become fluent in English is to think in English. Learning and speaking new vocabulary

through Korean equivalents is translation, which prevents thinking in English. If you depend on one-to-one equivalents, that means you are not thinking in English. You are translating from Korean, and the result is artificial English.

Actually, there are not as many real equivalents between English and Korean as you think. For example, the word *expectation*. The bilingual dictionary misleads you into thinking that the Korean equivalent for *expectation* is 기대. Look below at the bilingual dictionary definition, and then compare it with the monolingual dictionary definition below that.

In the *Essence*:

expectation n 1. 기대. 예기; 가망, 가능성: wait in expectation 기대하다. 2. 기대되는 것: (pl.) 상속할 가망성이 있는 재산: He has great expectations from his father. 그는 아버지로 부터 많은 재산을 물려 받을 가능성이 있다.

One problem with this entry is that the sample sentence is not good English. With the preposition *from*, the sentence has no meaning. If we change the preposition to *of*, the sentence would mean that he expects his father to do great things; it has no relation with inheritance, which the translation shows.

Another problem: The entry in *Essence* makes the student think that *expectation* means thinking that something *positive* may happen.

Now, let's look at the entry for this word in the Longman's Dictionary. In *Longman's*:

expectation n 1. the condition of expecting: There is every expectation of a cold winter.

The entry for *expect* in *Longman's* is:

...to think (that something will happen): I expect (that) he'll pass the examination./He expects to fail the examination.

You can see that the explanation in Longman's tells the student that *expectation* can mean thinking that either a positive ("pass") or a negative ("fail") thing may happen.

Another problem related to the desire for exact equivalents in the English-Korean dictionary: mistakes. The example above, "He has great expectations from his father," is translated to include 재산; a native speaker would not think that the concept of property or wealth is included.

Another example (one of many examples) of the mistake of looking for equivalents: the Korean "equivalent" for the word *embarrassed*. Most of my students say *embarrassed* when they mean *confused*. That's because the bilin-

gual dictionary gives 당황 as the main meaning of embarrassed. This is not only misleading. It's wrong.

4. "Because of cultural differences, a Korean student cannot understand the exact meaning of many of the words used in the English definition. For example, there are many meanings of the word love, and when that word is used in the definition, how is the Korean student to know which meaning of that word is being used in the definition?" In reply: Actually, the 2,000 basic words used in the definitions of the monolingual dictionary are universal in their meaning. And, if your confidence in your understanding of such basic English words is so weak, then how can you manage to read, write, or speak English at all, without using the bilingual dictionary for every

word? In addition, the monolingual dictionary provides many sample sentences, which provide contextual explanation of the meaning of these words, and this will ultimately help you get an accurate understanding of them.

Don't look for the easiest or quickest way. Don't be impatient. Involve your whole mind, not just one part of it, in learning English. Use this dictionary first, so that you can get the true and accurate meaning and natural and accurate examples of the word, and get used to thinking in English. Carry the monolingual dictionary with you to school.

Then, when you get home, look in your bilingual dictionary for the Korean "equivalent" if you want. Because you used the monolingual dictionary first, you will find the word closest in meaning. ■

Role play tips

R.D. Lafferty

THE ROLE-PLAY (RP) as a TESOL teaching method has, at times, acquired an undeservedly bad reputation as a result of being misused by facilitators lacking in RP skills and experience. However, the role-play is a distinctly effective means of stimulating a variety of real-life situations in which individuals attempt to persuade each other or to reach agreement. RP exercises enable teachers, students, executives and others who will work with native speakers of English to experiment with diverse ways of dealing with people in different situations without the losses and expense which would result from being thrown ill prepared into a real-life situation.

Some jobs require a greater amount of skill in human relations at a professional level. The role-play serves as a truly effective method of instruction where learning outcomes like skill in human relations, insights into human behavior, sensitivity to interpersonal contacts, and cross-cultural awareness are necessary. To achieve its greatest effectiveness as an educational method, a role-playing episode must be carefully prepared and conducted. Basic steps in securing the most learning from a role-playing episode should always include:

1. Determine the objective of the RP episode.
2. Structure the RP so that it will present a situation to achieve that objective.
3. The TESOL facilitator must establish roles and designate participants.

