



LANGUAGE TEACHING

The Korea TESOL Journal

Korea TESOL
and Internet's
World Wide
Web

Thomas Duvernay

Replacing
plagiarism
with
conversation:
Using
surveys to
develop
writing skills

*Barbara Cram &
Heather Sutch*

Reviews

Chapter reports

Job openings

Conference
announcements

News

Commentary

How to choose and
use situation
comedies in ELT

Johanna E. Katchen

Lexical matches...
and mismatches

John Holstein

A syllabus for
teaching intercultural
communication

Laura MacGregor

Model lesson
expectations:
Form versus purpose

Laura K. Larson

EDITORIALS & CORRESPONDENCE

<i>Greg Matheson: Korea TESOL: Quo Vadis?</i>	43
Ever the same	44
Letters to the Editor	44

REPORTS

Korea TESOL chapter activities	45
<i>Kim Jeong Ryeol: The 1995 TESOL Convention</i>	50
<i>Carl Dusthimer: D-Day (plus 51)</i>	50
Korea TESOL Bylaws amendment proposed	51
The Korea TESOL events calendar	53

FEATURES

<i>Johanna E. Katchen: How to choose and use situation comedies in ELT</i>	54
<i>John Holstein: Lexical matches...and mismatches</i>	59
<i>Laura MacGregor: A syllabus for teaching intercultural communication</i>	61
<i>Laura K. Larson: Model lesson expectations: Form versus purpose</i>	69

REVIEWS

<i>The Reflective Practitioner: How Professionals Think in Action</i> by Donald A. Schon / Reviewed by Greg Matheson	71
<i>How Languages are Learned</i> by Patsy Lightbown and Nina Spada / Reviewed by Dwight J. Strawn	71

CONNECTIONS

<i>Thomas Duvernay: Korea TESOL and Internet's World Wide Web</i>	73
<i>Terry O'Donnell: Accrediting agency in TESOL's future</i>	74
Conferences and institutes around the world	76

CAREER MOVES

Job openings	78
Birmingham distance MA program	78

TEACHNIQUES: TIPS FOR THE CLASSROOM

<i>Barbara Cram and Heather Sutch: Replacing plagiarism with conversation: Using surveys to develop writing skills</i>	81
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F.Y.I.

Who's where in Korea TESOL	83
Constitution and Bylaws of Korea TESOL	84
Information for Contributors	85
Membership Application/Change of Address Notice	85

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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 85.

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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Guest editorial

Korea TESOL: Quo Vadis?

Greg Matheson

IN THE editorial in the April issue (Mirror, mirror on the wall, *Language Teaching: The Korea TESOL Journal*, Vol. 3, No. 1, April 1995, p. 3), the editor's analogy between the attractions of Korea TESOL and those of flypaper was instructive. All our vigorous activity may be just that of pests not realizing that these are our death throes. The editor admonished us to reflect upon the meaning of our actions and decide whether Korea TESOL was wasting time better spent in more productive ways. To keep this from happening he encouraged us to use the pages of this journal to discuss what we are thinking.

He did not name any particular activity that he thought was a move in the wrong direction. Perhaps the problem is not anything that we are doing but what we are failing to do. In Korea TESOL there has not been a debate about goals as the editor suggests, probably because of the diversity of backgrounds of its members. If there had been, the organization might not be going as smoothly as it is now. But let's ask that question. What is the organization for?

Too often it seems to me it has been a club for tired expatriates to which a large number of token Koreans have gained admittance. We do have the goals of promoting research, increasing cross-cultural understanding and the other one on the letterhead, but do they mean anything? What do these goals mean for monthly meetings or for the journal?

To guard against mindlessness, is there an organization which we can use as a model for Korea TESOL? To take those organizations with foreigners in them in Korea, can we profit from being a lean, mean fighting machine? Or do we want to convert people, the more the merrier, and have them join the church? Do we want to be like the National Education Association, which moved from being a talk shop for educators to being a union for teachers—the non-teachers having been driven out into new organizations like the American Educational Research Association by the teachers taking stands on social issues involving education?

Or do we want to take after TESOL, a big organization in between the models provided by the National Education Association and the American Educational Research Association and less like a classical standard-setting academic or professional body than a group of teachers trying to win for ESL/EFL the status such an organization confers?

As I see it Korea TESOL is different from all these organizations because our goal is teacher development. We are pulling ourselves up by our bootstraps, educating ourselves, not so much because we are isolated from the centers of learning where the people who really know about ESL/EFL exist, but because the field is a frontier one and we are here where the action is. There is no knowledge out or back there which, if we went back to school, we could acquire to solve our problems. There are no ready made solutions to our problems as ESL/EFL teachers. We have to take responsibility for our own learning and our own development. Our only source other than ourselves for our learning and development is each other.

When we have learned and developed we may not have produced any knowledge out there, because teaching languages, like learning languages, is less an academic discipline than a calling or practice. We may not have anything to show for our efforts. There may be nothing we can transmit. This is threatening. We need each other for emotional support. We need to share our hopes, sufferings and aspirations, as Fanselow (1987) said.

But we are not alone. As we make our students take responsibility for their own learning by making them do group work or encouraging them to form circles without teachers, we create for them the conditions under which we also work. In this situation, Korea TESOL is for us what we are for our students. In the classroom we educate other people, but in Korea TESOL we educate ourselves.

Technically, Korea TESOL is educative, but it is providing *nonformal* education, the same way guerrilla movements and Girl Scout/Boy Scout groups do. Everything we do is an education, but some forms of education are more formal than others. Many of us as teachers are involved in *formal* education in schools. But the way many of us learned our language(s) and also learned to teach involved a lot of *informal* education. Even graduates of schools of education learn on the job most of what they know about teaching. Korea TESOL is implicated in this dialectic between informal and formal education but it is neither informal nor formal education. It is *nonformal* and a substitute for formal education, with the absence of English-language-medium TESOL courses here. But it also competes with formal courses, providing a different point of view, even if it cannot expect the same recognition.

According to La Belle and Sylvester (1990), Korea TESOL, as nonformal education, may not reach large sectors of the population *because of the often discriminatory attitudes of its sponsors*. (The finger points my way too.) It may also sell its participants short. As a program, we can adopt either an individual (psychological) or group (sociological) perspective on change. But outcomes will probably

be less dependent on the program than the histories of the participants and their desires. We also have little chance of success in the absence of a cooperative wider social milieu, according to La Belle and Sylvester.

Now, as Kim Wu-Chung of Daewoo says, there is much to do. ■

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- Fanselow, J.F. (1987). *Breaking rules: Generating and exploring alternatives in language teaching*. New York: Longman.
- La Belle, T.J., & Sylvester, J.J. (1990). Delivery systems: Formal, non-formal, informal. In R.M. Thomas (Ed.), *International comparative education: Practices, issues and prospects*. Oxford: Pergamon Press.

Mr. Matheson is President of the Korea TESOL Seoul Chapter.

Ever the same

SOMEONE ONCE told us about a Korean proverb which says that in the course of a decade even the mountains and rivers change places. Despite what the proverb says—and despite the many changes we see taking place around us every day—it seems that, on the other hand, some things always remain the same. When the Songsu Bridge fell into the river last year, followed not long after by the gas explosions in Seoul and Taegu, we thought surely that people would at last begin to pay more attention to basic matters of public safety. Then in June a Seoul department store collapsed, killing hundreds of innocent victims.

While reflecting on these sad and tragic events, we were reminded of the scene, decades ago, at a conference of English teachers held at Ewha Womans University, where we heard a retired senior professor sum up the remarks made in one of the conference sessions with the terse comment, "Ever the same."

One point of the professor's comment was that language teaching in Korea was still plodding along in the same old rut despite all the new trends the conference participants were talking about. Since that time a number of attempts have been made, in both the public and the private sectors, to introduce changes that would bring the practice of language teaching in this country closer to standards accepted in other Asian nations and around the world. Fortunately, there has been some progress in this direction, especially in the past few years, but as one of the articles in this issue reminds us, there are still powerful forces—some of them cultural, some political, and some bureaucratic—that are solidly entrenched in defense of the status quo. Ever the same.

Given the situation we have, can we as teachers learn to relate to it in meaningful ways, learn from it, and then learn to work within it—or perhaps around it—to promote effective language teaching and language learning? Several articles in this issue suggest that indeed we can, and that we can make a good start by paying more attention to what students are interested in and the particular problems they have, both with language forms and with different cultural patterns, and by taking advantage of available resources and new technology.

We send this issue to you with special words of thanks to Associate Editors Daniel Roberts, Shane Carter and Eric Shade who have left the journal staff, to Elisabeth Witchel and Mark Creasy who will soon be leaving, and to Managing Editor Terry Nelson who will be leaving with the completion of the next issue. We hope you will enjoy reading the issue, that you will reflect on the questions raised in it, and that you will share your observations with other readers by sending us a letter or article to be considered for the next issue. — DJS

Letters to the Editor

To the Editor:

Just want to say how much I appreciated reading the most recent issue of *Language Teaching*. Tom Farrell underscored a significant point in his article about reflective teaching and Weschler's article on grammar-translation was succinct. The chapter news was of marginal interest to me, perhaps simply because I am living outside of the country. I wonder if there might be room for balanced book reviews in *Language Teaching*: I think this sort of feature might add scope to the publication. The Job Openings section of your publication is much more active [than] the job openings which appear in *The Language Teacher*. I am glad to know this aspect of your publication is thriving.

All in all, *Language Teaching* is a fine publication. Thanks for putting in the effort to make it real.

TIM NEWFIELDS

Shimizu, Japan, May 4, 1995

The writer is the National Recording Secretary for JALT, the Japan Association for Language Teaching.

We do publish reviews from time to time and, as Mr. Newfields suggests, we would like to make this a regular feature of the journal. Readers who are interested in sharing their discoveries of books and other materials by writing a review are invited to do so. Please refer to "Information for Contributors" on page 85 and the suggestions for writing a review which can be found on page 60 of this issue. - DJS

*Into the World Through
Language and Culture:
Register now for the
October 1995
Korea TESOL
Annual Conference
to be held in Seoul at the
Yonsei University
Language Institute.
Details on page 49.*

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 85.

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Korea TESOL chapter activities

Taegu

THE Taegu Chapter continues to have monthly meetings which have been well attended, between 40 and 70 people each time. At our April meeting Nancy Leonard, Academic Director of ELS Taegu, gave a demonstration of Community Language Learning. For this demonstration, involving a Spanish lesson, she used meeting volunteers. With this approach, the teacher needs to be fairly fluent in the students' first language. The main strength of this approach is that it is very learner centered. The language to be learned comes directly from the student, with the teacher playing a supporting or advisory role, so relevant communication takes place from the very beginning. Ms. Leonard showed her extensive knowledge and ability in using this approach, as well as her flexibility as a teacher.

Despite the postponement of the meeting from May 4 to May 21, due to scheduled demonstrations, the conference room at the Taegu-American Cultural Center was filled to capacity. At this meeting, Mr. Kim, of Language International Kim Enterprises and the Taegu branch of the SDA Language Institute gave a lively presentation on using songs specifically written to integrate with instruction of specific language skills. The presentation was well received by all those in attendance.

On Saturday, June 3, the Taegu Chapter held its last regular meeting of the Spring term. At this meeting, Dr. Ahn Jung Hun, Professor of English at Pusan National University, gave a presentation on a revised method for

using the Silent Way approach with Korean ESL students. This method was originally developed by Caleb Gattegno (1972) and is based on the idea that learning is enhanced if the learner discovers and creates, is able to see physical objects and uses the material to be learned to solve problems. Dr. Ahn's presentation was well organized, entertaining and informative.

The Taegu Chapter greatly appreciates the work that Ms. Leonard, Mr. Kim, and Dr. Ahn did in preparing their presentations. They have done much to make our 1995 Spring schedule a success. The Taegu Chapter ended this term with a social gathering and dinner at the Taedong Hanshik Buffet Restaurant on Saturday, July 1. Excitement was expressed by all who attended about the past term's success and the upcoming Fall term's menu of presenters.

Kari Kugler Choi

Taejon

THE highlight of the first half of the year was the annual Korea TESOL Drama Festival held at Hannam University on Saturday May 13. This year there were seven groups participating including ones from universities, junior colleges, a foreign language high school and a middle school. "Campus Comedy", written and performed by The Fallen Angels of Wongwang University, won the major overall prize for the Best Play. Their presentation was nothing less than superb: the language clear and audible, and the plot clever and funny. But the group who won the hearts and minds of the audience of over 300, was from Myodo Middle School, from the tiny island of Myodo near Yeosu, Chollanam-do. Their enthusiasm and zest were something to behold, especially as it had taken them over ten hours to travel to Taejon. Their sojourn to the mainland meant that school had to be canceled due to a lack of students; they had gone off to the

Drama Festival and taken their teacher with them! Maybe there is a lesson to be learned here! Needless to say that the award for the Best Middle School Performance went to Myodo Middle School as well as the prize for Most Enthusiastic Performance. Taejon Foreign Language High School had two groups entered in this year's festival. Group A won an award for their performance of "The Reunion." Their command of English was enough to send some native speakers scrambling for their English-English dictionaries. As for the "Oscars," the award for Best Actor went to Park Se-ho from Wongwang University, and the Best Actress award went to Kim So-young from Hannam University.

The Taejon Chapter would like to express its deep appreciation to the sponsors who donated a swag of prizes and without whose support the festival would not have been possible. They are: Sisa Foreign Language Institute, and our publishing friends, Foreign Language Limited, Prentice Hall Regents, and Kim & Johnson ELT Book Center. THANK YOU!

The April meeting had as its main presenter, Lee Henn, from Chungnam National University, who challenged us to share with one another our cultural biases in a workshop on The Global Village: Positive or Negative? Dr. Seo Eun Mi from Chonbuk Sanup University in Kunsan presented some fun and interesting activities for presenting drama in the classroom, while Hannam University icon Jim Query presented the new segment at our meetings, "Teaching Activities that Work."

At the regular meeting on June 10, the evergreen Carl Dean Dusthimer presented a captivating presentation entitled "Cooperative Learning: It Can Work for Everyone." Andrew Perkins from Seowon University in Chongju presented the second installment of "Teaching Activities That Work," which featured some innovative ways for stu-

dents to interact in the classroom.

The Taejon Chapter will recommence at 3:00 PM on September 23 at Hannam University. Please don't start the semester off playing catch-up ball. Come to this meeting!

Rodney Gillette

Cholla

WE STARTED our election year on April 15, 1995 with a new executive committee and a continuing aggressive agenda. The newly elected executives include: President, Todd Terhune, Chonbuk National University; Vice President, Kim Jin Woo, Korea High School, Kwangju; Secretary, Holly Vandale, Chonnam National University; and Treasurer, Claudia Hett Payne, Chonnam National University, Kwangju. Shortly after the election, Holly Vandale unexpectedly left her job to go back home and J. Scott Payne graciously agreed to another term as Secretary.

As for our progressive agenda, we began with a chapter meeting in Kwangju on June 10. Then from June 15-17, the Cholla Chapter co-sponsored an international CALL (Computer Aided Language Learning) conference at the Language Research Centre of Chonnam University. The featured speakers visited from five countries including the US, Canada, Australia, Taiwan and Japan. The conference was well attended and the integral role of CALL in the broad spectrum of TESL/TEFL was certainly and enthusiastically confirmed.

