

The Newsletter of Korea Teachers of English to Speakers of Other Languages March 1998, Vol. 2 No. 2

Encouraging Creativity with Management Case Study

David McMurray, Fukui Prefectural University (Japan)

Education programs in Asia are not producing enough students equipped with the complex skills required to meet the demands of the global economy. To meet those demands, Asian educators need to make a fundamental shift in their education systems. English, financial skills and creative knowledge are key strategic assets, currently lacking in Asia, that are essential for success in the next century.

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To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea

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The English The Connection

the Newsletter of Korea Teachers of English to Speakers of Other Languages

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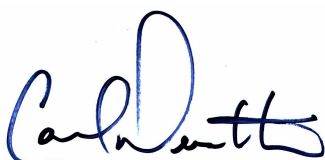
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The Next Stage of Growth



President's Message by Carl Dusthimer

There are three letters that define growth in East Asia these days, IMF. As an organization that receives money from its membership and uses that money to provide services to its members, these same three letters also restrict KOTESOL. The national executive council met on February 21st to overhaul our budget for 1998. We made cuts everywhere we could, while at the same time trying to preserve the core elements of the organization: providing funds for the chapter to provide services for their members, such as chapter presentations, drama festivals and mini-conferences. We also endeavored to maintain the momentum for the projects we felt were vital for the growth of the organization: the book project and the roving workshop.

These projects are very important to Korea TESOL, as they help to broaden KOTESOL's role in helping to improve the teaching of English in Korea, but they involve a relatively small number of people; a small amount of our resources. Our primary resources are, of course, the skills and talents of our members, and one of our organizational objectives is to assist our members in developing and improving their teaching skills. One way to help in this regard is to provide presentations at our chapter meetings that target the specific needs of each chapters' membership. How-

ever, considering the broad range of needs represented within each chapter, chapter presentations fall short of satisfying the needs of all of our members. What strategy might serve to fill the gap? One solution is relatively simple and straight forward. Special Interest Groups (SIGs). The idea is simple. Teachers who are interested in a particular area get together and discuss this common area of interest and try to find solutions to problems they encounter in their teaching or explore strategies for more effective teaching. For example, I taught at a teacher training center this past winter, and was fortunate enough to have a very enthusiastic group of middle school teachers. During the course of the session, we had a chance to talk about the problems they encounter in their teaching: problems with the curriculum they are expected to teach and problems in implementing more "communicative" activities like those we explored during our session. They expressed a desire to get together (with a facilitator) to talk about their teaching, so I agreed to meet with them and help them get started. It seems only natural that this is perhaps the most efficient and effective way for teachers to reflect on their teaching and improve their skills.

As an organization of teachers and for teachers, Korea TESOL is a logical vehicle to provide a forum (or forums) for this kind of exchange between teachers. Meetings can be arranged in conjunction with chapter meetings, mini-conferences, or the national conference. Whatever your area of interest within ELT, KOTESOL can help you make connections with other teachers with similar interests. Currently, there are two SIGs in Korea TESOL, the TDV (Teacher Development) SIG and the Global Issues SIG. These are in different stages of development but both are made up of teachers who want to share ideas to help make their classrooms more lively and fulfilling for their students. These groups hold meetings (which actually resemble mini-conferences) periodically and maintain discussions in cyberspace on a variety of subjects. I would like to take this opportunity to invite you to get involved in these SIGs or get together with other teachers in your area to talk about a particular topic and start your own SIG. If I can be of any assistance in this regard, feel free to contact me anytime. Cheers!

Encouraging Creativity with Management Case Study

-continued from front page

The purpose of this article is to define the need for encouraging creativity among students of English studying in Asia. Using case studies, to learn English and business, encourages creativity. The article also provides an example of Asian universities using the Case Study approach in English in their undergraduate and graduate programs. It concludes with an example of an original case named "Car Wars" that has been used with second-year university students studying Basic Business English.

THE NEED FOR CREATIVITY

Economic prosperity and trade levels reached their peak throughout Asia in 1997. Selling to world markets stimulated labor, management, and government officials in many Asian countries to invest in foreign language skills (Rohwer, 1996). The economic turmoil faced by Asian stock markets in 1997 continues to stimulate the demand for English for specific purpose (ESP) language skills.

From 1975 until 1997, Asia grew faster than any other region in the world. Much of the region's extraordinary growth was due to its accumulation of physical and human capital. The education policies of East Asian countries were aimed at developing human capital resources. Asian countries were able to efficiently allocate physical and human resources to highly productive investments and to acquire master technology (Johnes, 1993). In 1997 however, the economies of several countries suffered setbacks, notably Korea and Thailand. Others such as Singapore and Taiwan have remained little affected.

At the close of 1997 one reason Korea, particularly the banking industry, required help from the International Monetary Foundation (IMF) was because it wasn't able to extend its human resources improvement strategy quickly enough to include the training of financial banking experts. In an effort to recover from this oversight, companies have begun hiring overseas staff and providing training in

modern banking methods. Personnel training in current banking management will strengthen the competitiveness of Korea in relation to Europe and North America.

In Singapore, the Education Ministry is reviewing its curriculum to better develop the creative thinking skills and learning

Asian governments, whether they seek to put out the financial fires set in 1997 or to light torches to find their way in the new millenium, underline that their common need is for their education systems to increase the level of creativity among their students.

skills required for the future. The Ministry is being prodded by Prime Minister Goh Chok Tong to "promote greater creativity among Singapore's test obsessed students to help them prepare for the 21st century". Educators in Singapore worry about producing youths who have mastered the art of scoring high in examinations at the expense of creativity and independent thinking. The education ministry is looking at ways to reduce the quantity of content knowledge students are required to memorize, to allow for more time to develop communication and decision-making skills.

Singapore Education Minister, Teo Chee Hean, stated at the Seventh International Conference on Thinking that "The single most important thing that any government can do is teach constructive thinking to its people... as competition intensifies, so does the need for creative thinking. Singapore is doing a reasonably good job in getting facts, curriculum, data into the brains of our students. We are not doing nearly as good a job in teaching them to think integratively and putting all the concepts together, in job-related environment".

Asian governments therefore, whether they seek to put out the financial fires set in 1997 or to light torches to find their way in the new millennium, underline that their common need is for their education systems to increase the level of creativity among their students.

CASE STUDY ENCOURAGES CREATIVITY

How can we provide a creative education for our students? One way is to consider ways to develop an educational system that emphasizes creativity in business. Cases make the business concepts that are being taught seem real to the students.

In order to solve cases, quite a bit of work is required by the students. It could be too overwhelming for an individual or pair. The final project is generally a case where students must develop their own companies and products and present them to class.

Working together in groups enables the students in the class to learn from each other. International students from China, Taiwan and Malaysia enrich the group discussions. Students can consider the practice of business from a global standpoint and not just a domestic one.

Groups can consist of students from all levels of language ability. By being in small groups, students are given the opportunity of leadership, building a sense of community, a sense of ownership for their work and an exchange of shared knowledge and ideas. Students arrive at all their answers, agreements and conclusions on their own.

Case Study Style questions

- What is the case about?
- Who are the main characters?
- What is the problem?
- What could be causing the problem?
- What is an opportunity?
- Evaluation of the 3 best solutions
- Recommendation.
- Plan of Action.

Management cases provide three levels of learning: first, a chance to generalized insights of leading theoreticians; second, an opportunity to test the applicability and limits of these theories in specific (cases) situations; third, the capacity to develop one's own special amalgam of insights. Cases emphasize the full dimension of the management strategy process, corporate

style, culture, historical backdrop, complete financial information, industry economics, competitive posture, change processes, technology impacts, and business-government interactions. Strategic planning is a logical process for figuring out what we should do in the future -selection of areas of countries to do business and which kinds of products to develop. Cases provide an opportunity to understand the dynamics of an organization -- the historical context of the problems it faces, the influence of its culture, its probable reactions to varying solutions, and so on.

There is no "correct" answer to any case. There may be several "good" answers and many poor ones. There is no "one best way" to create strategy, nor is there "one best form" of organization. Different forms work well in particular contexts. One of the main goals of case study is to integrate a variety of views, rather than allow strategy to be fragmented into just "human issues" and "economics issues". Cases provide a basis of treating the full complexity of strategic management.

As useful as they are, however, cases are not really the ideal way to understand strategy: Involving oneself in the hubbub of life in a real organization is. Reading twenty pages on an organization will not make you an expert. Cases remain the most convenient way to introduce practice into the classroom, to tap a wide variety of experiences, and to involve students actively in analysis and decision making.

UNIVERSITIES USING THE CASE STUDY APPROACH

Representatives from the business schools of over 90 universities from 12 countries attend the annual MBA Forum in Tokyo. Most of the programs are provided in English. Of these, only three are Asian universities: Asian Institute of Management, Philippines; Hong Kong University of Science and Technology, School of Business and Management; International University of Japan, Graduate School of International Management, Niigata. 60 of the schools are American

and the remaining from Canada and Europe. The majority of overseas students applying to enter the MBA programs are from Taiwan, China and Japan. Prospective students must integrate the pieces of their application - GMAT scores over 650, TOEFL over 600, resume, recommendations, essays and interview- into an attractive package to convince admissions officers to accept them.