4. Prepare the class, any audience besides the class, and all participants for the RP episode. This can also include setting up any props or improvising costumes for the RP activity.
5. Perform the RP.
6. Carefully analyze the RP episode.
7. Evaluate, summarize and discuss the episode not only as a classroom activity but also as to how effective the participants would have been if the RP had been a real-life situation.

Knowledge and understanding during the application of the evaluation step will help a TESOL facilitator increase his or her skills and proficiency in using the role-play as a positive instructional method. I suggest using a video recorder attached to a television set in order that the role-play can be played back so that errors as well as commendable efforts of the students can be seen and better understood by the class as part of their learning experience.

On the surface, the role-playing technique will appear to be very simple, even deceptively so, and therefore seem to create only minimal demands on the facilitator. However, on close inspection it is evident that the RP can demand an extraordinary amount of skill, diplomacy, acuity of observation, and thoughtful analysis. The TESOL facilitator's extensive exploitation of the evaluation step is the best means of developing these skills and insights for the classroom. ■

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 37.

Editorials and second language learning

George Bradford Patterson II

AN EDITORIAL from a newspaper, newsletter, magazine, etc. is a wonderful innovative device for second language learning. It not only facilitates reading and writing skills but also assists in improving aural and oral skills.

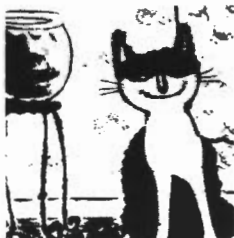
One useful technique for reading skills is to read the editorial at least twice with the class. Then, have the students look for the main point, the supporting details and the conclusion of each paragraph. They should also underline the words that they do not understand and try to comprehend them within the context of each paragraph. After discovering the meaning of the words, they should think of synonyms and related words that could replace them in each of the particular contexts. Then, have them mentally summarize each paragraph as briefly and concisely as they can. There should be an introduction, a middle or body, and conclusion. They should also mentally summarize the entire editorial, employing the same method.

Concerning their writing skills, they can use a similar procedure by summarizing every paragraph on paper. They should rewrite the summaries of each paragraph at least twice. Then, have the students write a summary for the editorial as a whole. It is preferable that they rewrite the editorial summary not less than three times.

A useful technique for improving their aural skills is to have them listen carefully to an editorial presented to them by tape or voice. You should read the editorial to them slowly at first. Then, gradually increase the speed of your reading until you reach normal speed. Then ask them listening comprehension questions. To facilitate this listening task, have them ask each other similar kinds of listening comprehension questions in pairs, small groups, larger groups and then the whole class.

Another pragmatic technique is to have the students summarize orally an editorial from a newspaper, newsletter, or magazine. You can also have them engaged in pair work for this activity. You may also encourage the selection of another editorial on a related topic to stimulate a wider discussion for a more advanced class.

Thus editorials can be a very pragmatic and creative device in enhancing the second language skills of our students, especially when the editorials chosen present diverse and interesting topics. We should employ editorials in the language classroom, in order to motivate students to improve their abilities: reading, writing, listening and speaking. ■



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Korea TESOL chapter activities

(Continued from page 10)

in spreading the word about the work Korea TESOL is doing with and for teachers at the secondary school level in Korea.

The March wind blew in Rachel Walzer, an ESL educator from Tokyo who specializes in learning English through drama.

ONE of the Obstacles that retards us in the Pursuit of the Greek Language, is, methinks, our not accustoming ourselves sufficiently to compare it immediately with our own Tongue, forcing our Thought to wind round about with a Latin Explication. Wherefore the same thing happeneth here, as that which I mentioned above with regard to the Formation of Tenses, which is to produce a perpetual Embarrassment in the Mind, through the Multiplicity of things, which it must have all present at the same time, in order to arrive to the Place, where these Turns and Windings, which are commonly practised, propose to lead him.