In the Fall, the Cholla Chapter will sponsor a drama festival in Chonju on Saturday, September 23. This will be our second annual English contest and it promises to be a great improvement over last year's. Middle schools, high schools, and college teams are welcome from all over the peninsula. Please contact Todd Terhune at Chonbuk National University, (0652) 70-2736, for more information. Following the drama contest, there will be two

chapter meetings: September 30 in Chonju and December 3 in Kwangju.

January 28, 1996 is the tentative date for the Cholla Mini-Conference in Kwangju. Last year's mini-conference was a great success and we look forward to our second with great anticipation.

In addition to meetings and events, our agenda involves new member benefits such as mediating classroom visitations for Korean member teachers from native-speaking member teachers. Several of our teachers have already participated and have reported having a wonderful time and look forward to doing it again. Also, a Cholla Chapter Newsletter is on the horizon as well as other member benefits currently under investigation. The future of the Cholla Chapter looks bright in the light of our fast increasing membership. We feel that we must do our best to help our members become the English professionals they desire to be. Join us and see what's really happening!

Todd Terhune

Seoul

AT THE Seoul Chapter meeting in April, Maggy Neff from Inha University presented three learner centered activities. Two took the form of board games with the courses around which 2-6 players move on the throw of dice. In the first, players divulge what they do or how they react in certain situations, e.g. when they are embarrassed. In the second, the squares required them to give personal information (e.g. about pets, family etc.). In the third activity, another touchy-feelie one, students write down questions they might expect persons with whom they have close relationships to ask them about those relationships. These questions were then distributed and asked. Great icebreakers.

In May, Glen Penrod from Samsung Human Resources and Development Center discussed

Announcing

The 1995 Korea TESOL Conference

Into the World Through Language and Culture

Yonsei University, Seoul, Korea

October 27-29, 1995

The Korea TESOL Conference Committee is delighted to announce that the conference will be held at the Yonsei University Foreign Language Institute. We have received proposals from educators in ten countries including Singapore, Japan, Hong Kong, Canada, Thailand, England, Taiwan, the Philippines, the USA and Korea. There will certainly be something (A GREAT DEAL) for everyone! Special Events for the conference include:

The Pre-Conference Reception to be held on Friday, October 27, at Allen Hall (a five minute walk from the conference site). Here you will have a chance to meet some of the conference presenters, publishers and other conference participants. This event is open and free for everyone.

The '95 Korea TESOL Conference Banquet to be held on Saturday, October 28, at Allen Hall. Here again, you will have a chance to meet the presenters and those behind the scenes, and also have a chance to be entertained by a dance troupe from Thailand. The cost for this event has not yet been determined, but details will be posted at the registration desk.

The Korea TESOL Conference Final Bash for the conference will be held on Sunday immediately following the final presentations. This is a chance for you to give your fond farewells to those you have met at the conference and to be eligible for lottery prizes that will include books and other teaching materials donated by the publishers, to whom the Conference Committee would like to express its appreciation for their integral part in making the conference a success.

* * *

We are also proud to announce that we will have as plenary speakers **Drs. Milton and Janet Bennett**, intercultural communication experts from the Intercultural Communication Institute in Portland, Oregon, USA, and **Dr. Jack Richards**, author of the *Person to Person* and *Interchange* series, from Hong Kong. Our other noted presenters include **Marc Helgesen, Steve Brown, Kip Cates, David Paul and Mario Rinvoluceri**.

* * *

We hope that you will join us in October, as we are sure your participation can go a long way in helping in your professional development. Pre-register NOW! See information about pre-registration on page 49 of this issue.

* * *

For further information about the conference, contact Min Byoung Chul or Carl Dusthimer, the conference committee co-chairs, at their addresses shown on page 83.

how to move from practice to communication and work on fluency and accuracy. The secret is preparation of the four bases for communication: who (the discussants), what (the topic), why (the goal) and how (the language). He showed us discussions (of family career decisions), role plays (persuading partners to smoke marijuana), and information gaps (the nature of a crime), all from his book *Touchy Situations*, which he has published himself and which is being used at Hannam and Yonsei Universities, among other places.

In June, Ben Adams talked about content-based instruction (CBI), where students learn something such as literature, history, biology, or psychology in the target language. Students acquire the language just as a heart or strong lungs are developed through learning to play basketball. Grounded in the communicative approach, which advocates a focus on the message being conveyed rather than the language itself, CBI has been gaining support in recent years both in ESL and EFL settings, and yet still remains limited to a small number of innovative programs and instructors.

The election bandwagon in the chapter has been grinding to a halt, apparently because of a lack of leadership. Calling all movers. The venue remains Kim & Johnson Book Store on the third Saturday of the month. We have been starting later at 3 or 4 and the officers remain the same pending the election.

Greg Matheson

Pusan

THE Pusan Chapter's 1995 program kicked off in March with a demonstration of "English by drawing" given by Ellen Bancroft of Pusan University of Foreign Studies. Professor Bancroft felt that having students draw what they hear made this often passive and boring activity more active and enjoyable, and helped them focus on and remember tar-

get language. She also pointed out that it provided a means for the teacher to check students' comprehension and to learn about their perceptions of the world. A record crowd of nearly fifty participants joined in the fun by drawing their ideas of some imprecise quantity expressions (like "a lot of money"), personal descriptions, and facial expressions of emotion. Peter Ackroyd of Fisheries University cited research evidence that Koreans are among the most visually oriented people in the world in support of the idea that a picture may even say more than a thousand words for our students.

Mike Duffy concluded the meeting with a brief talk about error correction. Since almost every elementary course includes an "invitations" unit, with dialogues starting off with such questions as "Are you free tonight?" or "Are you doing anything tonight?", why do many, if not most students revert to "Do you have a schedule tonight?" when they leave the classroom and return to real life? Making flashcards of persistent or fossilized errors was suggested as one way to help students eliminate them. Some high school teachers observed that students learn many of their mistakes from their textbooks.

Ellen Bancroft's colleague Scott Walters addressed another full house in April on the subject of cooperative learning, an approach where members of a group are individually responsible for the performance—and possibly the course grades!—of the group as a whole. He thought that such an approach was particularly appropriate for large classes where the teacher can only monitor students intermittently. Attendees had a generally good time putting together strip dialogues and completing jigsaw drawings, and Professor Walters ran through some other techniques that he had found to be successful, such as group presentations, with each member covering a different aspect of a given

topic, and "Weekend roundup," an activity which could be adapted to practice a variety of sentence structures.

The May meeting took place just a few days after Pusan's selection as host city for the 2002 Asian Games, so it was fitting that one of the city's foremost international citizens, Park Nae-Il, Deputy Principal of Sajik High School, should lead off with his presentation of a painstaking and exhaustive analysis of reading problems from recent college entrance tests, which, he believed, could help teachers predict what would come up this year. The audience on this occasion comprised mostly school teachers, invited by the city's Director of Education. They were rewarded with an entertaining talk by Jookyung Park of Honam University, who came from Kwangju with some tips on helping with some of the typically Korean English pronunciation difficulties. Professor Park demonstrated a technique called "Chain talking," a variation of Chinese whispers, where problematic sentences were passed around groups of six or seven members. Sentences such as "I sing 'He has a fine tree and that's a pine tree'" rarely emerged unscathed; guilty parties were identified and duly admonished.

The chapter completed its pre-summer break program with a wide-ranging talk by Ahn Jung-Hun. He started from the observation that Korean children enter middle school full of enthusiasm for English, but by the time they enter high school, 90% of them hate it. Why? Because, Dr. Ahn suggests, they have developed a kind of inferiority complex and have become convinced that the language is way beyond their ability to master. So, how to teach in such a way as to maintain their self confidence? One way to start is to remind them of some of the 500 English words they already know, like "spoon," "taxi" and "penguin." From there, you can progress to one, to and three-word utterances ("Whose pen?" "Mine!" "An apple? No, a ba-

nana!") and then to easily demonstrated locative prepositional phrases ("in the cup," "under the table"). At every level, students should be encouraged to meet limited objectives. If a student who has learned past tenses says "I eated," the student should be praised for getting the rule right, not criticized for missing the exception.

Dr. Ahn has authored a middle school textbook based on the principles he outlined, but unfortunately it was turned down on the grounds that it violated the conventional grammar sequence; students must not learn "whose?" before they learn "I."

The talk flew off on tangents too many to enumerate, but subjects included energetic foreign teachers (not good for students' self confidence), etiquette at BYOB parties (confusing for Koreans) and Chinese calligraphy (I forget). The Ministry of Education may still not be ready for Dr. Ahn, but if you think your chapter is, look him up on the Korea TESOL speakers list and reserve a 90-minute slot.

Following the meeting, many of the participants moved to a nearby restaurant where our hosts, ESS Institute, treated us to an end-of-term buffet; further encouragement, perhaps, to get together again on September 30.

The Pusan Chapter meets on the last Saturday of each month. Our hosts, ESS Institute, despite celebrating their 35th birthday in May, show no signs of the onset of middle age and continue to provide first class facilities and catering. Congratulations and many thanks to Kim Dae-Cheol and his staff. ■

Mike Duffy



THE 1995 KOREA TESOL CONFERENCE Yonsei University, Seoul, Korea October 27-29

Pre-registration Form

The 1995 Korea TESOL Conference Committee is happy to announce that the conference will be held at the Yonsei University Foreign Language Institute in Seoul. We are making efforts to streamline the registration process and would greatly appreciate your assistance. You will help us and help yourself as well if you pre-register now. Please complete this form, send it to Ae-kyoung Large, Korea TESOL Treasurer, and send your payment on-line to the Korea TESOL account as shown below.

* THE DEADLINE FOR PRE-REGISTRATION IS OCTOBER 20 *

Your Name (Print) _____

Address _____

City _____ Province _____

Country _____ Postal Code _____

Organization _____

Position _____

Current member New member

PAYMENT:

By pre-registering now you automatically become a member (or renew your membership) to Korea TESOL (from the 1995 conference dates to the 1996 conference dates) and thus can avoid the time consuming process of registering at the conference site. Please check the following box if you are pre-registering.

Pre-registration (Conference fees and membership in Korea TESOL) ₩65,000

The cost for on-site registration (including Korea TESOL membership) will be ₩80,000, so take advantage of this opportunity to register early and save some money.

DIRECTORY PREFERENCE:

Would you like to have your name included in a published directory of Korea TESOL members? (Note: If you leave both boxes blank we will assume that your answer is "Yes" and mark our records accordingly.)

Yes

No

Date _____ Signature _____

Send this form to Ae Kyoung Large, Korea TESOL Treasurer, at the following address:

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The 1995 TESOL Convention

Kim Jeong Ryeol
Korea TESOL President

THE 1995 TESOL Convention was held at the Long Beach Convention Center from March 27-April 1. The convention attracted a huge number of people (approximately 8,000) from all around the globe. It was more than a scholarly event. It attracted teachers from all walks of life, from so many countries, and from all levels of language teaching, from elementary to university and beyond. The conference itself was geared towards those just mentioned and included a considerable job clearing house, an incredible exhibition hall for teaching materials, poster sessions and more. It also included nightly social functions in various places sponsored by publishers, affiliates and other special interest groups. There was another conference however. One that dealt less with teaching methodologies and more, much more with the organizational end of TESOL. It was the latter conference at which I spent the greatest part of my five days in Long Beach.

A point worthy of noting at the outset of this report is that TESOL's main areas of concern are more directly relevant to the teaching of ESL in North America. Historically, this organization was formed and managed largely by the people from that area of the world, with a few exceptions such as David Nunan (Hong Kong University), Jack Richards (City University of Hong Kong), and Pat Spring (Chatswood High School in Sydney). It is still the somewhat distant goal to see that TESOL Inc. is truly internationalized to the point that the TESOL convention is held in one of the affiliates outside of North America. However, this does not mean that TESOL Inc. is not relevant to what

Korea TESOL does. On the contrary, it has a wealth of resources to offer from which Korea TESOL can benefit greatly, for example, organizational skills and the TESOL speakers pool. TESOL Inc. is also reaching out to its affiliates to offer help with sponsoring speakers and to cover some of the travel costs incurred by affiliates like Korea TESOL.

I think it is vital for Korea TESOL to maintain its affiliate status and to continue sending representatives to the TESOL conference each year. For example, most affiliates send two delegates, a veteran and a new delegate so the latter can be introduced to TESOL officers and other affiliate delegates. As long as our funding allows, I strongly recommend that we send two delegates to allow for this kind of continuity. This will make it possible for a delegate from Korea TESOL to become an officer of TESOL Inc., giving us a voice to promote areas of ESL that are

*a wealth of
resources...
from which
Korea TESOL can
benefit greatly....*

most relevant to us, and our Asian colleagues in EFL. This year I was one of the four candidates for the TESOL Inc. nominating committee. Though I was not elected, it showed that there is room in this international organization for entities outside the current sphere of influence to be heard and have an effect in shaping the focus and policies of the TESOL Inc. It seems obvious from my experience that since there are so many procedures and protocols to become familiar with, a single delegate doesn't stand a chance of being effective, or to efficiently work to execute any objective goals for Korea TESOL. It is therefore my suggestion to

the membership of Korea TESOL that we continue to work under the international TESOL umbrella and to send the two delegates to their annual conferences, in order to strengthen our organization along the lines of the goals stated in our constitution. ■

D-Day (plus 51)

Carl Dusthimer
Han Nam University, Taejon

THE FEELING one gets from a conference like the one held in Long Beach in April is like listening to a sound that grows exponentially in volume until you can hear the sound of a pin drop and you realize you haven't let your breath out for five days.

This exaggeration is actually not too far from the truth. I hit the ground running and only stopped to do what the body sometimes has to do. It was a truly excellent experience. I promised myself before I left that I would attend more sessions than I did last year, when I was the official Korea TESOL representative. It was a promise only partially kept. But thanks to Kim Jeong-Ryeol, Korea TESOL President and this year's representative, I was able to attend a few sessions and fulfill my main responsibility, scouting for this year's Korea TESOL conference presenters. My success in this regard was somewhat greater than that of attending sessions. I was very particular about the sessions that I attended because of my mission, and I am happy to report that a few of those sessions paid off. I was fortunate to witness presentations by both Janet and Milton Bennett from the Intercultural Communication Institute in Portland, Oregon. Their presentation skills were extraordinary, as was their material. They will be two of our plenary speakers at this year's Korea TESOL conference in October, as will Jack Richards, author of the *Person to Person* and *Interchange* series. I was also able to meet and

chat with Marc Helgesen, of *English Firsthand* series fame, and Kip Cates, Asia's resident global issues in language teaching expert. All of these noted professionals will bring their expertise and jocularities to Korea at the 1995 Korea TESOL conference. The international publishing firms were also in attendance in full force and offered to assist us in bringing other noted educators to our conference. It will be an event you will not want to miss.

On of my other responsibilities in Long Beach was to co-host Korea Night with my conference co-chair, Min Byoung Chul. This was a delightful experience, as we were able to share the experience of teaching in Korea with many who are interested in coming here to teach. We were able to stage a forum for representatives from universities and other institutions in the Republic of Korea to meet prospective teachers. The main idea was to help enhance the level of professionalism in ESL/EFL teaching in Korea by letting those interested in Korea know what to expect once they land at Kimpo Airport. This event was co-sponsored by UC San Diego and the 75 attendees had a great time and, we think, left with a good feeling about Korea and Korea TESOL.