International University of Japan, in Niigata Prefecture, encourages their MBA students to gain on-site experience in companies. Much of the work is done in English. Teams of IUJ students study the operations of small industries by observing and interviewing employees in the finance, manufacturing and sales departments. Then they apply the concepts learned from textbooks and case studies to their findings. Students discuss the strong and weak points of the companies and how improvements can be made. IUJ shows that business school don't need to be dull!

Training in thinking on one's feet is an important skill for university students to acquire. The idea of thinking on one's own may conjure up the image of a person sitting quietly, like Auguste Rodin's "The Thinker", but a thinker can also be a mover. Many economics students say they want to join companies after graduating. They want to become managers who think things out on their own.

AN EXAMPLE OF A CASE USED WITH STUDENTS OF ENGLISH CAR WARS: an International Case Study of Renault and Nissan

Training in thinking on one's feet is an important skill for university students to acquire. The idea of thinking on one's own may conjure up the image of a person sitting quietly, like Auguste Rodin's "The Thinker", but a thinker can also be a mover.

The setting for the case is a Tokyo bar. A karaoke singing bar, named The Camellia. The color of camellia blossoms is blood red. Unlike the beloved cherry blossoms, whose petals fall peacefully one by one on fragrant winds, camellia petals drop all

together with a thud. In ancient times of war, samurai soldiers would refuse to look at the flower prior to going to battle. The sound and color of the falling blossoms stirred images of a beheaded warrior. To grow a camellia tree in the garden of a samurai would be sure to bring bad luck...

Smoke filled the small karaoke singing bar. Louis Schweitzer, Chairman and CEO of Renault, France's largest automaker was sitting in the corner seat of a black leather sofa. Beside him, Nissan President Yoshikazu Hanawa, was directing a hostess to pour another drink - -Suntory whiskey -- for his guest. From their strategic position in the room, the top officers could watch their employees who were talking and singing together.

One month ago the Japanese team made a one-day tour to the French car-maker's plant in Vilvoorde, Belgium and then went to Paris for further talks. The Japanese had tried to form an initial working relationship with the Renault officers. In the spring of 1997, a proposal to close the factory, cutting 3,000 jobs in Belgium and another 3,000 in France set off a series of demonstrations. Renault has since then appeased striking workers, and got them back to work before the visit by the Japanese. Renault sorely wants to return to profitability after a \$924 million loss in 1996.

An unfortunate combination of poor organization, manufacturing inefficiency and a reluctance to venture too far from France has caused Renault to lose market share. Industry analysts believe a series of bad management decisions, made under government pressure, led to the losses. In 1987,

Renault pulled out of the North American market by selling off a 46 per cent share in American Motors to Chrysler. A planned joint venture with Swedish truck-maker Volvo fell through two years ago. Experts blame the government pressured Renault to scrap the deal when it

became clear that the biggest changes and most job losses would come not at Volvo's plants, but at Renault's inefficient factories in France. In 1990, Schweitzer's appointment as Chairman was also heavily criticized as a poor, politically-motivated

appointment. He's been described as a "very intelligent, thoughtful civil servant" yet "not an automobile man with gasoline in his blood". Renault spent the spring of 1997 battling strikers and the early summer bracing itself with a strategic plan to ward off an expected invasion of Japanese cars. Europe is a 12 million-a-year car market. Expanding sales in Asia could be another line of attack. Investors were bitter about the pullout from America. They could possibly be lured back to invest in Asian markets like Viet Nam, Korea, The Philippines, and Indonesia.

Nissan Motor Company, Japan's second largest automaker, is striving to recover by restructuring facilities. 500 office employees were laid off or transferred to the sales network. Nissan hopes to catch industry leader, Toyota Motor corporation. In 1996, Nissan saw its world market share plunge 20 percent to the lowest level since its successful merger with Prince Motor in 1966. Honda Motors is right at their heels in third place. In Europe, Nissan has fared better. It boosted sales 7.2 percent in 1996, selling 1.37 million cars. The main reasons for Nissan's woes are a costly sales network and its over investment in Japan-based plants. Their plant in Kyushu was lagging in operations. Nissan was ready to close it. To revive itself, Nissan says it is thinking about implementing cost-cutting measures, closing plants in Japan, shortening the time to develop new models, and reducing the number of new models. So far Nissan management hasn't taken action.

Nissan aspires to boost its market share to 25 percent by the year 2000 and 30 percent by 2010. Mr. Hanawa complains he needs innovative management to carry out his strategies. He wants to bolster head office performance. Nissan has been labeled by analysts as 'bureaucratic' because most of its top executives graduated from Japan's number one seeded university. The University of Tokyo is the alma mater of most of Japan's political and bureaucratic leaders.

At Orly airport, just before returning to Japan, Mr. Hanawa invited Mr. Schweitzer to come to Japan to outline a top-secret proposal that, he believes, would be in their long term mutually profitable interests. Mr. Schweitzer eagerly accepted, and today has brought his Chief Financial Officer Monsieur Pepin; an economist, Madame Benoit-Johnson; and two bright graduate students from HEC Lausanne. Mr. Hanawa carefully selected different

smart sales staff. Reforms are needed in our domestic sales department.

Mr. Hanawa: Nissan needs people who are full of what you might call a challenging spirit. We have many employees who graduated from Tokyo University. I need men who will revive my company. If I leave the traditional setup of hiring non-thinkers, Nissan will never move up from the number two position in the industry.

Mr. Schweitzer: Well, what time shall we start in the morning?

Mr. Hanawa: Is 10 o'clock convenient for you?

At 10:00 the next morning the Japanese team (different officers from those the night before) unveiled their plan. Nissan wanted to buy a 50 percent share in the plant located near Brussels. They offered to invest heavily in machinery. The current unions could remain. Nissan wanted to further attack the European market share from a well-placed plant in Europe. In exchange Nissan offered a 50% stake, through share exchanges, in their Japanese plant near Kyushu. Renault could have access to the Japanese sales market and would be geographically well placed to attack the Asian market. Leadership for both plants was to be negotiated. Leadership was at the top of the agenda for Nissan. Financial details would be worked out later, but Mr. Hanawa wanted to know if Mr. Schweitzer was interested in pursuing the offer.

Cases make the business concepts that are being taught seem real to the students. In this case, they are real. The case is one more part of a university program that is essential to develop abilities that will make it possible for students to work on their own after graduation.

officers than those who had gone to Europe: Mr. Tanaka Nissan's Planning Department Chief; Mr. Hashimoto, an economist; and two undergraduates of Tokyo University Miss Kawano and Miss Sakata.

HEC Lausanne student: What do you plan to do next year, Kawano?

Miss Kawano: After I graduate I'll get a job with Nissan because I go to Tokyo U.

HEC Lausanne student: How about you, Sakata?

Miss Sakata: I'm a little worried because I heard that beginning in the spring of 1998, Nissan is thinking about hiring students based on their job placement interview and not on the name of their university.

Monsieur Pepin: I'm glad to be singing happy songs tonight. All our staff have been singing the blues about expected plant shutdowns. The technicians and workers are getting unreasonable.

Mr. Tanaka: My boss says all of our technicians are highly skilled, but they worked on their own in the past. They don't know the value of team-work with head office staff. Head office is responsible for sales.

Madame Benoit-Johnson: There's been quite a drop in European car sales in Japan. Have Nissan's overseas plants been able to sell back many cars to Japanese customers?

Mr. Hashimoto: My company needs

Note #1 Growing Car Markets (from Nikkei Weekly Newspaper)

New Asian Market: Car-makers need to target Asian markets. Production of newly designed multipurpose cars are needed for Taiwan, the Philippines and Indonesia. Asia's rapid economic growth has increased demand, making the car market increasingly attractive to manufacturers. In Indonesia an eight-passenger wagon with a diesel engine is needed to cope with the country's rough terrain. Four-passenger cars are needed in The Philippines. The Taiwanese need more recreational vehicles.

Note #2 Car Industry Analyses (from Reuter news, The Economist and Car Magazine):

Recent Merger: April, 1996. Mazda and Ford Motor Company. Ford raised its stake in the Japanese automaker from 25 percent to 33.4 percent. Mazda President Henry Wallace (51 years old). Wallace had joined Ford in its European operations in 1971. Current problem: too many vehicle lines, low sales volume.

Excess Capacity: Dick Donnelly, Head of General Motors Corporation's operation sees a 4 million unit excess capacity 1998. A stagnant year is predicted. Recent changes in the European economy, spurred by cuts in social programs, especially in Germany and France have scared away buyers. The slashing of government budgets to make way for a single currency have aggravated the trend.