WHEREFORE if after having a Greek Grammar in French, such as this is, together with the Roots and Etymologies, which I promise the Public, some skilful Hand would attempt (which I don't despair of seeing) to publish Greek Writers, with a French Version in the opposite Page: I dare affirm, that the Greek Language would become not only more easy and more agreeable, but moreover more common by half, than what it is at present throughout this Kingdom.

—Claude Lancelot (1615-1695), *A New Method of Learning the Greek Tongue*

She started her whirlwind tour of the country on Friday the 17th, giving a workshop in Taejon on the use of drama at the secondary and university levels. The workshop included vocabulary building and pronunciation improvement while creating ideas for student projects. Participants were shown how to address issues in cross-cultural communication through drama. Teachers of all levels left with ideas to use in their classrooms, as well as imaginative ways to improve on methods already in use. More importantly, Ms. Walzer demonstrated how to lay a foundation for sustained, systematic use of drama going well beyond the sort of "quick fix," get-me-through-this-week approach.

At the regular Taejon Chapter meeting on the following day, Dr. Janis Flint-Ferguson, a middle school education specialist from Gordon College in Massachusetts, discussed developments in the U.S. educational system. Her presentation focused on a holistic, student centered approach to language

learning. She provided valuable insight into practical ways of addressing individual student needs. A lively discussion ensued, that highlighted contrasts between the Korean and American systems.

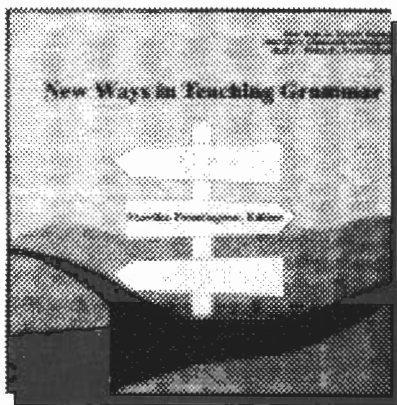
Rodney Gillett, Demetra Gates and yours truly continue to construct the foundation of the Global Issues special interest group (SIG). The March organizational meeting (pending at the time of this writing) is to outline an ambitious program of accomplishments to pursue in the next year, including compilation of a list of teaching materials, sources and contacts who help spread awareness of efforts to bring global problems to students' attention in the process of language teaching. All interested persons may contact Demetra Gates for more information. She can be reached by fax at 042-672-7205, or by email at gatesde@adam.hannam.ac.kr. The next group meeting for the Global Issues SIG will be held in late April. ■

Carl Dusthimer

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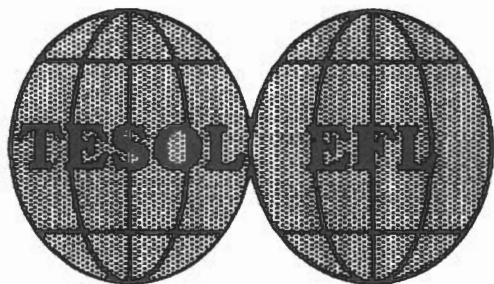
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Please send corrections and changes for this list to the editor (fax 02-364-4662).—DJS

Publish an Article in the *EFL-IS Newsletter*



Newsletter

ENGLISH AS A FOREIGN LANGUAGE

The official publication of the Interest Section
Teachers of English to Speakers of Other Languages

The TESOL EFL Interest Section is seeking articles on a variety of subjects (300-700 words). If you have a manuscript on a recent teaching technique or an experience you would like to share with colleagues around the world, submit your article to: Virginia S. Martin, *EFL-IS Newsletter* Editor, English Department, Bowling Green State University, Bowling Green, Ohio 43403, USA
Tel +1-419-372-8133, Fax +1-419-372-0333, Email Vmartin@opie.BGSU.edu

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).