As for the conference itself, think of all of it consolidated into one hour. Then imagine a foot-

ball field filled with all of the teaching materials you can think of, and then being told that you have thirty minutes to look over everything. Imagine then, the authors of most of the books and materials you use in your classroom all gathered in one place and having the opportunity to listen to their presentations and talk with them personally—for a total of thirty minutes. Finally, imagine thirty or forty people that you have been associated with in ESL over they years, but have not seen for a long time, gathered together and being told you have the remaining part of the hour to meet them and catch up on old times. Imagine finding a notice for a meeting of a lifetime on the convention bulletin board, and then reading at the bottom that it was held last night. I can't think of a better way to spend five days. Can you? Obviously I have exaggerated the times to make my point, but that feeling was certainly there. There was so much material to see and so many presentations and people to see that the conference seemed like a blur. A very satisfying blur. If you have the opportunity to attend a TESOL convention, please take advantage of it. It's quite an experience, a taste of which I can promise you will get at this year's Korea TESOL conference. Come join us then and don't forget to pre-register. See details on page 49 of this issue. ■

Korea TESOL Bylaws amendment proposed

The Korea TESOL Finance Committee, chaired by Jack Large, sent a letter to Council members on May 30 with a proposed amendment to Article II.3 of the Bylaws. At present the article reads as follows:

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.

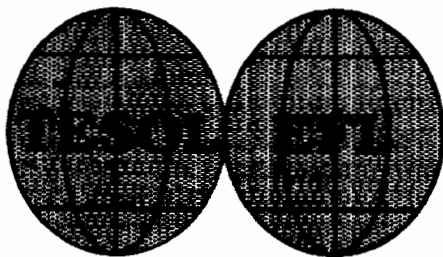
The proposed new wording is as follows:

The dues for each category of membership shall be determined by the Council. The period of membership will be for 12 consecutive months, from the 15th day of the month in which membership is initiated.

The purpose of the proposal, according to Large, is both to simplify record keeping and to resolve complaints that have been received about the present procedure. If the proposal is accepted, memberships will no longer go from conference to conference but will extend for one year from the month in which dues are paid.

(Continued on page 53)

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

It is expected that the proposal will be placed on the agenda for the 1995 Annual Business Meeting, to be held during the Korea TESOL Annual Conference in October. As provided in Article IX of the Bylaws,

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.

TESOL Convention Sites

	1996
Chicago, March 26-30	
	1997
Orlando, March 11-15	
	1998
Seattle, March 16-24	



The Korea TESOL events calendar

Date: October 27-29, 1995
 Name: **The 1995 Korea TESOL Conference**
 Place: Yonsei University Foreign Language Institute, Seoul
 Topic: Into the World Through Language and Culture
 Contact: Carl Dusthimer, Han Nam University English Department,
 133 Ojung-dong, Taejon 300-791,
 Tel +82-42-634-9235, Fax +82-42-623-8472,
 Email dustman@eve.hannam.ac.kr



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.

Korea TESOL Speakers List

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 _____



How to choose and use situation

Johanna E. Katchen

National Tsing Hua University, Taiwan

TAIWAN'S EDUCATION SYSTEM, like most in East Asia, is driven by the college entrance examination. As a result, students are trained to memorize grammar rules and vocabulary in order to pass the required English test, yet many who succeed on the exam cannot carry on a simple conversation in English. Students think if they could just memorize more vocabulary or grammar rules, or take more classes, their English would improve. Research tells us that this is not the answer, however. Successful learners use the target language not as an end in itself but as a tool to do other interesting things—to get information on various topics, travel, make friends, and so on.

Although largely ignored in the past, listening is now acknowledged to play an important role in acquiring a foreign language (Byrnes, 1984). Children get thousands of hours of listening in their native language before they utter their first word. Methods such as *The Silent Way* are based on this idea that listening precedes speaking. Yet in traditional foreign language learning we tend to get far less practice in listening than we do with speaking, reading or writing.

How can we give our students more listening practice? One way is to instill a listening habit in them that approximates the way they might listen and eavesdrop if they were immersed in the target culture. That means practicing listening on their own time. As there are not always native speakers available to practice with, what other means can students use? In these days of satellite and cable television, there is a lot of foreign language material coming into our living rooms, and most of it is in

English. So why not show students how to use this resource to improve their listening skills?

Many students in Taiwan want to know more about American culture for various reasons (to pursue advanced study there, to travel, to understand popular music). Students in other areas might be more interested in learning about British or Australian culture for similar reasons. Along with films, the video genres that best exemplify culture are situation comedies. While here we recommend no specific program, we cite some American sitcoms we have used in our classes in the course of this discussion. Although individual shows differ, generally the good points, criteria for selection, and activities mentioned here can be applied to almost any situation comedy.

When teachers show an authentic video in the classroom, it is most likely a situation comedy. Unfortunately, most teachers show a sitcom from start to finish as entertainment; those teachers more concerned with learning may ask students a few comprehension questions. The sitcom is a good choice; here the aim is to give teachers more ideas on how to use sitcoms for the actual teaching of English language skills.

Positive aspects of using situation comedies

Length

Shorter pieces are better for teaching; the situation comedy fits this recommendation as long as the teacher does some preparation. Sitcoms are usually made to fit a half hour time slot, but their actual running time is about 22 to 24 minutes when commercials are disregarded. In this time the action can be segmented into roughly about eight scenes, with each running two to four minutes. Thus each scene is a good length for performing at least one activity. Using the principle that once is never enough, we show each scene at least three times: to do an activity, to check it, and to review. Ideally, we can then ask students to perform a different activity for each scene, the type of activity determined for the most part on the characteristics of each scene. We can also have students perform specific activities with the first few scenes, then watch the last few scenes straight through, or let them watch the last part on their own time.

Briefly stated:

Television programs offer a convenient source of input for students learning English. Situation comedies are particularly useful in this regard because they are not only entertaining, but are also rich in examples of many types of English language use and cultural behavior and can provide good starting points for class discussions. This article discusses guidelines for selecting situation comedies and describes a variety of activities that can be used with them for helping students learn English and become aware of cultural differences as well. ■

comedies in ELT

Story line

Like soap operas, which tend to show us a day in the lives of familiar characters, sitcoms also present the same characters every week. The sitcom, however, gives us a complete story for each episode. Each week our familiar characters, almost like old friends, face a problem or an unusual situation or a crisis and overcome it. There is almost always (with some special exceptions) a happy ending. This is emotionally satisfying to the audience.

Sitcoms can make our students feel good, too. They are funny; we laugh both at and with the characters as they face situations similar to those we ourselves may have faced. Despite the comedy, the issues they raise are not all insignificant. For example, the guidelines for acceptable dating behavior are important for young people and their parents, so we have ample material for class discussion.

Culture

Situation comedies are full of cultural material. Freeze-frame any part of a sitcom and there is something to compare with the students' culture. Houses look different, both inside and outside. Teenagers dress differently for school. People behave differently. There is enough cultural material in one sitcom on which to spend many hours, so much we would bore everyone if we tried!

There is one aspect of American movies and television programs we should take note of with regard to culture: the USA is multicultural. The predominant culture is white Anglo-Saxon Protestant in origin, reflecting the characteristics of a majority of the earlier settlers who came from England and other parts of Northern Europe. Nevertheless, over 10% of the population is African American and there are increasing numbers of Americans of Hispanic background. Large groups of Americans are descendants of the more recent Asian immigrants as well as those from Central and Southern Europe.

The changing demographics of the USA are being reflected in the media. There are more sitcoms featuring African American and Hispanic families, but these are not usually brought to our East Asian audience. For example, although the characters in *The Cosby Show* were African American, they represented nevertheless an upper middle class family with father a doctor and

mother a lawyer; this situation is not representative of most African American families nor of most families of most ethnic groups.

The sitcoms we are most likely to see here in Asia represent white middle class nuclear families (mother, father, children), though increasingly other families found in society in increasing numbers—single parent families, blended families (divorced and remarried parents with children of previous marriages)—are represented as older traditional extended families with grandparents and other relatives. Specific films or TV movies might provide better examples of the lifestyles and cultures of different ethnic groups—the hyphenated Americans—in the USA.

Language

Although scripted, sitcoms provide a good source of naturally occurring, colloquial, everyday language. We are shown characters interacting with family members, friends, school and work mates, teachers, superiors, strangers, and other types we might come into contact with in everyday life. Although sometimes, for comic effect, the comments are unusual and atypical and we ourselves might not choose such a response in such a situation, nevertheless the expressions are authentic and could occur. Sitcom language is much more natural than that of dialogues found in ELT textbooks. Moreover, we are exposed to different kinds of speech—children to children, adults to adults of various social ranks, teenagers to teenagers with slang too current for even native speaking adults to understand.

Choosing an appropriate situation comedy

Program

Some teachers have used old episodes of *Three's Company*; sets of these shows are marketed with English subtitles, making them useful for both students and teachers who are not very confident in their English ability. When using subtitles, it is most effective to sometimes have students listen without subtitles (watch a scene first with subtitles and then without) to train their listening as well as their reading.

For some reason, students seem to like the ridic-

ulous, sometimes slapstick behavior shown in *Three's Company*. Our first concern should be in showing students something they have an interest in watching. These can be familiar programs or those that might appeal to our students. We are, of course, limited to what is available on TV, and every now and then the programs are changed, so we can experiment. Students seem to like family shows with teenagers (*The Cosby Show*, *Family Ties*) or other young adults (*Three's Company*). When some students chose on their own to watch *The Golden Girls* (about four older women over the age of 50), they reported having some difficulty. It is possible that not being able to identify with the characters and their concerns contributed to their difficulty.

Topic

Even when we choose a program our students might like, we should also be concerned with the topic of the episode. In family sitcoms, the problems of different family members come up each week. One week father may be dealing with a problem with his boss or co-workers, the next week mother has troubles with the promised visit of an unwelcome relative, while the third week the teenager faces problems in writing a term paper for her history course. If we had all three episodes, other things being equal, we would probably choose the one about the teenager and school because our students could identify with it and we would be able to discuss whether they had ever faced a similar problem and how they solved it, and we could compare characteristics of local and American school systems.

This does not mean we should always use shows in which teenagers are the main characters, but we should consider whether students can identify with any of the characters. More importantly, would students be interested in the topic or problem presented whether or not it directly involves young people? The visit of an unwelcome, troublemaking relative would probably be more of interest and less embarrassing for both students and teachers than an episode dealing with the problems faced by women during menopause. Thus the topic we choose should not cause undue discomfort unless the reason for choosing that topic is extremely important. For example, we might want to discuss teen suicide if a classmate had recently killed herself and there was some consensus that discussion of shared grief would be helpful. The program would be a way to introduce some of the issues and get the discussion started.

Language

At least initially, we should choose clearer, more standard speech so that students have a better chance of comprehending. This recommendation will probably mean that we will choose white middle class characters. Nevertheless, in each show, some characters speak faster than others,

some use more nonstandard speech than others, and some are given a strange way of speaking for comic effect. Ideally, students should be exposed to all types, but we should try to guide students carefully at first. We can ask students to do more language-specific activities with the clearer speakers or segments and use more general comprehension questions for faster speech. Often when we hear people speak and do not understand very well initially, after listening to them for a few minutes (or one episode for nonnative speakers with help), they become easier to understand (or the second episode is easier to understand). If there is a lot of slang that even the teacher does not understand, perhaps we ought to avoid that show.

Activities

At this point the teacher should have segmented the episode into scenes. For each scene, it is recommended teachers change the activity. With practice, the teacher will be able to see which scenes lend themselves to certain activities. Below are some possible activities to choose from. For ideas on other sorts of activities to use with video, see Cooper, Lavery, & Rinvoluceri, 1991; Lonergan, 1984; Stempleski & Tomalin, 1990.

Preteaching

As always, we want to spend a few minutes preparing the students for what they will be watching. We might ask students if they had ever seen the program before, whether they are familiar with the characters; we can ask them to describe the characters or to give their opinions of the characters. Then we can prepare them in some way for the topic. For example, in one episode of *Doogie Howser, M.D.*, in which Doogie, age 17, borrows his father's car without his father's permission after his father forbade him to borrow it, we can ask students, "Did you ever do something that your parents forbade you to do? Borrow something or do something without their permission? What happened?" and get a few responses. Then we can say, "Today we are going to see what happens to Doogie when he borrows something without permission. What do you think he's going to borrow? Well, let's see."

Introducing the characters

Usually at the beginning of each episode, the actors are introduced in their roles. If the students are familiar with the characters, we can ask for some brief descriptions; even if they are not, we can have them guess the roles—father, mother, friend, etc. Some are usually fairly obvious. From the few seconds each character is shown, students may be able to predict something about that character from the dress and behavior. This time spent on the characters helps students get them and their relationships to the other characters straight in their minds.

In one especially good example, *The Simpsons*, an

animated situation comedy, the characters are introduced each week in 90 seconds as they leave work (father), school (Bart and Lisa), and return from the supermarket (mother and baby). Students can guess not only their roles (e.g., the man is father) but also something of their personalities—for example, Bart is a poor student and a naughty child because he is shown staying after school and writing the same sentence on the board (“I will not...”), takes no books home, and recklessly rides his skateboard among people and traffic.

Who said it?

We can watch a scene and then give students approximately five different lines from it and ask students if they remember which character said it (and sometimes also whether they can imitate the intonation with which it was said). We then watch again, pause at each given sentence, and have students try to say it as the character said it.

Guessing the intonation

Before we watch a scene, we can give students about five sentences from it and ask them to say it with what they think will be the intonation. We then watch the scene through and ask again. Were their guesses correct? Why not? We should try to choose at least one sentence in which the intonation is marked or is what would not be expected, and then we have an opportunity to illustrate contrastive stress, sarcasm, and so on, as they appear in context. Then we watch again, pause at the sentence, and have students imitate the intonation and expression. As a variation, we can watch the scene first and then give the sentence, as in “Who Said It?”

What was the emotion?

Before or after watching a scene, we can give students some sentences of the dialogue and ask what emotion (joy, anger, sarcasm, disbelief) was being expressed. This is especially useful when characters are expressing different emotions (one is angry while the other is trying to calm her) or when one character changes emotions (e.g., from anger to acceptance). We can do this activity along with guessing the intonation, since the intonation is often critical to understanding which emotion is being expressed (Lonergan & Vaughan-Rees, 1994).

Completing a cloze

We can give students the dialogue transcript of a scene, blank out some of the words, then have students fill in these words in class. This is useful when we are first introducing students to the characters. Giving them a partial transcript to fill in helps them get used to understanding new voices. We can blank out single words for speakers who

are harder to understand, whole phrases for those who are easier to understand.

Completing the dialogue

This activity works best for a scene in which two characters are conversing. We give the students the lines for one of the characters and ask them to fill in the lines of the other. This is harder than a cloze because students have to fill in the whole utterances. To assist them, initially have them fill in the lines of the character whose lines are shorter, whose English is more standard, whose utterances are more predictable (e.g., the person answering questions rather than the one asking them).

Consider for a moment the role of short-term memory; even native speakers can only repeat lines of perhaps up to ten words maximum. That number is lower for language learners. Therefore, for longer utterances, we must pause after a phrase or short sentence, rewind slightly and repeat.

After the students have filled in the lines, we may want to put the completed dialogue on the overhead projector to check. Then we can have half the room read A's part and the other half read B's part, putting in the expression of the characters. We can even have them try to say their parts along with the characters to pick up speed. For variation, we can ask one or two pairs of students to read out the lines with as much expression as they can or even act out their roles in the front of the room.