TEACHING NOTES FOR THE CASE CAR WARS

The case study, Car Wars, has been successfully introduced to university undergraduate students of Economics and Management Studies. It is challenging enough for the graduate Economics programs of universities where English is used as a second or foreign language. It can serve as a refresher case to build team spirit among newly hired employees.

Searching out analysts reports, financial statements in libraries and book stores takes time and effort. The case contains all the information students need, but because the case is based on actual financial data, they are encouraged to supplement it. Seated somewhere in the library with beads of sweat on their brow one team will probably shine through with a good strategy. Cases make the business concepts that are being taught seem real to the students. In this case, they are real. The case is one more part of a university program that is essential to develop abili-

ties that will make it possible for students to work on their own after graduation.

In order to solve STAR WARS, quite a bit of work is required by students. It could be too overwhelming for an individual or pair. Working together in groups enables the students in the class to learn from each other. Groups can consist of students from all levels of language ability. By being in small groups, students are given the opportunity of leadership, building a sense of community, a sense of ownership for their work and an exchange of shared knowledge and ideas.

CASE STUDY QUESTIONS FOR STUDENTS.

In the classroom students should first role play the dialog, then answer these questions.

Who are the main characters in the story?

What is the problem facing Nissan?

What is the problem facing Renault?

What could be causing the problem?

Why has Nissan offered a merger plan?

What should Renault do next?

Where are opportunities for the companies?

Which is the best of 3 possible strategies that Mr. Hanawa can do.

What is your recommended Plan of Action?

Students arrive at all their answers, agreements and conclusions on their own. Generally, students have three options. One is to accept the offer fully. The second is to walk away from it. A third is to accept part of the deal. Either Nissan should buy up part of Renault or Renault could do the same in Nissan. For full marks students need to detail a new hiring plan for Nissan. Students also need to make full use of the notes when seeking solutions to the dilemma facing Renault. If students propose entering the potentially very lucrative Asian market they should be aware of the

very low market at present and the current financial turmoil.

THE AUTHOR

David McMurray graduated with an MBA from Laval University in Quebec, Canada. He was Director of a University of Toronto associated research center until 1988 and then began teaching in Taiwan and Japan. From 1993-95 he was President of Japan Association for Language Teaching, and is International Chair until January 1, 2000. McMurray teaches at Fukui Prefectural University; a university specializing in economics and Asian relations.

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The Connection
English

Wants your help

Writers, columnists, editors and productionists are encouraged to submit work and to contact the Editor-in-Chief, Kim Jeong-ryeol.

See page 4 for contact information.



1998 KOTESOL conference slated for Kyung Hee University

I am very excited to announce that Kyung Hee University in Seoul has agreed to host our 1998 KOTESOL conference. Kyung Hee is a fabulous site for a conference. Not only is it conveniently located near a subway stop, bus lines, and various lodgings, it is also a beautiful, compact campus. We will be using the liberal arts building for the publishers' displays, the presentation rooms, and registration. Just a hop, skip and a jump away is Crown Hall which will serve as the venue for our opening and closing ceremonies, our plenary speakers, and our Saturday night bash. We are also trying to work out low cost parking arrangements on campus for those who want to drive.

The 1998 conference is a very important one as it will lead into the second Pan-Asian Conference (PAC) to be hosted by KOTESOL in October 1999. It also follows our very successful 1997 conference in Kyungju, thanks to the hard work and leadership of Demetra Gates, Kari Kuglar, and countless others. The 1998 conference promises to be just as good. This year's theme is "Advancing our Profession: Perspectives on Teacher Development and Education". Thanks to Robert Dickey for suggesting the title.

The conference committee is currently accepting proposals for the coming conference. The deadline for receipt of proposals is May 15th. A copy of the call for papers was sent out to all KOTESOL members as part of a general mailing in mid-February. You can also find a copy of the call for papers

National Conference by Kirsten Reitan

Advancing Our Profession: Perspectives on Teacher Development and Education

on the back cover of this issue of *The English Connection*. You may also contact me if you need additional copies.

The theme of teacher development and education is both a nebulous and a wide ranging theme, and many presentation topics fall under this umbrella. Such topics as peace education, global issues, teacher training, learning styles, learning strategies, reflective practices, cross-cultural teaching methodologies, connecting theory and practice, practical teaching considerations, Pan-Asian teaching concerns, and new teacher issues are all appropriate. A complete list is included with the call for papers.

We hope that people from all over Korea, Asia, and the world will come to Seoul to present and to participate. This year thanks to a TESOL speaker's grant and a travel grant from the British Council, we will be able to bring two plenary speakers whose focus is in line with our conference. We hope to bring Rebecca Oxford, noted for research in language learning strategies and for developing the *Tapestry* textbook series. The second plenary speaker has not been decided yet, and the featured speakers for this year's conference will

come from our PAC associates; JALT, ETA-ROC, or ThaiTESOL. Look to future conference columns for announcements regarding the other plenary speakers and featured speakers.

In addition to many good presentations, the publishers' sessions, the 2 plenary sessions, and the featured speakers' sessions, we will have several spots dealing with the PAC series, including a talk by David McMurray of JALT.

As in previous conferences, you can expect to find the publishers' exhibition, the employment center, and an information center. Some new features you can expect this coming year are presentations in Korean, poster presentations and teacher networking sessions. The teacher networking sessions will be a chance for SIGs and teachers with common interests or concerns to get together and share. A special room and schedule will be set aside for this purpose. Poster presentations which are a common feature at many conferences allow the presenter to design a visual presentation and to interact one-on-one with conference goers. If you are interested in giving a poster presentation, please contact me directly. And if interested in giving a presentation in Korean, please use the call for papers form. I can be reached by e-mail at <reitankb@sorak.kaist.ac.kr> or by telephone at my office +82 (042) 869-4698 or by cellular phone at +82 (011) 458-6467.

As always, a successful organization needs people willing to help out. We are looking for volunteers to help out both before and during the conference. Please contact me with your pledge to help.

Central Office

KOTESOL has rented, furnished and staffed a new central office.

The Central Office staff can be reached at

P.O. Box 391-SeoTaejon 301-600

(Tel) 042-255-1095 (Fax) 042-255-1096

PAC II Asian Youth Forum An Appeal for Participation

by *Kip Cates (JALT Global Issues
N-SIG Coordinator)*

The series of Pan Asian Conferences now underway is an exciting example of how language teachers are reaching out beyond national boundaries to communicate with colleagues in other lands about common concerns and innovative ideas related to foreign language teaching in Asia.

A special project planned as part of the upcoming Second Pan Asian Conference (PAC II) to be held October 1999 in Korea is an "Asian Youth Forum". This unique event will bring together young people studying English (and other languages) from Korea, Japan, Thailand and other Asian countries to discuss aspects of language, culture, education and international understanding through the medium of English-as-an-Asian-language. The idea of having language students participate in an international language teachers' conference is an exciting one. Even more exciting is the idea of having youth from countries throughout Asia assemble to discuss their mutual problems, concerns and challenges - both as young Asians and as Asian language learners - within the framework of a major international conference of foreign language teachers.

Though plans for this event are just beginning to be discussed, a number of exciting ideas present themselves regarding the format, participation, themes and outcome of the Forum.

The PAC II Asian Youth Forum will aim to involve youth from not only the three PAC-conference host nations of Korea, Japan and Thailand, but as many Asian nations as possible.

The Forum will aim to bring together young Asian language learners from a variety of academic backgrounds with a balance of both genders.

A series of international youth exchanges may be set up a year or so prior to the PAC II conference to begin individual student and class exchanges on Youth Forum themes through letters, video and the Internet.

The PAC II Youth Forum itself may offer a

lively combination of academic and social events to deepen the educational experience of the young people taking part. The academic program could include a roundtable on language learning in Asia, workshops on cross-cultural communication, a speech contest with the role of English in Asia as a topic focus, seminars on Asian stereotypes in school textbooks as well as discussions in English of important global issues.

The social program, meanwhile, may involve guest speaker visits by young English-speaking Asians to local Korean schools, local sightseeing excursions led by Korean youth and intercultural performances through which young people from across Asia could introduce the traditional music, costumes and arts of their countries.

For the participants in this unique event, the outcomes might include a heightened awareness of Asia; a new appreciation of the role of English and foreign languages in promoting pan-Asian communication; renewed motivation to learn about Asian countries, cultures and issues; and an international youth network of new Asian friends to communicate and cooperate with into the 21st century.

Financing this Asia Youth Forum will be a major challenge, but a number of ideas are being discussed:

One way to cover the costs of flying Asian youth to Korea for this PAC II Youth Forum would be to share costs among the young people from the PAC host countries. As hosts, the Korean young people could arrange to cover in-country costs for their Asian counterparts through organizing, for example, local homestays. For their part, the Japanese young people could take advantage of the strong yen to focus on fund-raising in Japan to contribute to the travel costs to Korea of youth from elsewhere in Asia. The Thai (and other Asian) youth flying into Korea could investigate various ways in which they, too, could contribute to covering the costs involved.