Answering comprehension questions

For some scenes, particularly those toward the end of a sitcom when students want to know what is going to happen, we may not want to spend too much time

on language activities. Here it can be useful to just ask a few general comprehension questions to make sure students got the main idea or main point of the scene.

Silent viewing

We can watch the scene silently, observe the body language, and try to identify the emotions or even guess the dialogue.

Comparing cultures

We can watch a scene and ask what would be different or not occur at all in the students' culture. For example, for a scene showing American teenagers at a party, there is much to comment upon—the clothing, the behavior of the young people, the means of transportation they used to get to the party, what activities they are engaged in at the party, what they are eating and drinking. Since research has shown that nonnative speakers see fewer cultural cues in target language videos than native speakers do (Tufts & Tudor, 1990), it is important that the teacher draw students' attention to

Our first concern should be in showing students something they have an interest in watching.

cultural information relevant to understanding the content of the video. That is, what is obvious to the native speaker (e.g., that a person dressed in a certain way is a mail carrier) may not be observed at all by the nonnative speaker who has never encountered an American mail carrier.

Predicting what will happen

After watching at least the first two scenes, we are sometimes at a point where the situation is set up for us, for example, a relative is coming to visit and no one in the family likes this person. We can then ask students, in conversation groups or for a written homework assignment if we are at the end of the class that day, to predict what they think will happen in the show. Although we know by the nature of the genre that there will be a happy ending, there are many possible ways to get there. In the unwelcome relative example, the family may discover, through a number of ways, that the person is not so bad after all, or the person may leave quickly because of the arrival of an even nastier neighbor or relative, or the family members may learn a lesson in tolerance and understanding. In everyday life, in our native language, we are always making guesses about the future, and students should be making educated guesses when they communicate in a foreign language, too. Such gossip is the stuff of ordinary day-to-day conversations.

Presenting new vocabulary and slang

Undoubtedly many terms will arise that cannot be found in students' dictionaries. We should not overburden the students with long lists of vocabulary items, half of which they may never encounter again. About ten to fifteen new items per episode is enough. We need not include passing teenage slang; terms more crucial for understanding the story should be chosen over non-crucial ones.

We can give students a list of English explanations—at advanced levels they should be able to handle English-English dictionaries and explanations. Even better, we can give students the term, show it in context on the video or in the sentence in which it is used, then ask them to guess the meaning. This is what they should be doing anyhow in real life situations when they cannot always consult a dictionary, and many times the guess will be correct or at least partially correct, close enough to make sense of the context.

Leaving it on a cliffhanger

At times we may not want to watch the whole episode in class, for time constraints, or because we do not want to bore students with the episode's dragging on and on if we do intense work with every scene. We may want to do more intensive language focus activities for the first few scenes to help students get used to comprehending the speech of the characters, then for later scenes use some basic comprehension or culture activities.

What we choose to do will also depend on the characteristics of each scene. As we get to the high point or climax of the story, we can rely on the students' curiosity to find out the end without our necessarily assigning a specific task for each scene. We may still want to ask a question or two just to see if all the students got the main points.

Ideally we can leave a copy of the videotape in the student access lab for students to review on their own time. This is crucial if we lure students by showing the first few scenes of a sitcom with language work in class, then tell them if they want to know what happens, they have to go to the language lab to watch the rest on their own time.

Concluding remarks

Students want more English input, and this input is available through television. Many students, however, need help in moving from the artificially slow and clear English of language teaching materials to the authentic English used by native speakers for native speakers. This is where teachers need to help students maximize their use of the English they already know and to encourage them to make use of other strategies such as watching body language and predicting the outcome from their knowledge of genre type. Once students overcome their initial fear of watching authentic video, they seem to enjoy it.

In addition to training students to use authentic video programs outside of class to further their own English language skills, teachers can also use TV programs as teaching materials. Situation comedies are particularly useful because they are rich in examples of many types of English language use and cultural behavior. They are entertaining, and they may also provide a starting point for discussion topics. By varying the activities, teachers can enhance student motivation in learning English. ■

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Lexical matches...and mismatches

John Holstein
Sungkyunkwan University

A SURPRISING NUMBER of language mistakes of the intermediate or advanced language learner are due more to incorrect collocation of two words than to incorrect grammar. Incorrect collocation occurs when there are conflicting semantic features in two words that are supposed to work together. Most instances of incorrect collocation can be avoided with increased awareness on the part of the learner and by the learner's application of the rules of semantic features. Two methods for imparting these rules are available to the teacher: the traditional one of introducing to the learner the concept of semantic features and encouraging the learner to remember as many semantic features as possible, and a simpler one, the method of "lexical matching."

The traditional method, as I discovered over a couple of months of head scratching, involves a complex set of rules; it is that type of concept that students tend to consider once and then put off for serious attention till "another day" which never comes. Thorough understanding of the rules of semantic features and of the features themselves, coupled with long practice in application, will help the learner to avoid collocation mistakes more often than will employment of the method of lexical matching. The average learner, however, is not about to invest the required time and effort. Lexical matching is more intuitive and is simple enough to learn easily, remember, and apply spontaneously, and will be effective in the majority of a learner's uses of collocation. This is because a great number of the mistakes which a learner makes are caused not by ignorance but by lack of awareness and an ensuing failure to attend to the unperceived problem.

A MAJOR ELEMENT involved in lexical matching is "lexical mismatches." This is an illogical combination of two related words, such as a noun and its verb (the apple cried), a noun and its adjective (a brown idea), a verb and its adverb (dashed slowly), and so on. Many of these mismatches can be avoided by asking oneself simple questions like, "Would an apple cry?" or "Can someone dash slowly?"

Our third year students use *Developing Reading Skills: Advanced* (Markstein & Hirasawa, 1983) as the base text; they study the reading and then do various activities thematically related to the reading. One of these activities is a word usage exercise, which has the dual goal of (1) analyzing what I

determine to be useful lexicals from the reading and then (2) using these lexicals. A question about the reading is presented to them and they are asked to use the target lexicals in their answer. They are asked to write out the answers as homework. In the next class I gave the students a handout presenting an explanation about lexical matching and a few sentences from their homework which had lexical mismatches. I asked them to work with their team to apply lexical matching in (1) identifying lexical mismatches and (2) correcting them.

The handout used with students for class discussion, here without the explanation of the concept, is shown in Appendix A. The students were instructed to check the Answer Key (Appendix B) after discussing each item. ■

References

Markstein, L., & Hirasawa, L. (1983). *Developing reading skills: Advanced* (2nd ed.). Rowley, MA: Newbury House Publishers.

Appendix A: Lexical Matches Handout

Here are some examples of how we can identify and correct lexical mismatches. Check out these sentences written by students:

The rate of increasing people in the world is slowing.

Noun:	rate
its verb:	is slowing

Can a rate slow? Yes. It's a good match.

Noun:	people
its adjective:	increasing

Can people increase? Not in English. (The number of people can increase.) So this isn't a good match.

The thickly exploding people in the picture could have been found in the study.

Verb:	exploding
its adverb:	thickly

Can something explode thickly? No. It's a mismatch.

Noun:	people
its adjective:	exploding

Can people explode? It's a gruesome thought, but yes, they can. In this article, however, people aren't exploding.

Now try it with your team. First identify the lexical mismatch and then try to correct it. After you discuss each item compare your answer with the one in the Answer Key on the back of this sheet.

1. A new United Nations study could have used this photo to forecast that by the year 2000, 2 billion people will be added to 4.4 billion in the world today.
2. Many metropolises of the Third World will become the concentrated place because of a flood of migration from rural areas.
3. The more serious troubles are the projections of where people will be concentrated.
4. No government can consume their demands.
5. The solution to slowing the rush to urban clusters lies in vast expanding of opportunities in the rural areas.
6. The rate of city increasing is faster than that of population increasing.
7. It shows that people in the industrial countries now will slowly disappear.
8. The photo illustrates a very important point in the article. The place in the photo is overcrowded with so many people, and it helps project where the increasing number of inhabitants will be concentrated.
9. India doesn't want to reduce its children.
10. Food will destroy the undeveloped countries.

Appendix B: Lexical Matches Answer Key

The problem pairs (lexical matches) are in bold.

1. Can a **photo** be used to **forecast** something? A photo from a weather satellite can, but the

photo at the beginning of the DRS article can't. The DRS photo is used to *show* or *illustrate* something.

2. Can a **place** (metropolis) be **concentrated**? No. Many people (count noun) can be concentrated in a place.
3. Is a **projection** a **trouble**? Not usually, and certainly not in the context of this article. The projection, however, is *troubling*. (A troubling thing is something which makes us worry.) The trouble is the growing population, not the projection of the growing population.
4. Can a **demand** be **consumed**?
5. Is **slowing** the rush a **problem**? It's not a problem, it's a goal.
6. Does a **city increase**? A city increases *in size*. Yes, it is very difficult for a non-native speaker to identify this lexical mismatch; if a population can increase, why can't a city increase? So you might not be able to avoid this mismatch. Most mismatches, however, are not this difficult to identify and can be avoided.
7. Can **people disappear**? Of course they can, but not in the context of this article. The sentence should say: "It shows that the *population* in industrial countries will slowly *decrease*."
8. Can a **place** or a **photo project** something? A photo can *illustrate* a projection, but it can't project.
9. Can we **reduce children**? No, but we can reduce *the number of children*.
10. Can **food destroy** something? Maybe it can if it has poison in it, or if two tons of it are dropped on something. But the person meant to say, "*Lack of food will not destroy the population.*"

SHARE your discoveries of new books and other materials by writing reviews. To make the writing easy, follow these suggestions, borrowed from *MATSOL Newsletter*, Vol. 20, No. 1, Fall 1993:

Introduction

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

First part

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

Second part

- Summarize the contents of the book, providing

specific examples.

- Discuss the book's strong points and weak points.

Third part

Any of the following:

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

Final part

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

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

Please send completed reviews (350-1,500 words) to the Managing Editor (See "Information for Contributors" on page 85). ■

A syllabus for teaching intercultural communication

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INTERCULTURAL COMMUNICATION is a relatively new field of study in the United States (Hoopes, 1979, p. 10). It emerged as a result of immediate experience and was built on practical need. David Hoopes, an intercultural specialist, and one of the founders of the field, attributes its development to three main changes in American society from the late 1940s: (1) the movement of Americans following World War II to study, live and work overseas; (2) the influx of foreigners to the United States; and (3) the inter-racial and inter-ethnic conflicts that underlined the civil rights movement during the 1960s. By 1991, mobility of Americans had increased to 42 million people (16.6% of the population) traveling abroad during that year.¹

In Japan, intercultural communication is an even newer field. After hundreds of years of imposed isolation, the opening of its doors to the world is relatively recent. Efforts began around the 1960s with the Tokyo Olympics in 1964, and the 1970 World Expo in Osaka. However, in terms of overseas travel, only 0.13% of Japanese people traveled abroad in 1960. Gradually, as interest in doing business, studying and living abroad became more accepted and accessible, the number of Japanese traveling abroad increased. In 1992, 9.6% of Japanese people traveled abroad. With the strengthening of the Japanese yen in world markets, the cost of vacationing abroad during the past few years has become reasonable, in some cases cheaper than traveling in Japan. Therefore, a short trip abroad is popular among many Japanese, including college students. There are more exchange programs now in Japan than ever before, making long-term study abroad possible for high school

and university students. Even some high schools in Japan are now taking their students abroad rather than traveling in Japan for the traditional *shugakuryoko* (study trip for second year students). This small but steady increase over the past thirty years indicates that, while the need for intercultural education is gradually becoming greater, it has not yet reached the level of awareness, practice or development seen in the United States.²

High school and college teachers and administrators need to give serious consideration as to how they can give their students intercultural training prior to traveling abroad to make their international experience more meaningful and enjoyable. Even for students who will spend the rest of their lives in Japan, intercultural education can have a positive and enriching effect on their cultural and social development.

While the author is not preparing her students specifically for a sojourn abroad, she feels that they should have an opportunity to learn about intercultural communication as part of their college education. To this effort, she has designed an elective seminar course for second-year secretarial study majors at a junior college in Sapporo. The students meet for 90 minutes per week for 25-30 weeks over the course of an academic year. This class is conducted in both English and Japanese. The goals of the course are to develop a greater awareness and understanding of Japanese culture, and to learn about aspects of American culture (which, for the purpose of this course, includes Canada and the United States) through cross-cultural comparison.

The first part of this paper presents an overview of terms used in discussions about intercultural communication, followed by a review of the current research, theories and models developed by intercultural specialists. The second part of the paper describes the intercultural understanding seminar the author teaches. The final part of the paper discusses the seminar activities in relation to the goals of the course and recommends modifications and expansions of the topics presented.

Briefly stated:

This article reviews literature from the growing field of intercultural communication, then describes a course developed for junior college students in Japan which is aimed at helping them develop a greater awareness and understanding of their own culture and other cultures as well through various activities, including the viewing and discussion of films such as *The Joy Luck Club* and *Gung Ho*, analysis and discussion of TV commercials from Japan and North America, participation in a cross-culture simulation game, and interviews with local non-Japanese residents who share their observations about life as "foreigners" in Japan. ■

PART I

Background

Hoopes and Pusch define culture as "the sum total ways of living; including values, beliefs, esthetics, standards, linguistic expression, patterns of thinking, behavioral norms, and styles of communica-

tion which a group of people has developed to assure its survival in a particular physical and human environment" (Hoopes & Pusch, 1979, p. 3). A culture can range in size from an entire nation to a city to a company to a college classroom to a nuclear family. In addition to size, culture can also be characterized by ethnicity (Japanese, African American), gender, sexual orientation, social class, age, or religion.

From the above definition, two levels of culture can be identified, one of which is "large C" culture, or objective culture, aspects of which are easily visible to observers. It includes things like music, theatre, art, and dress. Objective aspects alone, however, do not give us enough information to gain full understanding of a culture. The second kind of culture, "small c" or subjective culture, how people think and act, what they say and how they say it, is the area which needs to be explored in order for students to begin to understand and engage in intercultural communication.

The term intercultural communication "refers to the communication process (in its fullest sense) between people of different cultural backgrounds." (Hoopes & Pusch, 1979, p. 6). Intercultural education "is educational activity which fosters an understanding of the nature of culture, which helps the student develop skills in intercultural communication and which aids the student to view the world from perspectives other than one's own" (Hoopes & Pusch, 1979, p. 6). The seminar course which the author teaches seeks to widen students' understanding of culture and their world view of other cultures.

Near the beginning of the course, the teacher introduces a model of culture as an "iceberg" (Brembeck, 1977, p. 14, cited in Levine & Adelman, 1993, p. xviii). In this model, the part of the iceberg we can see above the surface of the water represents "large C" culture—language, customs, dress, food, etc. Since these aspects of culture are highly visible, they are fairly easy to identify and understand. The part of the iceberg we can't see because it is hidden under water is "small c" culture, attitudes, values, beliefs and communication styles. These aspects of culture have the most impact on our behavior and interaction with others, and are the most difficult to understand and respond to. As it is sometimes difficult to conceptualize "small c" and "large C" culture, presenting the visual image of the iceberg helps students make the distinction.