A number of scholarships could be offered to young people in Asia to enable them to fly to Korea for the Asian Youth Forum. Applicants could be required to submit an essay in English on a topic such as English in Asia or Language Learning and International Un-

derstanding. These essays could then be bound into book form and sold commercially for further fund-raising.

Students from Asian countries could be sponsored by individual chapters and special interest groups of Korea TESOL, JALT and Thai TESOL. These groups might then arrange to raise funds on their own to fly those students to Korea for PAC II.

A special line could be added to the membership application/renewal forms of the three PAC II organizations - Korea TESOL, JALT and Thai TESOL - so that members of these organizations may easily contribute individual donations to the project when paying their membership fees.

Funding and financial assistance could also be requested from international NGOs (non-governmental organizations) active in youth exchange projects (e.g. UNESCO), from Asian embassies and cultural centers and from internationally-minded corporations (e.g. requests for free or discount air tickets from major Asian airlines).

While the initial idea for this PAC II Asian Youth Forum has come from a small number of visionary language educators in Korea, Japan and Thailand, the project is open to all Asian educators and their students who wish to participate. At this early planning stage, ideas, suggestions and offers of help are warmly invited from all interested people. Please help us brainstorm how we can make this unique concept an exciting reality! While initial organizing of this pan-Asian event will be coordinated by Kip Cates in his capacity as coordinator of JALT's "Global Issues in Language Education" National Special Interest Group, the organizers hope the response to this appeal will enable them to set up national and regional PAC II Asian Youth Forum contact people and sub-committees in Korea, Thailand and elsewhere in Asia. Please contact Cates now with your ideas, suggestions and offers of help for this exciting project:

PAC II Asian Youth Forum, c/o Kip Cates,
Tottori University, Tottori City, JAPAN 680
Tel/Fax: +81-857-31-5650 E-mail:
<kates@fed.tottori-u.ac.jp>

I kept a journal while teaching at a Korean foreign language high school. I documented such things as my relationship with my students, how I fit in as a teacher from abroad, what classroom tools and teaching methods worked or did not work and my relationship with my colleagues. I kept track of my thoughts, specific situations, after thoughts and reflections on events, and if my role as a foreigner had a positive or negative effect on the students. I have constantly referred to my life in Korea as an emotional rollercoaster ride and because of this I had grand experiences in the classroom almost everyday. These experiences helped me to realize that my interactions with the students affected them, socially as well as academically. The two certainly go hand in hand. After ten months of teaching and writing, I decided to go back through my journal and answer those questions.

Before I even started my job I had the opportunity to meet some of the students through the teacher that I was replacing. She was relieved that I had compassion and teaching experience. I could tell that we would be linked through the future. The students screamed with excitement when I came through the door. They were excited at the prospect of communicating with a foreign teacher.

The students asked my age, of my home town, my first kiss... all kinds of questions. I gave them the answers they wanted. I would not have answered these questions in the United States, but then American students might not ask these types of questions. This was my first hint of a cultural difference with Korean youth. I had thought my age and marital status was no one's business but my own.

The questions asked were born out of an innocent curiosity toward foreigners. This realization brought me to one of my first questions; Am I here to teach English or should I also include information about my culture and how the two differ? My answer was that if the social and academic aspect of the classroom go hand in hand then cultural differences are directly related.

I asked the students questions. One student, pointing at my backend, replied, "My weekend was good. Becky has big hips."

Cultural Corner

edited by
Jeanne E. Martinelli

A Teacher's Reflective Journal of the Classroom

Becky Pearsall

I was so shocked that I made him repeat himself to be sure I heard correctly. With a firm look I asked him to get the dictionary off my desk. I had him look up rude and inconsiderate and translate the words to the class. Most of the students laughed a bit and this led to a conversation about cultural differences. I kindly thanked the student for his participation and explained that I didn't want him to be embarrassed. My intention was to get the students and myself beginning to understand our cultural differences. I explained to the class that communication depends greatly on how we understand each other.

my real intention was that the students and myself must begin to understand our cultural differences

We discussed many cultural differences the first few weeks. The students asked questions about high school students in the United States. I gave the information freely. I tried to explain that though the freedom in American schools seems nice, many students have extra time after school and some use that time to be productive while others use it to get into trouble. I emphasized the fact that there is no perfect educational system. I try not to make America sound perfect, because it is not. It does have many more freedoms than Korea, but these freedoms might not always be healthy for students. People need structure in their lives and if they don't get it at home, then hopefully they can find structure in school.

A short lesson on the things that make you happy and the things that make you sad, turned into a very passionate discussion about life in Korean high schools. The students talked of happy times with friends, eating food, heaters in the classroom and taking naps and of sad times being exhausted from long hours at school, getting hit with sticks, treated disrespectfully, the cold of winter, and no make-up or jewelry. The students also complained of monotony and the social pressure to get into university. I was shocked at what I heard. Most of the students agreed that high school is very difficult, but some students thought that it is good that the discipline is so tough because that is the only way to survive in Korean culture.

The exhaustion is the most difficult for me to deal with as a teacher, because it directly affects students learning. I usually rub napping students' backs and leave them alone. I do not allow the same student to sleep every time in my class, but that does not seem to be a problem. When a student is looks at me with glossy eyes, I know they have no business staying awake. If a student is sleeping, other students often explain that he or she is sick. I know that they are usually not, but allow them to rest anyway.

There were many cultural differences visible in my teaching, social interaction, and communication with the students and I hope that through my constant adjustment, understanding, and tolerance that I was able to have a positive effect on the students. I write more of my experiences now and through my writing (which I share with my students) I hope to guide other teachers to a positive teaching experience, which will reflect directly on the Korean students.

Please send comments to: Jeanne E. Martinelli KOTESOL Second Vice President Visiting Professor Department of English Language Education Pusan National University San 30 Jangjeon-dong Kumjeong-gu Pusan 609-735 South Korea office: +82 (051) 510-2650 home: +82 (051) 510-2609 fax: +82 (051) 582-3869 pager: 012-784-8644 email: <jeanne@hyowon.cc.pusan.ac.kr>

Professional Development Through the Internet

*Lawrence B. Davies,
Nagoya, Japan*

Teachers who have a personal or school internet connection and are looking to develop professionally might want to look at the following three sites:

1. WILD-E. <<http://www.wild-e.org>>. This brand new site for "alternative" professional development was cooked up by a couple of TEFL teachers at International Christian University in Tokyo. It is collaborative in its approach to teacher development, with many interactive pages of ideas and discussions. Named after Oscar Wilde, the site attempts to get to the core values of learning culture in the classroom, and pushes the envelope of imagination and creativity in its use of exploratory metaphors. Don't just visit in

order to consume, be ready to contribute to its many discussion areas.

2. Resource Center for Cyberculture Studies <<http://otal.umd.edu/~rccs/>> is a very well-developed site that seeks to explain the newly-emerging internet culture. It is already a vast resource of studies in several different areas of cyberspace. Most alluring are the "Internet interviews", where leading educators around the world discuss the uses and abuses of the internet, and (though not EFL/ESL) links to several online courses being taught at various universities around the world. Definitely worth a long visit to explore all the nooks and crannies of this excellent site.

3. The South Australian government has funded a site called "Demonstrating Educational Effectiveness"

<http://www.tafe.sa.edu.au/vet_div/irsi/best_prac/> which has the purpose "promote educational effectiveness in vocational and technical training through stimulating conversation, improving understanding, exploring benchmarking and inviting collaboration." This site is designed for serendipitous exploration and, like the two sites above, has a strong emphasis on things collaborative. Dialoging is encouraged throughout all stages of the site. It is also uniquely color coded with five major themes or threads running through the site: Red, The Heart of the Matter, seeks to explain the site's organization. The green sections explains the whys of change, the blue section, the whats. Yellow is how the changes can be made, and magenta is for integrating the thread together. Worth a visit just to see how to organize a website.

The English Connection Contributor Guidelines

The English Connection is accepting submissions on matters related to the teaching of English as a second or foreign language.

Appropriate topics include, but are not limited to, classroom research, methodology, reports of events in Korea and commentary on issues facing the TESL profession. See page four for contact information.

The English Connection welcomes any previously unpublished article in the following categories:

Feature articles should be 1000-4000 words and should present novel ESL/EFL methodology, materials design, teacher education, classroom practice, or inquiry and research. Feature articles should be lightly referenced and should present material in terms readily accessible to the classroom teacher. Findings presented should be practically applicable to the ESL/EFL classroom. The writer should encourage in the reader self-reflection, professional growth and discussion.

Reports should be 500-1500 words and should highlight events of interest to TESL professionals of a noncommercial nature.

Guest Columns should be limited to 750 words. *The English Connection* publishes columns under the following banners: "Cultural Corner", submissions should discuss culture as it relates to the learning or teaching of English; "Name That Member!", submissions should introduce members of the KOTESOL organization; "Techniques", submissions should present novel and easily adopted classroom activities or practices with firm theoretical underpinning; and "FAQs", questions about the TESL profession or about the KOTESOL organization.

Reviews of books and teaching materials should be 300-700 words in length. Submissions should be of recent publications and not previously reviewed in *The English Connection*.

Calendar submissions should be less than 150 words for conferences and calls for papers, less than 50 words for events. Submissions should have wide appeal among ESL/EFL practitioners.

Your submission should follow APA (American Psychological Association) guidelines for source citations and should include a biographical statement of up to 40 words.

Contact information should be included with submissions. Submissions can not be returned. *The English Connection* retains the right to edit submissions accepted for publication. Submissions will be acknowledged within two weeks of their receipt.



Pusan

Cho Sook-eun

In January we had Jeff Elbow's presentation concerning the uses of the Internet in the classroom. He demonstrated how to access various website, and use HTML, a programming language for making webpages. He recommended accessing Jon's ESL Page (<http://www.seamonkey.ed.asu/~jonb/>), Dave's ESL Cafe (<http://www.pacificnet.net/~sperling/>), and TESOL (<http://www.tesol.com/> or www.planetenglish.com/) for ideas concerning lesson plans and other teaching materials. Also recommended are equipping your computer with a "sound card," "video card," and "video capture card" for taking advantage of everything the Internet has to offer. A lively discussion ensued regarding the various ways the Internet will effect the classroom environment.

For our What Works - Ten Minute Lecture, Chapter President Cho Sook-eun presented useful Korean phrases for the classroom. She exhorted the foreign participants to correctly pronounce the phrases, while utilizing the Koreans present to assist with translation and coaching.

This month we will change the place of our meeting to the new building of the ESS Language Institute in Kwang-bok-dong (near Nam-p'o-dong). Jon Marshall will discuss practical steps for classroom discipline, and Darlene Heinemann will demonstrate variations of the card game Fish for What Works - Ten Minute Lecture.

Our membership drive showed handsome results as our ranks swelled with new and enthusiastic members this month thanks largely to President Cho's visits to the continuing education classes for local teachers held at various area universities. Let's hope that Mr. Lebow's presentation was sufficiently stimulating to keep them coming back.

In March, Professor Lee Ho-young will give a lecture entitled, Word Pronunciation Problems that Korean Students Have and Why and How to Teach. He has a

Chapter Reports

edited by
Carl Dusthimer

degree in the Phonetics of English and Korean, and teaches Korean Literature at Pu-kyoung University in Pusan.

The Pusan conference is rapidly approaching - May 9th! We are busy making our preparations, and ask everyone to consider making a presentation or attend. This year the conference title is English Across Culture: It's Ever Changing Rules in the Asian Context. The call for papers and preregistration forms are in the English Connection as well as on our website, as well as <<http://www.pusanweb.com/info/orgs/kotesol.htm>>.

Taegu

Steve Garrigues

For our November, 1997, meeting Mr. Lee Yong-hoon from the Kyongbuk Foreign Language High School in Kumi introduced some examples of dramatization activities using materials in class such as literary works including poetry, essays, fairy tales, etc. He also demonstrated that pictures, cartoons, newspaper articles, advertisements and TV commercials could be good material for dramatization as well. The audience was divided up into small teams who then practiced several of the dramatization techniques introduced by Mr. Lee.

At the November meeting the new officers for the Taegu Chapter were announced. Ms. Oh In-sook, who has served as the Treasurer for

the Taegu TESOL Chapter for more than five years, decided to "retire", and we all thank her for her sincere and dedicated efforts. Dr. Chae Joon-kee, who has served selflessly as the President of the Taegu Chapter since its inception, has now taken on the responsibility as the Treasurer.

The new President is Dr. Steve Garrigues, and the Vice President is Dr. Han Sang-ho. Ms. Park Hee-bon continues as the Secretary.

The speaker for the December meeting was Professor Rockwell "Rocky" Nelson of Yeungnam University. He emphasized the usefulness of computers in the teaching of English, and how students as well as teachers must overcome their computer phobia in order to utilize all the information and resources for the learning and teaching of English that can found on the internet. Prof. Nelson illustrated his presentation with the example of his university class "Computers and English Education" in which students wrote short summaries of what they had found on the World Wide Web and then presented them orally in class. After his main presentation, Prof. Nelson conducted a "swap shop" for English teaching tips and activities. Everyone present enjoyed participating in the group activities.



used with permission

Two special events that the Taegu Chapter holds annually are buffet dinner meetings during the winter and summer vacation periods. Our January meeting was a social gathering and dinner at the Taedong Hanshik Buffet Restaurant. Paid-up members were free and they were encouraged to bring their friends with them. The Taegu Chapter has no meeting in February.

Taejon

Edith Dandenault

Spring is in the air! As the cuckoos signal the arrival of spring and nature's rebirth, the Taejon chapter's activity also resumes. After a long winter's rest the March 12th meeting promises not a rude awakening, but rather a ray of intellectual sunshine revealing the promise of what lies ahead. The meeting's activity that works will be presented by the energetic Cindy Newmann who will share some ways of using country music in the classroom. The main speaker, however, as of TEC press time was still undecided. Rumor has it that the presenter will be a Korean teacher who will share insights about Korean culture and its influence on language and language learning.

The April meeting will offer teachers a surely welcomed opportunity to share ideas and help each other. This meeting will take the form of a swap shop where teachers will bring copies of their best or most useful teaching ideas and share them with other teachers. Anyone, be it Korean or native speaker, elementary teacher or university instructor, is invited to bring

ideas and to share them either informally or in the form of a 5-10 minute mini-presentation. If you would like more information about the mini-presentations, please contact Kirsten Reitan. Her contact information is below.

Finally, as "April showers bring May flowers" we're hoping that the "rain" from the April meeting will lead to a flourishing drama festival in May. Once again, the Taejon chapter will host its annual DRAMA FESTIVAL on Saturday, May 16th. We are looking for 6 groups from anywhere in Korea. Age, limited acting experience, or language level should not be barriers. All students with a desire to act and express themselves in English are encouraged to apply. Come join the fun! For more information or an application form, contact Kirsten Reitan 042-869-4698 (office) or 011-458-6467 (cell) or Edith Julie Dandenault 042-583-1553.

Seoul

Thomas McKinney

The winter doldrums have descended upon us like the unusually large quantity of snow in Seoul this year; chapter meeting attendance is down as universities are not in session, but it's expected to climb again come March. Several of the Seoul chapter officers have vacation plans of their own, leaving me to "hold down the fort," as the saying goes.

Don't let me mislead you, there are a lot of exciting projects in the works for the Seoul

chapter! Top among them is the Seoul Chapter website, now in the planning stages. I'm pleased to have long time colleague and friend Lee Devantier as my partner in the site development project.

Vice President Dennis Kim will be heading up our organization database project, in which we plan to compile every educational institution in the designated Seoul Chapter area (Seoul, Incheon, and Kyonggi and Kangwon provinces). Seoul intends to raise interest in KOTESOL through a series of surveys targeting colleges, secondary schools and institutes where English is instructed. Chapter members will further benefit through the availability of institutional directories developed through this database.

Seoul Chapter workshops continue to be very successful. For December's "Talent Month" workshop, Robert Dickey, Leon Przybyla and Seung-Yeol Yoo each provided a short presentation on a particular lesson. This format seemed to work very well and I hope we can make it a regular part of our annual workshop schedule. In January, Dennis Kim and Vincent Bourgeois combined to give us an informative and entertaining presentation on the subject of team-teaching. February will have Mary Lorna Kibbee of Kwangju leading a discussion on "Using Music Effectively in the Classroom."

Finally, I'd like to thank the management and staff of Kim and Johnson bookstore for their invaluable support for our monthly workshops. Seoul KOTESOL looks forward to a continuing strong relationship with Kim and Johnson in 1998.

The English Connection is looking for a layout editor.

The ideal person will...

- .. know and have experience with PageMaker,
- .. be able to meet deadlines,
- .. have access to internet e-mail,
- .. have experience in publishing and layout,
- .. possess strong editing skills, and
- .. know HTML.



Please direct all inquires to Kim Jeong-ryeol, Editor in Chief, at Korea National University of Education, Elementary Education Department Chungwon Gun Chungbuk 363-791 (e-mail) jrkim@knuecc-sun.knue.ac.kr

Dr. Peter Nelson (peternel@chungang.edu), of Chungang University in Seoul, raised the following question about student cheating:

I have recently had discussions with colleagues regarding students who cheat on written assignments by downloading from the internet, using other authors' works, etc. It would appear this problem is widespread at the university level, and I would like to know if fellow KOTESOL colleagues have encountered it on a large scale. If so, what actions do you take for the individual(s) concerned, and how do you attempt to prevent the problem from reoccurring? Is there a solution?

From other parts of the world (through the internet). Here are three of the replies:

Yes, cheating does seem to be a widespread problem at the university level, and at the high school level as well, from what I'm told. Most of the professors at the two universities I have worked at don't generally get upset about it. It's just part of the game. This seems to be a situation where an up-front introduction to the students of western cultural attitudes, and the teacher's public acknowledgment of the Korean system, appears to be crucial.