In the definition of "small c" culture, the terms values and beliefs come up. Teaching the meanings of these terms is difficult because they are often

used interchangeably in English, and because they do not translate easily into Japanese. Values are "processes that govern what people in a particular culture agree they ought to do" (Stewart & Bennett, 1991, p. 14). In American culture values tend to be assigned measures of "goodness" or "badness" to behavior and ways of thinking (M.J. Bennett, 1994). Stewart and Bennett (1991) cite the following example to show differences in values between Americans and Japanese:

Material comfort is an example of an American cultural value. Americans are therefore likely to decide that they should install central heating or air-conditioning in their homes to neutralize the extremes of cold and heat. The Japanese, who generally value remaining close to nature over material comfort, might decide under similar circumstances to use space heaters for winter and fans for the summer. (p. 14)

These values grow out of the cultural assumption that Americans tend "to exploit the physical environment for their own purposes. Conversely, Indians or Southeast Asians find themselves at-

tempting to synthesize or integrate with nature because they assume that this is the natural relationship" (Stewart & Bennett, 1991, p. 13.)

The term values is difficult to translate into Japanese because of its objective nature. The literal translation, *kachi*, is an objective concept imported from Western society. Japanese do not clearly differentiate between objectivity and subjectivity. Take Japanese grammar, for example: in standard sentence structure, there is no clear subject. Thus it is inherent to Japanese language, and

therefore to culture, that there be no clear distinction between subject and object. Only when subjective behavior is examined objectively can it be identified as a value. Once students begin to understand the meaning of values, beliefs and communication patterns, and can identify examples in their own culture and in another culture, then the iceberg is no longer completely hidden from sight.

For people who have lived in a different culture for an extended period and have reached an advanced stage of cultural understanding, the iceberg metaphor is no longer valid. People at this stage may be bicultural or multicultural: equally comfortable living and interacting in two or more cultures. For the purposes of this paper and the seminar course it describes, however, the iceberg image can be used intact for much of the time as students have neither traveled abroad nor had extensive contact with foreigners, and are only beginning to

"small c" or subjective culture, how people think and act, what they say and how they say it, is the area which needs to be explored...

think objectively about values.

Distinguishing the difference in meaning between the terms values and beliefs is as difficult in Japanese as it is in English. To use the example cited above, the Japanese strong *belief* in the power of nature forms the basis of their *value* to preserve nature by living in harmony with it. Thus, beliefs are the foundation on which values are built. Having said that, however, the possibility for confusion between these two terms is still great. Therefore, Stewart and Bennett's definition of values cited above will apply to this discussion, and the term beliefs will refer specifically to religious convictions, as does the Japanese word *shinkou*.

Literature review

In the field of intercultural training, two types of research emerge. One is focused on the development of teaching tools and training strategies for specific situations (Asuncion-Landes, 1979; J.M. Bennett, 1984; Hoopes & Ventura, 1979; Kohls & Ax, 1979; Paige & Martin, 1983; Pusch, 1979). Skills development includes cultural self-awareness, other culture awareness, intercultural perception, and intercultural communication. The other type of research is devoted to developing models for intercultural training that put the skills components listed above on a developmental continuum. James Banks presents one such model (Banks, 1988) which deals with ethnically and racially diverse groups of students in the United States. Others treat white racial identity development (Sabnani, Pinterotto, & Borodovsky, 1991, p. 81) and black racial identity (Parham, 1989, p. 198). M.J. Bennett's model of intercultural sensitivity (1986, pp. 27-69) is more universal in its application than the ones described above, as it is designed for individuals who find themselves in a culture different from their own, and who are at various stages of adaptation to their new surroundings. This model is unique in that it is intended to be used as a diagnostic tool for intercultural trainers. It does not offer a selection of training strategies for specific groups or situations, but rather describes how people think and feel in each of six stages of development: denial, defense, minimization, acceptance, adaptation, and integration.

For the purposes of this paper and the course it describes, the first three stages of Bennett's model will be outlined here. In the first stage, denial, people have had little, if any contact with other cultures. They know that other cultures exist, but are blind to "small c" culture and to some extent, "large C" culture as well. In the second stage of denial, people begin to notice that there are differences between their own culture and other cultures. They tend to have a superior attitude toward their own cultures, and often criticize or even denigrate other cultures. In the third stage, minimization, people accept the idea that other cultures exist, and are aware of surface differences in culture. However, they overlook these differences be-

cause they believe that, "Deep down we're all humans, and therefore basically the same" (M.J. Bennett, 1994).

In the teacher's experience so far, the seminar students have been in one of the above three stages when they enter the course. Her goal is to bring all students to at least the minimization stage. More culturally advanced students can be expected to reach the fourth stage, acceptance. In this stage, cultural differences are acknowledged and understood as a necessary and desirable human condition. Respect for cultural differences in behavior and values are two common forms of development within this stage (M.J. Bennett, 1995, p. 28).

PART II

Course description

The course title is "Understanding Japanese and American Cultures," and the course is an elective seminar for secretarial study majors in their second year at junior college. Most of the students who choose the course do so because they are interested in speaking and listening to English and in studying about cultural differences. The class ranges in size from fifteen to twenty students and meets for ninety minutes a week for 25-30 times during the school year. Since the students are not English majors, they are free to speak in either English or Japanese. The teacher uses both languages as well. For written homework and reports, however, they are required to write in English. The text, *Polite Fictions* (Sakamoto & Naotsuka, 1982), is used from time to time throughout the course. It is a selection of short essays by an American living in Japan, her observations of Japanese culture and how they compare and contrast to American culture. For the purposes of this course, "Americans" refers to North American people of Canada and the United States.

The specific goals of the course are as follows:

1. To increase students' knowledge and awareness of their own culture and to examine the influence of culture upon behavior;
2. To put students in the position of someone from another culture (through use of a cultural simulation game);
3. To learn about American culture, and to compare it to Japanese culture, note similarities and differences, and seek understanding of the differences;
4. To cultivate students' respect for cultural differences in behavior, attitudes and values.

The author has taught this course for two years, and has found it helpful to keep the agenda flexible in order to participate in special events. For example, the class was able to attend a special exhibition of Inuit art held at a museum in Sapporo last September. The Inuit are one of Canada's native peoples. Since the students had no previous knowl-

edge of Inuit culture, they were assigned small research topics two weeks before attending the exhibition. The week before, they presented their findings to the class on the following aspects: clothes, food, customs, religion, homes, family life, art. On the day of the exhibition, the teacher asked them to consider the following question: "How can the Inuit people be so happy even they have to endure periods of extreme cold for most of the year?" This "Inuit adventure" began with a discussion of "large C" culture, and then challenged the students to take what they saw at the exhibition and what they learned from their peers, and put these clues together to answer the question posed above. The comments that came out during the debriefing session show that many students had developed genuine feelings of respect for the Inuit people, even though these peoples' behavior, attitudes toward daily life and toward nature, and their values regarding wildlife were vastly different from their own.

The main framework of last year's course is outlined below and will be explained in detail in the next section.

FIRST SEMESTER (BEGINNING IN APRIL 1994)

- Week 1: Impressions of Japanese Culture (discussion)
- Week 2: Impressions of American Culture; *Polite Fictions* (text)
- Week 3: Movie: *The Joy Luck Club*
- Week 4: Intercultural communication overview
- Week 5: *Polite Fictions*
- Weeks 6-7: Cultural simulation game: *BaFa BaFa*
- Weeks 8-9: Interviews with non-Japanese (preparation)
- Weeks 10-11: Documentary: *Struggle and Success*
- Weeks 12-13: Interviews with non-Japanese (reports)

SUMMER VACATION

SECOND SEMESTER

- Weeks 14-15: *Polite Fictions*
- Week 16-17: Inuit Art Exhibition
- Week 18: American TV Commercials (presentation by teacher)
- Week 19: Japanese TV Commercials (presentation by teacher; assignment)
- Weeks 20-21: Movie: *Gung Ho*
- Week 22: Differences Between Americans and Japanese (discussion)
- Weeks 23-25: TV Commercial presentations by students
- Week 26: Mini-research project of another culture (assignment and preparation)

WINTER VACATION

- Weeks 27-28: Presentations of research projects

Impressions of Japanese and American cultures

The first lesson introduces a familiar topic for students, their own culture. They begin by brainstorming definitions of culture. Using their definitions, they draw up a list of examples of Japanese culture. Then they are asked the following questions: "Which aspects of Japanese culture do you think are easiest for non-Japanese people to see and understand?" and "Which aspects do you think are most difficult?" The last questions are "What are some stereotypes of Japanese people and Japanese culture that you have heard or read about?" and "Are they true?" It is important to raise these questions so that students can begin to think critically and objectively about cultural stereotypes. During the next lesson, students take a look at American culture. Still using their own definitions of culture, they describe, in adjectives, what they think American people and American culture are like. Their responses include, "independent," "open-minded," "friendly," "informal," "competitive."

The brainstorming sessions in the first two lessons described above are important for several reasons: they help the teacher diagnose each student's level of cultural development according to M.J. Bennett's model (1995). They help establish the desired atmosphere and discussion style: students are expected to think, react and respond with their opinions freely, unlike most other classes which are lecture-style. When the teacher poses a question to the class for discussion, she breaks them up into small groups of 3-5 so they can discuss their ideas among themselves before speaking in front of the whole class. If advance preparation is necessary, she assigns the question(s) a week ahead so students can prepare their own answers to bring to the small group discussion. Using this approach gives students more confidence to state their opinions. Finally, the style of these first two lessons shows that there are no hard and fast "right" or "wrong" answers in this course, as different experiences and different backgrounds bring different attitudes and ideas to the discussions.

Movie: *The Joy Luck Club*

Like visiting the Inuit exhibition, watching the movie *The Joy Luck Club* was an addition to the course which the teacher took advantage of while it was showing at the theatre. It seemed to be appropriate for the beginning of the course because the conflicts it showed between the Chinese-American daughters and their Chinese mothers showed that cultural differences occur not only across national borders but also within individual families. Moreover, seeing the movie gave the students an opportunity to note many similarities and differences between Chinese and Japanese cultures. The curiosity about Chinese history and culture this movie provoked is noteworthy, as students began asking "why?" questions, clearly a sign of their developing cultural sensitivity. Unfortunately

there was not enough time to pursue answers to all the questions the movie raised. A cross-cultural comparison of Japanese and Chinese cultures would be an interesting topic for a future seminar.

Intercultural communication overview

By this time in the course, students are ready for information about intercultural communication. The "culture is like an iceberg" model is introduced, as are the terms culture, values and beliefs, as they are defined earlier in this paper. The teacher stresses that intercultural understanding takes a long time to develop, and demands a clear understanding of one's own culture. For some students, the latter point is a great challenge as they do not have a deep understanding of what it means to be Japanese. Therefore, this course alternates back and forth between looking at Japanese culture and other cultures, mainly American culture.

Polite Fictions

The text is a collection of short essays in English which explore answers to the question of why Japanese and Americans seem rude to each other. The text is used in class as follows: all students are required to read selected chapters and are assigned questions. Individual students present small sections of the text summing up the main points in Japanese to make sure that everyone has the gist of the story. Then, the teacher leads the discussion of the questions.

One chapter in the book describes the misunderstanding that occurred when a Japanese visited an American home and the host told him to help himself to something to drink from the kitchen (Sakamoto & Naotsuka, 1982, pp. 21-22). The Japanese felt that the American had been rude for not treating him properly as a guest, which in Japanese culture has certain measures of formality, and demands that the host honor his guest with special treatment by carefully serving him food and drink. Americans make their guests feel at home by allowing them to behave as if it were their own home, while Japanese hosts make themselves busy to look after their guest's every need, a gesture of honor and respect.

The segment described above, like most in the text, is a generalization about Japanese and Americans: Japanese tend to be formal, while by comparison, Americans tend to be informal. It is important to allow time to discuss divergences from the stated generalizations and to give students the opportunity to share their opinions about what they have read. Some of the most lively discussions have occurred as a result of students' reactions to the readings.

BaFa BaFa

This simulation game (Shirts, 1977) lets students experience culture shock firsthand. They divide into two groups, Alpha culture and Beta culture, each of which has special social rules. Then they go

on a three-hour tour, where each student, in turn, visits the culture that is foreign to them and tries to interact with the "natives." Since they have no prior knowledge about the foreign culture they are visiting, the students are forced to use their own resources to try to communicate. Many of them try to use the communication patterns of their own culture, and find that they are completely inappropriate. As a result, everyone experiences culture shock to some extent. During the debriefing session, all sorts of different emotions and reactions to what they said and did, and how they were treated, are expressed. Once their emotional reactions are heard, the discussion moves to a deeper level where students share information to try to identify and explain the rules of each culture. In the final part of the discussion, students evaluate themselves on how interculturally "fit" they are, and think about how this experience will affect them in the future. The teacher poses questions like "What did you learn about yourself?" "How will you interact with foreigners in the future?" and "How will this experience affect you when you travel abroad?"

BaFa BaFa is an eye-opening experience for the students. It is not just a game, but is a powerful instrument which has the potential to change students' attitudes toward intercultural communication. In order to make this a positive experience, it requires careful planning by the teacher. Ideally, the debriefing section should be divided in two: a short feedback session immediately after the simulation, followed by a longer discussion a week or so later. A final follow-up in the form of a written report consolidates each student's experience.

Interviews with non-Japanese

In this activity, students work in pairs and interview a non-Japanese native English speaker in Sapporo. The teacher contacts the interviewees in advance to ensure their willingness to participate in an interview session. The students then make an appointment by telephone, arrange a time and place to meet, and conduct the interview. Preparation involves each pair making a set of questions in English.³ Three standard questions are asked by everyone: "Where are you from?" "How long have you been in Japan?" and "What aspects of Japanese culture surprised or confused you when you first arrived in Japan?" Preparation also involved rehearsing their telephone appointment speeches, their interview "small-talk" and the interview questions themselves. Students were interested to know about the interviewees' experiences and opinions regarding culture shock, how to handle cultural differences, communication problems, and the best and worst points about living in Japan. They also sought advice about how they should act when they travel abroad in the future and how they should treat foreigners in Japan.

After students completed the interviews they made oral reports in class, which included playing

a cassette tape with the interviewee's answers to the three questions stated above. This gave all students the opportunity to hear a variety of spoken English. The interviewee was also photographed so that the class could associate a face with the voice of the interviewee and his or her comments. The students also submitted written reports in English. Finally, they wrote thank-you letters to their interviewees. The advantages of this activity were that the students had the opportunity to meet and talk with a foreigner. For some, this was a first experience outside their college classes. It also gave them the chance to use spoken and written English in practical ways: speaking on the telephone and face to face during the interview, and writing their report and thank-you letter. It challenged their English abilities and motivated some of them to use English more in class thereafter. The students came to realize how different Japanese culture is from American, Australian and Chinese cultures. They also found that some of the interviewees held very biased opinions about Japan and were negative and critical about Japanese people and culture. This forced them to face opposing views and balance them by giving background information to explain their own culture.

Documentary: *Struggle and Success*

This documentary presents profiles of African Americans living in Japan. The interviewees speak frankly about their struggles and successes at home and in Japan, what they think about Japan and Japanese people, and how they are treated. It also gives a glimpse at the racial discrimination that these people endure in the United States and the relative freedom they enjoy in Japan. Stereotypes of Africans by Japanese are also presented.

This is a powerful film for several reasons: for students who have never met an African American, it gives an "inside" view to this unique culture. It introduces discrimination, a concept which few, if any students have ever faced. After watching the film, students list positive and negative aspects of living in Japan for African Americans. After sharing these in discussion, students consider how they would cope as foreigners living in another country.

TV commercials

A great deal can be learned about a culture by watching their TV commercials. This is the premise on which this unit is based. The teacher begins by presenting a series of American TV commercials. After showing each commercial, she elicits from the students the product being advertised. Then she describes in detail the cultural aspects which are clearly American.

For example, a diet drink meal replacement product is advertised by a man in his 50s. He

advocates how the diet drink helps him lose weight. This commercial shows that dieting is not just a young woman's obsession, but is also a concern of men, even men in their 50s. Wearing a dark blue suit, his dress implies that he is a businessman, projecting a serious business-like image that suggests dieting is a serious issue. After explaining the commercial, students are asked to describe diet commercials in Japan and attitudes about dieting in general. The most common response is that dieting is mainly done by young women, and fad diets, fasting and diet pills are the most popular methods for losing weight. They could not imagine seeing a diet commercial like the American one described above on Japanese TV. With the students' input, a cross-cultural comparison of attitudes toward dieting is made.

The students' assignment is to make a collection of five Japanese TV commercials on video which show aspects of Japanese culture: lifestyle, customs, communication styles. Each student presents her five commercials in class and explains them as though she were teaching a lesson on Japanese culture through commercials. Students are very comfortable using such a familiar medium to talk about their culture. They often come up with very detailed and culturally eye-opening explanations of their commercials. As a follow-up, students submit a report in English summarizing the salient points of their presentations.

By the end of the course, some are ready to accept another culture ...

Movie: *Gung Ho*

Gung Ho is an American comedy about a small town car factory which faces a shut-down by its American owners. One of the workers persuades a car company in Japan to come to the United

States and take over the plant. Cultural conflicts abound as Japanese managers attempt to run the factory operated by American workers and impose Japanese work ethics on their foreign employees. Since both cultures are clearly represented in the movie, students are able to pick out aspects of American and Japanese cultures, and to describe the cultural misunderstandings that develop and the reasons for them.

Differences between Americans and Japanese

"Japan is a 'uniform' society: for work, school, sports, clubs, traditional festivals and social events, Japanese have special uniforms for all occasions. What role do uniforms play and why are they so important to Japanese people? Americans, on the other hand, don't like uniforms very much. Why not?" The teacher presents some familiar cultural differences like the one above. Students first discuss the questions in small groups, then report their conclusions to the entire class. Other topics for discussion which compare Japanese and American

cultures are: restaurant menus (few choices vs. many choices), parties (many speeches vs. few speeches), vacations (tours vs. traveling alone), homes (*shoji* vs. walls).

Final project: researching another culture

Students choose a culture in which they are interested or have had some experience. They then prepare a five-minute oral presentation about aspects of "large C" culture including its customs, religious beliefs, food, family life, marriage and weddings, holidays and festivals. They also submit a report in English which summarizes their presentation.

PART III

Discussion

As stated earlier, the first of the four goals of this seminar is to increase students' knowledge and awareness of their own culture, and to help them gain an understanding of the influence of culture on behavior. The text, *Polite Fictions*, presents Japanese culture through the eyes of an American. Therefore, students have to critically look at themselves and seek answers to the questions "Is what the author says really true about Japanese culture?" "Is it true about me?" and "How has my culture influenced the way I think, speak and act?" Challenges like these help students begin to understand themselves and their culture better.

While *Polite Fictions* looks at Japanese culture from the "outside" viewpoint of a non-Japanese, the study of TV commercials gives students an "inside look" at their culture—as Japanese see themselves. The commercials are rich with cultural information, showing both traditional and modern aspects of Japanese life. Seasonal customs such as giving *o-seibo* gifts at year-end and celebrating the New Year holiday are clearly shown in the commercials. After scratching the surface, students discover greater meaning behind these customs and gain a deeper understanding of their culture.

The second goal, to put the students in the position of someone from another culture, is achieved early in the course with *BaFa BaFa*. By the time this game takes place, students have reached the stage of minimization according to M.J. Bennett's developmental model of cultural sensitivity. They are clearly aware that other cultures exist and that there are differences between them. The culture shock students feel during the game makes those cultural differences all the more real. The students come out of this experience with a deepened understanding of what it means to be a foreigner. It gives them a solid foundation for the following cross-cultural activities: interviews with non-Japanese, and the movies *Struggle and Success* and *Gung Ho*.

The third goal of the course is to learn about American culture and compare it to Japanese cul-

ture. This is the main theme underlying all of the activities except the final research project.

The fourth and final goal, to cultivate respect for cultural differences in behavior, attitudes and values, is achieved by individual students to varying degrees. By the end of the course, some are ready to accept another culture and are eager to travel to other countries to challenge their newly developed attitudes. Others have regressed to the defense stage, where they are caught in the "Japanese way is the best way" web of ethnocentrism. The final project, in which students research aspects of another culture, gives some of them a head start in preparing for a trip abroad.

Recommendations

This course exposes students to a wide variety of topics and activities that address the main theme of understanding Japanese and American cultures. Many of the topics are presented quickly, and as a result little time is spent on background and details. Thus, there is room for expansion. For example, the film *Struggle and Success* presents only a snapshot of African Americans in Japan and the United States. This topic could be expanded into a larger investigation of African Americans in Japan and the United States. Using media, film and literature, it could trace historical and cultural developments in both countries. Interviews with different generations of Japanese people about their views on African Americans would add to the findings. The same kind of research could be done on Chinese culture, using *The Joy Luck Club* as a point of departure. A comparison of the differing styles of doing business in Japan and the United States could be done using *Gung Ho* as the springboard.

In the future, the author plans to restructure the project in which students interview people who are not Japanese. She has found that a one-hour interview is too short to develop the necessary rapport with the interviewee for students to relax enough to speak freely. Feedback from the interviewees has indicated that some students had difficulty in expressing themselves clearly and, because they were nervous, changed some of their questions to ones that were insignificant or inappropriate to the discussion. Some of the interviewees became frustrated, as did the students, and a tense atmosphere developed.

Instead of the current procedure of pairs of students doing private interviews, one non-Japanese will be invited to the class and students will ask their prepared questions. The teacher will be present to moderate the discussion and help maintain a friendly atmosphere. Hopefully, the students will be able to relax in their familiar surroundings and gain more from the experience.

Conclusion

This paper has described an introductory college-

level course in developing intercultural understanding. The curriculum presented here is just one of many approaches to teaching about other cultures. It is designed to inspire students to search through the layers of their culture until they discover their own inner core, and to use that collected knowledge as the basis for observing, comparing and ultimately coming to understand and respect other cultures. The challenge of bringing culture into the classroom is met here by using books, movies, advertising media, and first-hand experience. In the future the author hopes to take her class to another culture by organizing an overseas study trip as the culmination of a course focusing on the destination's culture. In the meantime, however, as the field of intercultural communication continues to grow in Japan, there is still much to learn here at home. ■

Notes

1. This statistic and the ones in the following paragraph are from *Japan Almanac 1994*, p. 265.
2. Compared to the numerous organizations, college courses and degree programs in the United States and other western countries which focus on intercultural communication, Japan's progress has been slow. Three organizations which address the field in Japan are the Communication Association of Japan (C.A.J.), Cross Cultural Training Services, and SIETAR Japan (The International Society for Intercultural Education, Training and Research).
3. One Chinese participant was interviewed in Japanese.

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Model lesson expectations: Form versus purpose

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RECENTLY a colleague in the government program I work for was asked to demonstrate alternative teaching methods focusing on communicative competency to a group of public school teachers in the home school district. My colleague obliged, hoping to provide some key new ideas about reaching individual students through the formation of small groups from a class of over forty students. After lengthy hours of preparation, the lesson was ready, composed principally of carefully designed activities that highly motivate students to rely on their basic vocabulary, recall, and established sentence patterns.

What a mistake! It was not a typical Korean-style method of lecture: repeat, translate, substitute, and then evaluate through written exercises.

A few days before the scheduled demonstration, a co-worker asked to see the materials. Again, my colleague obliged, proud of the efforts that had been successfully pre-tested in other classrooms. Matter-of-factly, the co-worker stated that the materials had to be more reflective of the actual lessons in the government approved text, and specifically the content of the current chapter under study. So the plan went back to the drawing board for modifications that would maintain the integrity of the original.

Working with the public school system in Korea is a potent reminder of good old Murphy's law: Anything that can go wrong will go wrong—and on short (or no) notice. Experienced educators usually anticipate last-minute changes and carry a spare tire to keep the show running. It's important to cover every base.

Twenty minutes before the demonstration was scheduled to begin, the students' small group seating chart was rearranged. Not exactly a worst-case scenario, but a major irritation. Then, there was a materials shortage because the audience of educators began to "borrow" student materials. Class began in a disrupted manner. But, my colleague pulled off all the activities, which had been unrehearsed with that particular class, and survived the 45-minute period with sanity intact.

After model lessons or demonstrations, there is usually a meeting to critique the outline, presentation and materials. In this case, the peer emphasis was on criticism:

1. the lesson plan did not use the text,
2. the teaching methodology was not "conventional enough for realistic implementation," and
3. there was no perceived "purpose" for the small group orientation.

Each of these points warrants exploration. But first,

and more pointedly, is the question of expectations.

When any teacher is given an assignment, optional or mandatory, whose assumptions are being followed? Should they be? Well, in most cases, the teacher has some idea of how to organize a presentation based on rumor, observation, or experience. How often is this idea no more than an assumption? And when it is an assumption, should the decision to follow it be guided by audience considerations or tradition?

Consider the case of a native English speaker, certified in TESL/TEFL/TESOL, who is not a part of the Korean education system and is not expected to follow a Korean agenda in class. What does the audience come to observe for? Allegedly for novel ideas—not exactly novel in the realm of TESL/TEFL, perhaps, but not the norm for compulsory language programs in Korean public schools.

LAST FALL I observed a well-prepared model lesson conducted by a Korean language teacher in my home district. In the 45 minutes of normally allotted class time, this teacher managed to rush through an astounding amount of material with the aid of the latest language laboratory technology. I was impressed with her careful choice of classroom English for instructions, but thoroughly disturbed by the lack of realism in the students' supposed review of vocabulary, expressions, and subsequent role play.

The obvious fact that these students were all rehearsed performers bothered no one. It was expected. There were no discipline problems, no stuttering, and no out-of-context statements. The only example of error was one that was planned to demonstrate a grammar point in a translation exercise. At the end of the period, a brief formative test was given on an overhead projector. Evidently, the presentation was a success with the county supervisors in attendance—and, I doubt that the hand-selected group of students will ever forget the dialogue. But overall, there was nothing particularly outstanding. It was a successful status-quo exhibit of the school's new language materials.

Returning to the discussion of the "alternative" model lesson, the three major criticisms revealed a wealth of information about the attitudes of teachers on the local level. Perhaps the foremost is a deep-seated fear of detouring from approved texts. Teachers are provided with detailed guides for presenting each lesson. After a number of years, many of them start to rely heavily on guidelines, forgetting their own skills as well as creative capabilities. This constant dependency on text-based

lessons destroys the chance to improve students' listening, recall and speaking skills. In the case of most texts, these communicative skills are given a mere mention in passing because the emphasis is on reading, grammar and vocabulary. The new generation of texts, to be used from March 1996 at South Cholla Province middle schools, provides a greater emphasis on TPR, listening and short dialogues. Previous texts (i.e., those still in use for second and third year students) are a sad reminder of the foothold that the grammar-translation method retains in the modern communicative world.

The second criticism concerning "conventional-ity" and "realistic implementation" sounds objective, but this judgment lacks adequate reflection on classroom organization; just because a specific method has not been viewed before or the students are not accustomed to it does not mean students and teachers are incapable or reorganizing the classroom learning structures. What is conventional anyway? Is the monotone repetition of sounds with no context preferable to unrehearsed interaction? Compulsory language education need not be boring, difficult, or even predictable.

Lastly, the purpose of small group structure is to empower the students in their own learning. By altering the rigid student-teacher dialogue or exchange into a student-student exchange with the teacher in a new role as monitor, the whole motivational challenge or burden of the teacher can be reduced. Usually, class size is never addressed in the course of these model lessons. Small group formation and activities are not readily suggested in textbooks except

as optional activities. Yet, in my experience, if any language teacher is questioned about the top three problems of language teaching, class size and students' lack of motivation consistently emerge in the top two slots. If these small groups are also deemed "unrealistic" for Korean classrooms, where is the logic in their overwhelming success at private language institutes? It cannot be reduced simply to Korean culture or the parents' willingness to spend money.

Of course, none of us lives in an ideal world where new methods (or non-traditional ones) smoothly replace the old without preparation and significant discipline. But preparation and discipline should not be dirty words among a profession dedicated to the improvement of minds. Learning is a lifetime process. Flexibility is key.

Practically speaking, the attitudes that forge these criticisms of non-establishment methods are not going to disappear overnight; they will remain prevalent for years to come. In the meantime, the responsibility to field criticism graciously rests with all teachers, Korean or foreign, who strive to redefine language education as communicative for an international era.

Eventually, when so-called "alternative" or "new" methods are heard or seen often enough, they will no longer be perceived as "alternative." To reach that point, however, language teachers who currently employ "alternative" methods must remain dedicated to their larger task. At that point, these criticisms will fade quickly. That's a lesson from propaganda, but it's no lie! ■

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The Reflective Practitioner: How Professionals Think in Action. Donald A. Schon. New York: Basic Books, 1983. Pp. x + 374. Includes bibliographical references and index.

Reviewed by Greg Matheson

IT'S AN OLDIE but a goodie and a cult book in educational circles. Although education is a secondary theme of this book, it inspires teachers to engage in more active research.

Schon, a professor of urban studies and education at MIT, writes about a wide range of professions—architecture, psychotherapy, invention, development, and management. Using case studies, he stands on its head the usual view of the relationship between theory and research in the universities, and the practice of professionals on the job.

Practice is messy, Schon argues. People in the field have to get down and dirty in the swamp. The environment is one of uncertainty, instability and uniqueness. Eighty-five per cent of the problems cannot be solved by the book.

Consequently, Schon opposes the three Positivist dichotomies. Firstly, contrary to separating the means from the ends, finding the problem in the "mess" is as difficult as solving it. Secondly, research and practice are the same function; namely, they both try things out. Practitioners experiment as much as researchers do. Thirdly, Schon also does not distinguish between knowing and doing.

Schon combines all of these notions in a kind of rigor he describes as reflection-in-action. The book shows the thinking processes of a master architect talking to a student about a design project and of a supervisor talking to a residential psychiatrist about a patient. In these cases, he concludes that their reflection-in-action is more complicated and effective than the

dominant technical method because it is subjective.

In the case of the reflective teacher, there is some potential threat to the conservative system. As one goes beyond objectivity, one pushes against the theory which underlies the classroom.

Teachers will need to read between the lines in order to get the most out of this book. It has its share of jargon and tedious prose but the coherency of the author's vision of the way things ought to be make getting a hold on it well worth the effort. ■

How Languages are Learned. Patsy Lightbown & Nina Spada. Oxford: Oxford University Press, 1993. Pp. xvi+135. ISBN 0-19-437169-7.