My students know that I accept no "Kunning." I tell them, "You can be kicked

one single course is not going to change a Korean student's perspective on an ethical issue that has little support outside your classroom.

out of a university in America for cheating." As they sit for their midterms, I show them what I do for "Kunning" by tearing a blank test paper in two. "You don't get an F, you get a Zero. No 'I'm sorry,' No 'Please.'" Because, from the first day of class, I tell students that "the University President wants me to teach this class like at UCLA, American style," I can get away with this. The students understand that I'm not playing the Korean game.

FAQs

edited by
Steve Garrigues

Cheating and Plagiarism

As for unattributed papers, well, you can buy term papers at every university in America. And numerous Korean professors have published works which were little more than translations of previously published works. (This problem seems especially rampant in the field of Literature.) So I suggest that one single course is not going to change a Korean student's perspective on an ethical issue that has little support outside your classroom.

But keep trying. I would, if I had a composition course to teach. -Robert J. Dickey (rjdickey@soback.kornet.nm.kr), Miryang National University

I myself went through almost an entire semester of composition diligently checking homework every class only to discover at the end of the semester (when most bombed what was to be an easy final test) that most had been copying homework from the brightest student in the class. No wonder small-group work (peer editing) was a dismal failure! I was aware that

some were plagiarizing (and penalized harshly for it, since I'd written "No plagiarizing" on the syllabus itself), but the homework issue was another (unexpected) matter. I'll teach composition differently the next time around! - Terri-Jo Everest (teverest@taejo.pufs.ac.kr), Pusan University of Foreign Studies.

I learned years ago that if I wanted to lessen cheating in the classroom (you can't

get rid of it completely), I would have to make it more difficult. My technique is simple. I make up to four different forms of the same test and checkerboard the class. I use a test-making program (Exam Bank) which simplifies matters significantly. The only drawback is having to check different tests. But it's a joy to tell the class that they and their neighbor will have different exams (and then hear the moans that follow). If anyone would like a copy of Exam Bank, please contact me (it's shareware). I can post it on the KOTESOL web site.

I learned years ago to that if I wanted to lessen cheating in the classroom ... I would have to make it more difficult (to cheat).

As for plagiarism, it's rampant, and often done shamelessly. In the composition classes I teach, it felt like I was reading the original articles or books (in some cases, I had). My favorite story about plagiarism actually involves an incident in the US (Florida State U, I believe). A student bought a term paper and turned it in. The paper was excellently written, but the grade received was an F. The student said to the prof, "This was an excellent paper. Why the bad grade?" The prof answered, "Yes, it was an excellent paper. Just as excellent as the day I wrote it." - Thomas Duvernay (chungo@soback.kornet.nm.kr), Dongkuk University, Kyungju

We will look at some of the other interesting responses to this perennial question in the next issue of TEC.

(The responses used in this column were originally posted to the internet discussion list <kotesol-l@home.ease.lsoft.com>. To join the list send an e-mail message to <listserv@home.ease.lsoft.com> The body of the message should read "subscribe Kotesol-l your_name". For more information, or if you encounter problems, contact Greg Wilson at <greg@well.com>.)

Korea TESOL
1997 Spring Drama Festival
May 16, 1997 2 P.M.

Hannam University, College of Liberal Arts Building 4

Once again it's time for the Kotesol Spring Drama Festival hosted by the Taejon chapter. Apply now to be one of the six groups that show the world what you and your students can do. The festival, held every spring in Taejon, is Korea-wide. Last year we had contestants from Naju and Pusan as well as Taejon. It is hoped that this year participants will come from all corners of Korea. The application deadline is April 30, 1998. Depending on the number of applicants, a run-off by region may be necessary.

The festival is not for seasoned actors. Rather it is a chance for students with little or no acting experience to get up on stage and have some fun. Last year's festival drew actors of all ages and abilities. The main focus of the festival is to give students an opportunity to improve their English speaking skills. If you are interested, the following information will be important:

Stage dimensions are: rear 5 meters; front 9 meters.

For more information, contact:

Kirsten Reitan
School of Humanities, Kaist
373-1 Kusongdong Yusonggu
Taejon 305-701
Tel: 042-869-4698; 896-4914
Fax: 042-869-4610

Edith Dandenault
277-72 Open English School
Poksudong Seogu
Taejon 302-210
Tel: 042-583-1553
Fax: 042-583-6312

Application for Korea TESOL Spring Drama Festival

Please fill out and return this form to Kirsten Reitan: (address above)

Name of group leader/advisor _____ Name of group _____

Name of school/institution _____ Telephone number _____

Address _____

E-mail _____

Names of members: (maximum 10)

1. _____ 5. _____ 8. _____

2. _____ 6. _____ 9. _____

3. _____ 7. _____ 10. _____

4. _____

Type of play/skit _____ Comedy _____ Drama _____ Other (specify) _____

Title of play/skit _____

THE 1998 KOREA TESOL PUSAN CHAPTER CONFERENCE
English Across Cultures: Its Ever-changing Role in the Asian Context
May 9, 1998
Pusan, S. Korea
CALL FOR PAPERS

The deadline for submission of abstracts is March 31, 1998.

The '98 Conference Committee is accepting presentation proposals in all areas relevant to teaching and learning English in the environment of NE Asia, specifically Korea. Please submit proposals for the 1998 Pusan Chapter of Korea TESOL Conference to:

Cho Sook Eun
Sae Myung Institute
50-17 Sajik 1-dong Dongrae-gu
Pusan, Korea 607-121

Office phone: +82 (51) 502-0398
Fax: +82 (51) 502-7849
E-mail: <se1101@chollian.net>

THE 1998 KOREA TESOL PUSAN CHAPTER CONFERENCE
PRESENTATION PROPOSAL
May 9, 1998

Presentation title: _____

Type (check one): Paper/Workshop Workshop Panel

Level (check all that apply): Elementary Secondary University Adult Education

Equipment needed (check all that apply): OHP VCR Cassette Player

Number of presenters for this presentation: _____

List the following contact information for each presenter (Use a separate sheet if necessary):

Name: _____

Fax: _____ E-mail: _____

Work phone: _____ Home phone: _____

Affiliation: _____

Address: _____

Biographical data: Write a brief personal history of each presenter for the program. The maximum length is 100 words. Use a separate sheet if necessary.

Use a separate sheet for your abstract. Be sure to include the title and name of the presenters on each proposal submitted. The maximum length is 150 words. Submit one copy of everything to Cho Sook Eun at the address listed above.

For more information, contact Cho Sook Eun above or
Shelby Largay at 82-51-850-1268 or via email at <slargay@hotmail.com>

For this month's column I would first like to present an energetic dynamic woman who works and lives in Pusan. She has owned and taught at Sae Myong Hawgwan in Tongnae, Pusan since 1995. There she teaches English to 5th grade elementary through to high school students. She also does a 1 hour daily radio program at TBN in Pusan. This program features news, current affairs and interviews with people.

In 1987 she received a B.Ed. in Education from Taegu University. During her early university days she started working for the MBC broadcasting station as a Disc Jockey and as the hostess of a two hour talk show. Her 9 years with MBC set a record for the longest time a woman had been the hostess of a talk show in Korea.

In 1991 she set off for America to be a summer camp counselor at an International Girl Scout camp in Orlando Florida.

There, through the shared challenges and isolation she forged some close friendships with people from Russia India and Hong Kong.

After Florida she went on to New York and then Paris, where she met up with her sister. They spent two months traveling through many European countries, Turkey and Hong Kong.

Returning to Korea she took two years off to start a family before starting her business.

She has made three trips to India. Once spending a month travelling through Rajestan with her best friend whom she met in America.

Additionally, she has taught Korean students at the International School, and volunteered as a Red Cross First Aid Instructor at Camp Haialia in Pusan from 1989-1991. In 1997 she had a 5 minute English program on MBC radio.

She has been a member of the Pusan Chapter of KOTESOL for one year and this year became the chapter president. She hopes to promote better cultural understanding between Korean and Westerners.

Name that Member

edited by Darlene Heiman



When teaching children she tries to see the child's point of view, by remembering the problems and difficulties she had at that age.

Her future goals are to have an English Language Radio program, do a masters degree in TESL, continue teaching at her hakwon, and travel.

She is a woman who truly lives by her motto. "If you want something -go and get it!"

Name that member! Cho, Sook-eun.

Our next featured member officially retired in 1995 after teaching for 31 years at Teachers College Kyubuk National University in Taegu.

He received a B.Ed. in 1957. He completed a M.A. in Linguistics in 1967, his focus on English Intonation, and a Ph.D. in 1980, on "The Relationship between teaching English and English Transformational Grammar". All of the above degrees were done through KNU.

At KNU he taught English Phonetics, English Grammar, TESOL methodology, Psycholinguistics and Sociolinguistics for MA and Ph.D. classes, and conducted practice teaching. He also taught Middle School and High School for seven years, previous to his work at KNU.

In 1951 his college education was interrupted by the Korean war. He became an interpreter at a M.A.S.H. unit in P'yonggang for four years. "It was there," he says, "that I really learned spoken English".

In 1968 he spent half a year studying TESOL at Indiana University. From 1969-1975 he was the project director for five Peace Corps programs. One of these was an English Teacher training program in New Jersey. The other four, in Korea, were for training volunteers to teach English at Korean middle schools and high schools.

He has published several books: "English linguistics Structural and Transformational" (1975); "Modern English Teaching Methods" (1984). And recently a collection of English essays, for the KNU newsletter, titled "Chewing the Fat". These essays are full of his insights on teaching English over many years, and convey his warmth and humor.

With Dr. Steve Garrigues he served as the president of the Taegu chapter of KOTESOL for more than four years. Presently he is the Taegu chapter treasurer.

At KNU he held the positions of Dean of Teachers College (1988-1991), Director the Language Institute (1980-1983) and Director of the International Exchange programs (1983-1985).

He still teaches at KNU (TOEFL, TOEIC, reading, and everyday English) and also a few hours a week at Ahyosung Catholic University near Taegu.

When not teaching he enjoys playing Paduk. He is a class 4 or 5 player.

In his family are 3 sons, 1 daughter, and 9 grandchildren.

His way of thinking and living? "Keep your own pace. Avoid excessiveness and extremism in anything. Don't get angry if you lose the game. Love your family first and then your neighbors.

Name that member! Dr. Chae, Joon-kee.

Dr. Chae wished to express his gratitude to Dr. Steve Garrigues for his assistance with English over the years.

Dr. Chae can be reached at the Taegu KOTESOL office, Prof. Emeritus room, Pockchikwan, KNU, Taegu.

Go Fish, is overused, perhaps even unduly exploited, to practice one language target, namely yes-no questions with the auxiliary "go" and short answers. Thus, S1, holding a card depicting an apple, might ask S2, "Do you have an apple?" S2 says "Yes I do." if holding a matching card or "No, I don't. Go fish!", if not. And so the game continues with students asking rather robotic (often nonsensical) questions and delivering equally robotic answers. It does little to imitate a real conversation since only one question and answer are exchanged. I would like, therefore, to outline a variation on the game I have devised which combines both a narrow grammatical focus (a yes-no question and short answer) and, to a degree, the "Free-talking" students rave about.

I have, incidentally, used it successfully with children (see additional comments below), teenagers, university students, business people, and elementary school teachers. Many have played through breaktimes and even after class has finished!

First, decide on a yes-no question which will match picture cards you already possess or will make yourself. If you want to talk about hobbies, for example, your question might be "Can you (play badminton)?" or "Do you like to (play badminton)?" Picture cards without words may be useful for the following reasons: (1) you can then use the cards to test students' lexical knowledge; (2) the cards can be used to practice different verb tenses (thus, "Did you play badminton yesterday?" "Are you going to play badminton tomorrow?" and so on) -- a mismatch between the verb form on the card and that being practiced can be confusing. You can, however, make photocopies of cards bearing both pictures and words; distribute these to students beforehand as a way to preteach vocabulary.

Sixteen different cards (here hobbies and abilities) is the maximum you should employ, twelve the minimum. Two matching cards is good for partner work, four for small groups. Thus, you would have 64 cards per deck (for a group). Those I use include play badminton; play baseball; play soccer; play tennis; play volleyball; play the guitar; play the piano; bowl; cook; dance; drive; paint; ride a bicycle; type; skate; and swim.

Next, cards in hand, introduce the game. Outline the goal to students; to get as many

Techniques

edited by
Terri-Jo Everest

Go Fish!

matching cards as possible, put them on the table, and have no cards in your hand. At the game's end (when all cards in the deck are gone), students lose one point for each card still in their hand and gain one for each matching card they have collected. The student with the most points wins.

After that, tell and show the students how to play. Using a rigged deck, model the game. This variation is played similarly to other versions of Go Fish. That is players ask for cards matching those they hold in their hand or have placed on the table. Each player is dealt four cards with the remainder placed face down in the center of the group. The player to the left of the dealer plays first. A question, "Can you play badminton?", for example, is directed at another player who answers with, "Yes, I can.", if holding a badminton card, or "No, I can't." if not. In the case of a positive answer the first student must ask a follow-up question -- Wh- or yes-no. For example, "How often do you play badminton?" The second player answers and hands over the card. The matching pair is placed in front of the first player. Player one then may continue asking questions and follow-up questions until a negative answer is received. At that point he or she must draw from the center pile and play moves to the next student. If the drawn card matches the question asked, student one continues the play. If a student runs out of cards, he or she should draw one from the center pile. The game continues until the center pile is gone.

ADDITIONAL COMMENTS

This game works very well in groups of three or four; five is too many. Students usually listen carefully to other players; by doing so, they can learn what cards others have and ask for them in subsequent turns. Students sometimes ask more than one follow-up question out of genuine interest or to put a classmate in the hotseat. Students do need to be told to make up an answer if the hobby/ability in question is not really their own. Look out, too, for greedy card-collectors who do

not ask follow-up questions; tell players not to relinquish their cards until AFTER such questions are posed. Sometimes students do not know how to form follow-up questions. You can help by assigning follow-up questions and answers for homework. You may have them

write such questions on the blackboard, or provide a handout with possible follow-up questions for each picture. Low-level students need not form a complete sentence, even: a Wh-word alone not only suffices but is also (sometimes) more natural (e.g. After asking, "Do you like volleyball?" A might say "Why?" rather than "Why do you like volleyball?") Children learning about furniture in rooms of the house might, for example, ask "Do you have a (desk)?" then follow up with "Where (is it)?"

There are many commercial flashcards on the market though not all will meet your needs. Try making your own or have students make them. To save yourself time, make a template with 16 squares on plain paper. Squares are easier to shuffle and consolidate. Paste or draw pictures on a photocopy of your template -- one picture per card. Then, photocopy the filled grid four times. Color or have students color the pictures so that cards may be more easily matched and to liven up the play. Glueing the card on stiff cardboard and laminating them will increase their lifespan.

VARIATIONS

- * Class nearly over? Speed up the game by having students "fish" for two cards.
- * Make non-verbal or verbal feedback (expressing interest) rather than a follow-up question a requirement for a "Yes" answer. Thus, "mmm, mmmm, how interesting!, oh really?" and so on.
- * Get a third student (not those asking and answering the yes-no question) to pose the follow-up question.
- * Omit the follow-up question if the first question is difficult. For example, "Do you have a police officer who is driving a motorcycle?" (where the focus is on relative pronouns/subordinate clauses more than yes-no questions).
- * Students can ask for cards from all players in the group (the game goes much more quickly this way, perhaps too quickly).

Over the past few years, EFL publishers, among others, have complained long and hard about pirating of textbooks and other materials.

Recently publishers have increasingly adopted a policy of "If you can't beat 'em, join 'em" in the form of producing books of legally photocopiable material.

Two newcomers to the legally photocopiable field are reprints of long-established titles by Peter Watcyn-Jones. *Pair Work 1* and *2* appeared first in 1981 and 1984 respectively, and became mainstays of British EFL classrooms. Back in the '80s, British Council teaching centres would have class sets of these and other resource books, but in less reputable schools, the anti-copying ordinance was honoured more in the breach than in the observance.

The new editions appear in standard photocopy size (A4), larger than their previous format, and unlike in the earlier editions, the A and B parts for each activity are contained in the same book. Each book includes 10 new activities in addition to those that appeared earlier, making in all 41 in each book. *PW1* is aimed at elementary to pre-intermediate students, *PW2* at intermediate to upper-intermediate (though teachers may well disagree on occasion with the author's judgement). Both contain the same six main types of activities: role-plays (e.g. newspaper interviews), simulations (asking for information, about a tour in *PW1*, an easier-looking task about train times in *PW2*), information gaps (drawing, table and text completion tasks), discussion activities (usually questionnaires, ranging from likes and dislikes in *PW1* to moral values in *PW2*) and problem-solving tasks where partners have to share clues to find an answer. The estimated time required ranges from 5 to 20 minutes.

The introduction includes some useful

Book Reviews

Pair Work 1 and Pair Work 2, by Peter Watcyn-Jones; Penguin Books.

reviewed by Mike Duffy

hints on how to set up and use the activities in class.

A recent speaker at a KOTESOL conference, Graeme Cane (1995) was scathingly critical about textbooks which set tasks for learners without giving any guidance as to how the tasks may be accomplished. I feel that most students could benefit from more support than is sometimes given by Watcyn-Jones, especially in the discussion activities.

The new editions look remarkably similar to the old. Some minor changes have been made to the text (e.g. prices) but

There are teachers who believe that all textbooks and other published material are for wimps, but Julian Edge pointed out that "some teachers pour massive amounts of time and energy into producing a poor-quality, home-made version of what is already available."

the visuals have been largely untouched, so the living room in Activity 21 (Complete the drawing) has an old-fashioned record player but no CD player or computer.