Reviewed by Dwight J. Strawn

KOREA TESOL members who want to stretch their horizons and gain a broader perspective on their work will find that local bookstores and libraries have on their shelves a number of very good books they can turn to for help. Among them, two that could be mentioned for starters are McArthur's *Foundation Course* (1983) and Howatt's *History* (1984), the first for its concise introduction to basic issues and the second for its broad and thorough account of the development of English language teaching from the Middle Ages to the twentieth century. One can also find on the shelves such milestones as Stern's *Fundamental Concepts* (1983) and *Issues and Options* (1992), Ellis's *Understanding Second Language Acquisition* (1985) and the latest revision of Brown's *Principles* (1994), a work which is well known in Korea from its earlier editions.

Among the many books that deal with theory and research on language learning, *How Languages are Learned* stands out as a shining jewel. In a thin volume convenient enough for reading

on the subway, Lightbown and Spada give a brief, well-balanced account of all the major theoretical viewpoints that have influenced the development of language teaching during the twentieth century—and do so without running roughshod over the issues. Summaries of the relevant research are included, along with suggestions for further reading which will serve as a reliable guide for those who want to explore particular questions in more detail.

The book begins with a review of research on first-language acquisition, organized in terms of the behaviorist perspective, the innatist perspective, and the interactionist perspective. Reflecting Carroll's comment (1971, p. 110) that different theoretical viewpoints need not be put in opposition, the authors suggest that each of the three positions has particular insights to offer and particular weaknesses as well. "Behaviourist explanations may explain routine aspects, while innatist explanations seem most plausible in explaining the acquisition of complex grammar. Interactionist explanations are necessary for understanding how children relate form and meaning in language, how to interact in conversations, and how to use language appropriately" (p. 16).

In the second chapter, concerned with theories of second language acquisition (SLA), the authors raise several important questions about the differences between the situation of someone acquiring a second language and that of a child acquiring a first language, pointing out that "A general theory of SLA will need to account for language acquisition by learners with a variety of characteristics, learning in a variety of different contexts" (p. 14). (Incidentally, they do not mention the situation, common in some parts of the world, of children acquiring two or more languages simultaneously from birth.) While noting that there are SLA theories which focus on differences in first-language and second language acquisition, the

authors examine four theoretical viewpoints which "are based on the assumption that first and second language learning are similar" (p. 30). The first of them, behaviorism, is described as "at best an incomplete explanation of second language acquisition" (p. 25). The second is cognitive theory, about which the authors say that, because there is not yet enough empirical evidence, "direct applications of this theory for classroom teaching are premature" (p. 25). The third viewpoint, creative construction theory, is presented in terms of Krashen's five hypotheses and is described as "intuitively appealing" but requiring much more research "before the details...can be taken as adequately supported" (p. 29). The fourth viewpoint is the interactionist one, which claims that modified input is crucial for success in second language acquisition. The authors' conclusion here is that, while there is evidence from research to support the interactionist claim that modified input "can aid comprehension," there is not enough to support the stronger claim that such input "causes or explains" second language acquisition in more general terms (p. 30).

The third chapter zooms in on particular factors that may be related to success in second language acquisition. They include intelligence, aptitude for language learning, various personality traits, motivation and attitudes toward language learning, preferred learning styles, and age. The results of research on how these variables may be related to success in learning another language are not clear, for a number of reasons that the authors point out, and their conclusion is that "it remains difficult to make precise predictions about how a particular individual's characteristics influence his or her success" (p. 50).

The fourth chapter deals with questions concerning the nature of "learner language" and gives examples from research on second language acquisition which

indicates that there are "systematic and predictable stages, or sequences" (p. 67) in second language acquisition, as Corder's notion of the "built-in syllabus" would predict (Corder, 1981, p. 97). Most of the research discussed in this chapter focused on learners who had opportunities for a great deal of exposure to natural use of the second language in contexts outside the classroom, but there is also reference to research done with learners whose opportunities for exposure to the second language were limited mainly to the classroom. Raising an interesting question for teachers, curriculum planners and textbook writers, the authors note that "In general, researchers have found that learners who receive grammar-based instruction still pass through the same developmental sequences and make the same types of errors as those who acquire language in natural settings" (p. 66).

The fifth chapter of *How Languages are Learned* focuses specifically on language learning in the classroom. After a brief comparison of instructed versus natural settings for language learning and a discussion of two transcripts of classroom sessions, the remainder of the chapter centers around five proposals for classroom teaching: (1) Get it right from the beginning, (2) Say what you mean and mean what you say, (3) Just listen, (4) Teach what is teachable and (5) Get it right in the end. Each of these proposals is examined in turn in light of the results of research on second language acquisition, and in their remarks about them the authors point out both the strong points and the weak points of each.

Finally, in the last chapter Lightbown and Spada return to the list of twelve popular ideas about language learning that they started with in the Introduction and comment briefly about each, noting ways in which the ideas are either supported or not supported by the results of SLA research. In their conclusion, the authors suggest that "a better un-

derstanding of them [the various factors affecting language learning] will permit teachers and learners to make the most of the time they spend together" (pp. 116-117).

Right on. For new teachers and seasoned veterans alike, *How Languages are Learned* is a book not to be missed, and for those who may be looking for a supplementary text in English for courses in language-teaching methods or applied linguistics it is a book that should certainly be considered. ■

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Share your discoveries of new books and other materials related to language learning and teaching by writing reviews and sending them to the editors for publication. They can be of great help to Korea TESOL members in their search for useful teaching materials and new ideas. In addition to book reviews, the editors also welcome reviews of films, video and audio materials, computer programs and other types of materials as well. Please send completed reviews (350-1,500 words) to the Managing Editor (See Information for Contributors on page 85 and the suggestions for writing reviews found on page 60.)



Korea TESOL and Internet's World Wide Web

Thomas Duvernay
Dong Guk University, Kyongju

IF YOU HAVE telephone service, you also have some way of connecting to the Internet, that world-wide linkage of computers. If you work at a university or large company, you probably already have free access (check with the department responsible for computer systems). If you don't have access that way, you still can connect to the network by using one of the commercial providers such as Chollian (telephone 01420 by modem).

What you need

In order to use any computer dial-up system, you need to have a computer, a modem (a device to interface your computer with the telephone), and communications software. There are many communication programs available. Examples of English language programs are Procomm, Bitcom, and the Terminal program included with Windows. In order to connect with a Korean commercial provider, you need to have Hangul communications software, such as Iyagi.

The World Wide Web

At this time, I would like to introduce a specific area of the Internet, called the World Wide Web

(WWW). The WWW is made up of electronic documents on computers all over the world. Anyone can make these documents, although in order to use them the computer system you are hooked up to must have what is known as a web server, a computer dedicated to the WWW. Many universities in Korea have one. As long as the system you are using has the proper viewing program (called a browser) you can look at documents, known as pages, all over the world.

There are two types of browsers. The first is text only. The most widely used of this type is called Lynx. The second is graphical. The most common one is called Mosaic. If you have a direct, dedicated link to the Internet, you can use Mosaic. If you are using a dial-up line, you will most likely be limited to Lynx. The difference is that with Mosaic you can view pictures on the Web, but with Lynx you can only view text.

The Korea TESOL Home Page

When you log in to the system you have an account with, you will generally end up at a prompt (although some systems use menus). To see if your system has Lynx, type `lynx` at the prompt.

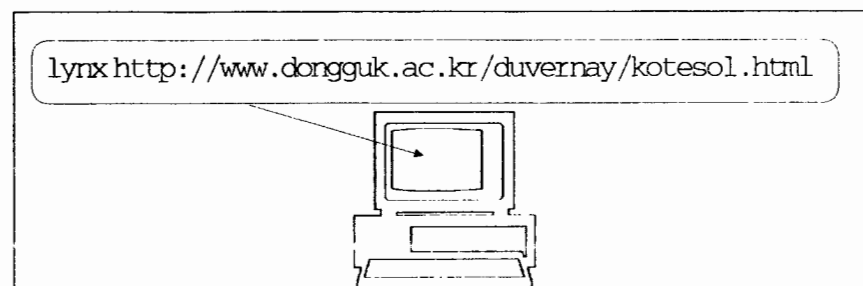


Figure 1. Korea TESOL Home Page Address

If it does, you will connect with the University of Kansas home page. If it doesn't, you will probably receive an error message. In case of the latter, contact your system administrator.

You can follow a link by pressing `enter` on a highlighted item. You navigate using the arrow keys. The down key does just that—it goes down. The up key goes up. The left key goes back one document, while the right key goes forward. By pressing `q` and `enter`, you exit the Web.

If Lynx is available on your system, type `lynx` followed by the address (called a URL) for the Korea TESOL home page as shown in Figure 1. You will now be viewing the home page I have put together. I am continuously modifying it, so check back often.

And more...

You can make your own home page. When connected to WWW, press the letter `h`. You are now in the help file. Read the information concerning HTML (Hyper-Text Markup Language), the codes you type into your document to make them readable on the WWW. It is too complicated for me to discuss here. If your system has a WWW server, you can keep your home page in your directory. If not, I can put it on Dong Guk's system and link it to the Korea TESOL home page. Your home page can have in it anything you wish to say about yourself.

If you have an e-mail address, please contact me at `duvernay@silla.dongguk.ac.kr` so I can add your address to the directory information on the Korea TESOL home page. If you represent a school with a job opening, please contact me at the same address so I can add that information to the jobs section of the home page. In both cases, you get international exposure. ■

Thanks, Tom. We look forward to more articles about using Internet resources in connection with our work as language teachers. — DJS

Accrediting agency in TESOL's future

Terry O'Donnell

Director of Field Services, TESOL Central Office

FOR the past two years, TESOL has been investigating the possibility of developing an agency to accredit postsecondary intensive English programs (IEPs) in the US. At its annual meeting at TESOL '95 in Long Beach, the Board of Directors approved a motion to begin the process of establishing an accrediting agency.

Association accreditation programs allow for recognition and voluntary quality control. The development of an accrediting agency by an association is often the result of several forces: members' concern about the lack of quality in a specialized area; a desire to distinguish programs that follow recognized standards; federal government requirements; or the threat of state or increased government control.

In TESOL's case, a group of IEP directors approached the association to consider the issue of accreditation of IEPs. Underlying their concern were problems with how IEPs are currently accredited (through ACCET, the Accrediting Council for Continuing Education and Training), the potential for increased federal and/or state intervention in IEP accreditation (New York State now regulates all language programs), and the need for a means to distinguish between IEPs that meet or exceed basic standards and those that don't. Members felt that TESOL, as the premier professional association in the field, was the most appropriate entity to develop the service.

Why do IEPs need to be accredited?

IEPs serve international students who must apply to the Immigration and Naturalization Service (INS) for a student visa (F-1) to study in the US. To get the visa,

students must first get an I-20 form, certifying student acceptance into a course of language study approved by the INS. To issue the I-20, IEPs must be accredited by an agency recognized by the US Department of Education. Thus, without accreditation, programs may not issue the I-20s needed to attract international students.

Programs are currently accredited in one of two ways. University-managed IEPs usually receive recognition by virtue of being part of a university that is accredited by one of the six recognized regional accrediting agencies for postsecondary institutions. Currently the only option for programs that are independent of universities and those under contract to universities is to become accredited by the Accrediting Council for Continuing Education and Training (ACCET), which specializes in accrediting noncollegiate training programs such as trade and career schools.

It is because of these limited options and because there are indications of increased federal and state regulation that IEP administrators expressed interest in accreditation by a profession-based accrediting program that would assure qualified recognition of high standards.

How has TESOL responded?

TESOL established an Accreditation Task Force, with members representing the American Association of Intensive English programs (AAIEP), NAFSA, Association of International Educators, the University Consortium of Intensive English Programs (UCIEP), and TESOL. The Task Force, chaired by Bill Harshbarger of the University of Washington, met three times from 1993 to 1994 and conducted a preliminary survey of IEPs. Task Force

members in Washington, DC met with Department of Education (DOE) staff to see if TESOL could meet DOE requirements for recognition as an accreditation agency. Based on the results of the survey, discussions with other members of the associations represented on the Task Force, and meetings with DOE, the group submitted a report to the TESOL Board of Directors recommending that it would be feasible for TESOL to establish an accrediting agency recognized by the DOE.

The TESOL Board of Directors, realizing the broad implications to TESOL, asked that two more steps be taken before it could make a decision: (a) that a comprehensive survey be conducted to define the market; (b) and that staff create a timetable and budget for the development of an accrediting agency. Sixty-five percent of the more than 700 US-based programs identified as IEPs responded to the second survey. Respondents indicated strong interest in TESOL accreditation (81%), with the greatest interest among independent and university-associated but independently accredited language programs. The TESOL Board of Directors made its decision based on these results and the input of accreditation consultants working with staff at Central Office.

What will the benefits of TESOL accreditation be?

An accreditation program provides benefits to potential and current students, to the general public, to the programs, and to the profession. Potential students can use a list of accredited institutions to identify programs in which they can have confidence. Once enrolled in an accredited program, students can be assured that the content, edu-

cational process, and student services are recognized as meeting a predetermined, published standard.

The general public benefits from knowing that a person who has completed an accredited program has a general level of capability. It also benefits when marginal programs that cannot meet accreditation standards either disappear or improve as accreditation becomes an expected program credential. In short, accreditation protects the public by enabling anyone, both students and employers, to identify competent schools and programs.

Much like the current TESOL Program of Self-study, accredited programs undergo a self-assessment that requires evaluation of the curriculum, student services, staffing, and program resources. In addition, however, they must undergo review by an outside source. The exchange of ideas that results from self-assessment and the feedback from peers who review the program tends to improve the program. Receiving status as an accredited program signals that a program is keeping up with its field and meeting rigorous standards. Also, programs that are housed in universities and benefit from the university accreditation gain recognition among their peers for having participated in a specialized accreditation program.

The purpose of any professional association is to improve the level of practice within the profession it represents to the benefit of the profession as well as members of the public who deal with the profession. The association promotes professional competence through its publications, education programs, and periodicals, and by promoting professional standards. Professional competence is further promoted through certification of individuals and accreditation of institutions or programs that meet certain criteria. In this way, an association confers status and visibility to the field and provides prestige and recognition to individuals and institutions.

Because the fundamental criteria for accreditation are requirements, conditions, prerequisites, standards, and qualifications for recognition, and because it retains jurisdiction to revoke recognition, an association accrediting program can also have a direct effect in such areas as employment standards and hiring practices.

What are the next steps in creating a TESOL accrediting agency?

Now that the TESOL Board of Directors has made its decision, the first step will be to convene an advisory committee representing a broad spectrum of programs to be accredited. Members must be willing to serve for three years during the development stage. (After the development stage, members will serve rotating terms with new members being added.) The committee will be responsible for determining the general characteristics of the accreditation program, identifying and validating common IEP program components, gathering profiles of curricular elements, selecting evaluation methods, and determining policies and procedures. In addition, the committee will address issues related to appeals and reaccreditation processes and begin the process of training site evaluators.

Member involvement will also be substantial and continuous. For example, determining curriculum content necessary to be accredited will require substantial volunteer participation. A panel of experts will need to develop a profile, which is then circulated among a random sample of IEP professionals. They will be asked to rank the importance of each of the curricular areas and the frequency and intensity with which it is addressed in their programs.

As the accrediting agency is being developed, TESOL will be working closely with DOE staff to ensure that the TESOL accrediting agency is following DOE regulations for recognition.

When will TESOL be ready to accredit IEPs?

The process of developing an accrediting agency will take approximately three years. During the first year, TESOL will appoint the advisory committee and organize and convene the first advisory committee meeting. The committee's first task will be to prepare a preliminary plan of action. During that year, the committee will hold three additional meetings to identify general characteristics of IEP programs, determine components, and outline content.

In year two, the committee will carry out a validation process to determine the viability of components and content. It will meet to design and field-test evaluation instruments, develop training material, and begin preparing evaluators and reviewers. In year three, the committee will meet to finalize policies and procedures, take the first set of pilot programs through the total process, refine tools and methods, and train more evaluators. It will also create and produce marketing tools and develop policy manuals. Legal counsel with accreditation experience will be involved as necessary during all these developmental stages.

By the fourth year the agency will be ready to begin accrediting IEPs. Although its initial scope will be IEPs in the US, TESOL recognition will most likely be sought by language programs around the world. By developing an accrediting agency, TESOL will confer status and visibility to the field and provide needed recognition to English language programs and institutions. ■

Terry O'Donnell is the Director of Field Services at the TESOL Central Office in Alexandria, Virginia, USA. This article was first printed in TESOL Matters, Vol. 5, No. 3, June/July 1995.

Conferences and institutes around the world

August 1995

Date: August 11-18, 1995
Name: National K-12 Foreign Language Resource Center
Place: Ames, Iowa
Theme: New Technologies in the Foreign Language Classroom
Contact: National K-12 Foreign Language Resource Center
 300 Pearson Hall
 Iowa State University
 Ames, IA 50011-2205, USA

Date: August 25-27, 1995
Name: PALSO-NELLE International Conference
Place: Athens, Greece
Theme: European Trends in Foreign Language Teaching: Methods and Practice

Contact: J. Wolfgang H. Ridder
 NELLE Conference Office
 Beethovenstr. 5
 D-22604 Bielefeld,
 Germany
 Tel +49-0-521-66209
 Fax +49-0-521-66209

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
Contact: Susan Spezzini
 c/o American School of Asuncion
 PO Box 10093
 Asuncion, Paraguay
 Tel 595-21-603518

Date: September 12-14, 1995
Name: NAFSA: Association of International Educators
 Workshops on current issues in international education and exchange
Place: Denver, Colorado, USA
Contact: Bill Carroll or Elizabeth Bell
 NAFSA
 Suite 1000
 1875 Connecticut Ave. NW
 Washington, DC

20009-5728, USA
 Tel +1-202-462-4811
 Fax +1-202-667-3419
 Email INBOX@NAFSA.ORG

Date: September 27-30, 1995
Name: International Association for Continuing Education and Training (IACET) Annual Conference
Place: San Francisco, California, USA
Theme: Bridging the Centuries: Visions, Values, and Validations in Continuing Education and Training
Contact: IACET
 1200 19th Street, Suite 300
 Washington, DC 20036, USA
 Fax +1-202-223-4579

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: October 6-9, 1995
Name: Second Language Research Forum Annual Conference
Place: Ithaca, New York, USA
Contact: SLRF '95
 Linguistics Department
 Morris Hall 203
 Cornell University
 Ithaca, NY 14853, USA
 Email mrs4@cornell.edu

November 1995

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

Date: November 3-4, 1995

Name: National Association of Self-Instructional Language Programs NASILP Annual Conference

Contact: NASILP
 Critical Languages, 022-38
 Temple University
 Philadelphia, PA 19122, USA

Date: November 16-19, 1995
Name: College English Teaching and Research Association of China (CETRAC) 1995 Convention
Place: Nanjing, China
Contact: CETRAC, Department of Foreign Languages
 Shanghai Jiao Tong University
 1954 HuaShan Road
 Shanghai 200030, China
 Tel +86-21-4310310, ext. 2471
 Fax +86-21-4330892

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

Date: November 27-29, 1995
Name: Chulalongkorn University Language Institute 3rd International Conference
Place: Bangkok, Thailand
Theme: Expanding Horizons in English Language Teaching
Contact: Chaniga Silpa-Anan,
 Director, CULI
 Prembrachatr Building
 Phayathai Road
 Bangkok 10330, Thailand
 Tel 662-254-7670
 Fax 662-252-5978
 Email Chaniga@chulkn.chula.ac.th

December 1995

Date: December 13-15, 1995
Name: International Language in Education Conference 1995
Place: The University of Hong Kong
Theme: Language in Education
Contact: Laura Lam, Secretary ILEC 95

Hong Kong
Tel +852-2803-2420
Fax +852-2559-5303
Email ilec@
hkucc.hku.hk

March 1996

Date: March 26-30, 1996
Name: 30th Annual TESOL
Convention
Place: Chicago, Illinois, USA
Theme: The Art of TESOL
Contact: TESOL
1600 Cameron St., Suite 300
Alexandria, VA 22314, USA
Tel +1-703-836-0774
Fax +1-703-836-7864
Email conv@
tesol.edu

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

Please send conference announcements for this column to Dwight J. Strawn, 2-91 Shinchon-dong, Suhdaemoon-ku, Seoul, Korea 120-140. Fax +82-2-364-4662. Email djstrawn@bubble.yonsei.ac.kr. ■

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Tokyo, Japan 116
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JALT is a not-for-profit professional organization of nearly 4,000 members in Japan and abroad, dedicated to promoting excellence in foreign language teaching.

Job openings

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

BEST FOREIGN LANGUAGE INSTITUTE, Changwon City, Kyung-sangnam-do. *Position:* 5 full-time lecturers. *Beginning:* (Open). *Qualifications:* Bachelor's degree (English/Business), TESOL certificate or MAT preferred, love for students of all ages, creativity! (a top priority). *Duties:* Teaching 30 hours/week inside the institute and at Goldstar, Samsung Aerospace, Samsung Heavy Industries and KIA and Korea Heavy Industries and Construction Company. *Salary:* ₩1,200,000-₩1,500,000/mo. *Benefits:* Spacious apartment or officetel (w/ bed, wardrobe, TV, kitchen table, etc.), health insurance provided upon request, RT airfare at end of contract, shuttle bus service to/from outside classes, 1 wk paid vacation, 1 wk emergency leave. *Visa Sponsorship:* Yes. *Contact:* Mr. Myungdae Cho (Owner/President) or Mr. George Tomlinson (Academic Program Coordinator), Best Foreign Language Institute, 98-3 Jungang-dong, Changwon, Kyung-sangnam-do 641-030, Korea. Tel +82-551-64-1010. Fax +82-551-83-0860.

DAEJON VOCATIONAL JUNIOR COLLEGE & DONG-A LANGUAGE INSTITUTE, Taejon. *Position:* English instructors. *Qualifications:* Native speaker of English with a BA in English, linguistics or education and some TESOL experience or certification, or MA in linguistics or TESOL. *Duties:* Planning and teaching classes; completing a staff development project within each 9-week period. Teaching responsibilities will not exceed 22 hours/week. *Salary:* From US\$13,000 to US\$18,000 (paid in won), depending on qualifications and experience. *Benefits:* Furnished, shared apartment, health insurance, RT airfare for teachers who stay 2 years. *Visa Sponsorship:* Yes.

Apply by: (Open). *Contact:* Jim Richardson, Daejon Junior College, 226-2 Jayang-dong, Dong-ku, Taejon 300-100, Korea. Tel 042-625-7250.

JLS FOREIGN LANGUAGE INSTITUTE, 994-4 Daechi-dong, Kangnam-ku, Seoul. *Position:* English instructor. *Beginning:* (Open). *Qualifications:* B.A. or higher (TESOL preferred). *Duties:* Teaching for elementary program, lower middle schooler. *Salary:* ₩1,450,000/month or higher, negotiable if qualified. *Benefits:* One month salary bonus every year. Full furnished no sharing apartment. RT fare. *Visa Sponsorship:* Yes. *Send:* Photo, visa copy. *Contact:* Jong-ae Lee, Chief Instructor. Tel 02-563-5946~9. Fax 02-564-7467.

PAGODA LANGUAGE SCHOOL, Seoul. *Position:* ESL instructors. *Qualifications:* Degree in TESOL. *Salary:* Commensurate with experience. *Benefits:* RT airfare, help with housing, medical expenses & other benefits. *Visa Sponsorship:* (Information not supplied). *Apply by:* (Open). *Send:* Resume and photo. *Contact:* The Director, Pagoda Language School, 56-6 2nd Street, Jong-ro, Seoul, Korea.

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

SOMANG FOREIGN LANGUAGE INSTITUTE, Ansan City, Kyunggi-do. *Position:* English lecturer. *Beginning:* (Open). *Qualifications:* Minimum BA/BS, pref. experience and related training. Native English speaker. Must live in school's city. *Duties:* ESL teacher for children and adults, plus preparation. 26-30 hours/week classroom time. Extra

hours possible at ₩15,000/hr. *Salary:* ₩1.6 million/mo.. *Benefits:* Paid national holidays. Partly furnished apartment at low rent (max ₩320,000). 1 hour from Seoul. 1-year contract, renewable with salary increase. *Visa Sponsorship:* Yes. *Apply by:* (Open). *Send:* Cover letter, resume, copy of diploma and other relevant certification. *Contact:* N. Marcus, Somang Foreign Language Institute, World Core Building 6F, 541-4 Gojan-dong, Ansan-shi, Kyunggi-do, Korea. Tel 0345-402-6601. Fax 0345-85-6601.

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.

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. ■

Birmingham distance MA program

The University of Birmingham now offers a two-year long distance MA program in the field of English language teaching. The program is intended for English teachers looking to expand their teaching horizons and is available to teachers in Korea. The next course starts in October 1995. For more information contact Tom or Patrick at David English House, Tel 02-578-5705, Fax 02-571-3883. ■

TESOL AWARDS: DON'T BE LEFT OUT!

TESOL offers a variety of awards to its members: travel grants to attend the TESOL Institute or annual convention, fellowships for graduate study, and financial awards for excellence in teaching, materials development, or research. There are also awards to honor contributions to affiliates and valuable service to TESOL and the profession.

For award descriptions and application/nomination guidelines, contact TESOL at

1600 Cameron Street, Suite 300
Alexandria, VA 22314-2751, USA.

All applications/nominations must be received by the TESOL Central Office by November of each year.

Take advantage of these funding opportunities now!

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

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

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

Position Announcement

for *Language Teaching: The Korea TESOL Journal*



Name of Institution or Program:	
Location (City, Province):	
Position Title:	Position Available from (Date):
Qualifications:	
Duties:	
Salary:	
Other Benefits:	
Application Materials Requested:	
Application Deadline:	Is visa sponsorship provided? <input type="checkbox"/> Yes <input type="checkbox"/> No
Send application, requests for information to:	
Name _____	
Organization _____	
Address _____	
City _____	Province _____ Postal Code _____
Tel. _____	Fax _____
Signature _____	Date _____

Replacing plagiarism with conversation: Using surveys to develop writing skills

Barbara Cram and Heather Sutch
National Centre for English Language Teaching and Research, Macquarie University, Australia

UNIVERSITY STUDENTS from many Asian and European universities spend their long vacations studying English as a Foreign Language in English-speaking countries. Their courses, of between four and six weeks, often contribute credit points toward their degree. Foreign universities have requested that EFL programs in Australia cover a 'content' component which includes Australian life and culture, Australian history and geography, and international relations and trade. In addition, foreign universities want students to experience Australian academic life and to develop skills in academic English. Therefore, our content component is often presented in a manner which complements the development of English language writing and speaking skills.

The problem. From our previous attempts to balance language and content, two problems emerged. First, in a short program of around a month, it was only possible to cover content areas at a superficial level, particularly if we restricted ourselves to traditional teaching methods. Second, we found that when our Asian students were asked to write an academic report, they tended to copy large sections of text from their library references. In addition, many students complained of the difficulty of presenting an academic report in English, and many teachers began to feel that this type of activity was of little value in a vacation program.

Introducing surveys. In an attempt to minimize the problems of time shortage and the tendency to plagiarize, we have introduced surveys in our EFL programs. Essentially, surveys involve students in formulating a set of questions on a particular topic and then questioning the local people. Survey skills are built up over a three to four week period before the students are required to carry out the final survey, which is analyzed for the written report. Instruction and practice in report writing is also given during this time.

What the Students Do

Week 1: Introduction to surveys.

- Students are given a topic (e.g. families).
- Each student formulates five questions about the topic.
- Class discusses how these questions would be posed to strangers.
- Students put these questions to other class members.

- Students report their findings back to the class.
- Week 2: Students carry out a mini-survey.*
- Students are paired and formulate a maximum of five questions on a given topic. (Students are paired so that one can ask questions while the other takes notes. Pairing students also reduces students' lack of confidence in approaching strangers.)
 - Students are given 30 minutes to leave class and question people.
 - Students report their results back to class and discuss how these could be written up.

Homework: In pairs, students devise a longer survey on a subject of their choice. This is brought to class at the beginning of the following week.

Week 3: Students prepare and carry out major survey.

- Students polish and discuss their surveys with the teacher and other students.
- Students are sent out for an hour to conduct their survey. (In addition, they are to ask questions of their friends and homestay families outside of class time.)
- Report (maximum two pages) is written up and submitted.

Week 4: Feedback.

- Students are given feedback on the reports.
- Reports are distributed to the class and discussed.

Assessment. Students are assessed on the following:

1. Structure: the report has an introduction, a body, a conclusion.
2. Content: the report is factual, includes relevant information and reaches a conclusion based on the facts presented.
3. Style: appropriateness of language and register, correctness of grammar, spelling, clearly linked paragraphs.
4. Overall: the report reads well, is interesting, reflects the amount of effort the student has put in, reflects the student's mastery of report writing.

Results. Both students and teachers have responded positively to the use of surveys. Students reported that they enjoyed the opportunity to carry out original research, and they approached report writing with diligence and enthusiasm. Teachers have been pleased with the excellent standard of written reports. The greatest achievements, however, have been the involvement of students in the whole research process and the elimination of plagiarism. Academics and administrators who have accompanied the EFL students have also acknowledged the surveys as a useful program component. ■

Reprinted from the TESOL EFL Interest Section Newsletter, Vol. 15, No. 1 (Fall 1994).

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 85.

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*Please send corrections and changes
for this list to the editor (fax 02-364-
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Constitution and Bylaws of Korea TESOL

Constitution (Adopted April 1993)

I. Name

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

II. Purpose

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

III. Membership

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

IV. Meetings

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

V. Officers and Elections

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

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

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

VI. Amendments

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

Bylaws (Adopted April 1993)

I. Language

The official language of KOTESOL shall be English.

II. Membership and Dues

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

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

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

III. Duties of Officers

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

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

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

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

IV. The Council

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

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

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

V. Committees

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

be responsible for planning and developing programs.

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

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

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

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

VI. Chapters

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

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

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

VII. Parliamentary Authority

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

VIII. Audits

An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) 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 8½x11" paper and accompanied by a letter giving the contributor's name, address and telephone/fax numbers. An IBM-PC disk copy should be included if at all possible. Arrangements can also be made to send material by modem or email (contact the Editor for details).

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

Articles, reviews and any other material more than two pages long (A4, double-spaced) should be sent to Managing Editor Terry Nelson, c/o Pagoda Language School (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, Jeil APT 105-1304, Youngdeung-dong, Iksan-shi, Chonbuk 570-160 (Tel 0653-834-8529, Fax 0653-834-9170).