These are small criticisms of what are extremely useful books. What is particularly commendable is the language input given, both in the activity pages that the students have and in the appendix, which lists the main structures and functions exercised in each activity. Although the author stresses that the books are designed for follow-up work

for structures and functions already learned, students still benefit greatly from language support at the point of speaking.

The language of these books is British English, and they have been aimed primarily at a European audience (The author was a university teacher in Sweden). Therefore a few (though certainly not many) of the activities may be judged culturally inappropriate in Korea, and some would need minor modifications to match, for example, typical Korean experiences. Most can be used as they stand.

There are teachers who believe that all textbooks and other published material are for wimps, but I would go along with the opinion of another recent visitor here, Julian Edge, who pointed out that "some teachers pour massive amounts of time and energy into producing a poor-quality, home-made version of what is already available." (Edge, 1993). Even with price increases for imported

books looking likely, I would still rate these as excellent value, particularly if shared among a group of teachers.

The Reviewer

Mike Duffy came to Korea in 1988 after spending two years working in Hong Kong. He has been a professor in the Department of English

at Dong-A University in Pusan since 1990. He was President of the Pusan Chapter of KOTESOL for four years.

REFERENCES

- Cane, G. (1995) Talking turkey; Teaching conversation skills more effectively. *Language Teaching*, Vol. 2, No. 4.
Edge, J. (1993) *Essentials of English Language Teaching*. London, Longman.

Calendar edited by
Robert J. Dickey

CONFERENCES

- Mar 14, '98** KOTESOL-Cholla "TESOL Traditions and Changes: A Continuing Tradition" Kwangju Find information within this TEC. Info: Ms. Choonkyong Kim (Tel-off.) 062-520-7928 (Tel-home) 062-526-5521 (Email) cckm@orion.chonnam.ac.kr
- Mar 14-17 '98** American Assn of Applied Linguistics Annual Conference Seattle, WA (The Renaissance Madison Hotel) Plenary Speakers: Jodi Crandall, Shirley Brice Heath, Luis Moll, Dennis Preston, Peter Skehan
- Mar 17-21 '98** TESOL '98 "Connecting Our Global Community" Seattle, WA (USA) TESOL, Inc, 1600 Cameron St., Suite 300, Alexandria, VA 22314-2751 USA (Tel) +1-703-836-0774 (Fax) +1-703-836-6447 (Email) mbr@tesol.edu (Web) <http://www.tesol.edu>
- Mar 26-29 '98** Pacific Second Language Research Forum Hosted by the English Department Aoyama Gakuin University, Tokyo, Japan Aims: to provide a forum for research into second language acquisition/use taking place within the Pacific/South East Asian region. Papers presented at PacSLRF can be presented in English or Japanese. The 3rd PacSLRF conference will be broad in scope. Plenaries: Sachiko Ide, Japan Women's University; Gabriele Kasper, University of Hawai'i; Mike Long, University of Hawai'i; Paul Meara, University of Wales, Swansea; Manfred Pienemann, Australian National University; Miyuki Sasaki, Nagoya Gakuin University. Contact: PacSLRF '98, Aoyama Gakuin University, Department of English 4-4-25 Shibuya, Shibuya-ku, Tokyo 150, JAPAN (Fax) +81-3-3486-8390 (Email) peterr@cl.aoyama.ac.jp (Web) <http://www.als.aoyama.ac.jp/pacslrf/pacslrf.html>
- Apr 11 '98** HETA (Honam) Spring Conference "The Concerns and Prospects of English Education in Korea in the 21st Century" Chonnam National University, Kwangju Info: Prof. Lee Heung-Soo (Tel/Fax) 062-520-6555
- Apr 14-18 '98** 32nd IATEFL International Conference UMIST, Manchester, England
- Apr 20 - 22, '98** RELC Seminar on Language Teaching "New Insights for the Language Teacher" Singapore. Aims: To examine the changing role of teachers as they seek to prepare themselves for the challenges of a fast-changing world; to report on trends, innovations, projects, theories, and research findings in language education that have a bearing on successful language teaching. Info: Seminar Secretariat, SEAMEO Regional Centre, 30 Orange Grove Road, Singapore 258352 (Tel) +65 737 9044 (Fax) +65 734 2753 (Email) tkhng@singnet.com.sg (Web) <http://www.relc.org.sg>
- May 9 '98** KOTESOL-Pusan "English Across Cultures: Its Ever-changing Role in the Asian Context" Pusan National University Find information within this TEC Info: Cho Sook Eun (Tel) 051-502-7849 (Email) se1101@chollian.net (ed. note -- these are #1, not "L") (Web) <http://pusanweb.com/Info/Orgs/kotesol.htm>
- May 17 '98** JALT-Fukuoka KOTESOL-Vetted Speaker
- May 30, '98** Youngnam English Teachers Assn (formerly PETA) "Searching for Better Classroom Activities" Pusan (Shilla Univ - formerly Pusan Women's Univ) (begins at 2pm)
- Jun 13-14 '98** IATEFL Teacher Trainer SIG Event Seto, near Nagoya, Japan Theme: Action Research Weekend Retreat
- Jun 26-27 '98** TENTATIVE! KATE's summer conference
- July 13-17 '98** WORLDCALL - Inaugural World Conference on Computer Aided Language Learning Univ. of Melbourne, Australia "CALL to Creativity" This reflects the organisers' desire to provide a forum for discussion of some of the pressing educational, social and political issues associated with the development of CALL. Professor Ben Shneiderman, world expert in human-computer interface design, will be a Keynote Speaker. Objective: To promote and develop national and international networks for CALL research and practice. Information: Fauth Royale, P.O. box 895, North Sydney NSW 2060. (Tel) +61 2 9954 4544 (Fax) +61 2 9954 4964 (Email) fauroy@ozemail.com.au (Web) <http://www.arts.unimelb.edu.au/~hlc/worldcall.html>
- Jul 25-26 '98** Thai Tesol Literature SIG Conference "Literature Pathways To Language Learning III" Assumption University (ABAC), Bangkok, Thailand Info: Dr Stephen Conlon, Director English Language Center Assumption University Ramkhamhaeng 24 Road Huamark, Bangkok Bangkok 10240, Thailand (Fax): +662 318 7159 (Email) artasp@au.ac.th (Web) <http://elc.au.edu>
- Aug 29-30 '98** Thai Tesol Research SIG Conference "Research Ways and Means: Teacher Participation In Research Activities" Assumption University (ABAC), Bangkok, Thailand Info: Dr Stephen Conlon, Director English Language Center Assumption University Ramkhamhaeng 24 Road Huamark, Bangkok Bangkok 10240, Thailand (Fax) +662 318 7159 (Email) artasp@au.ac.th (Web) <http://elc.au.edu>
- Oct 8-11 '98** Japan Association for Language Teaching Annual Conference Yokohama, Japan
- Oct 17-18 '98** KOTESOL Annual Conference "Advancing Our Profession: Perspectives on Teacher Development and Education" Seoul
- Oct 20-22 '98** VoiceAsia'98 "The Role of Language in a Borderless World: Harkening to the Voices of Asia". Nikko Hotel, Kuala Lumpur, Malaysia. Contact Dr Basil Wijayasuria, Faculty of Language Studies, UKM, Bangi 43600, Selangor, Malaysia. (Email) voisasia@pkrisc.cc.ukm.my or Nooreiny Maarof, Faculty of Language Studies, UKM, Bangi 43600, Selangor, Malaysia. (Email) nooreiny@pkrisc.cc.ukm.my
- Nov 13-15 '98** ETA-ROC (Taiwan) 7th International Symposium and Book Fair "English(es) for the 21st Century" National Taiwan

Normal University, Taipei, Taiwan. Info: Prof. Yiu-nam Leung (Email) ynleung@FL.nthu.edu.tw or Prof. Johanna E. Katchen (Email) katchen@FL.nthu.edu.tw Dept. of Foreign Languages & Literature, National Tsing Hua University, Hsinchu 30043, Taiwan ROC. (Fax) +886-3-5718977

Dr Stephen Conlon, Director English Language Center Assumption University Ramkhamhaeng 24 Road Huamark, Bangkok Bangkok 10240, Thailand (Fax): +662 318 7159 (Email) artasp@au.ac.th (Web) <http://elc.au.edu>

Nov 24-26 '98 Third Regional Conference on English in SEAsia: ASEAN Perspectives Universiti Brunei Darussalam aim: to bring together participants interested not only in research and theoretical aspects of the English language but also in its use in communities in a range of contexts. topics: as they relate to Southeast Asia: Literacy, the Media, Language, CALL, ELT, the Internet, Languages in contact, Business Contact: Gary Jones, Department of English Language & Applied Linguistics, Universiti Brunei Darussalam, Bandar Seri Begawan 2028, Negara Brunei Darussalam. (Fax) +673-2-421528 (Email) gmjones@ubd.edu.bn

due May 15 '98 Oct 17-18 '98 KOTESOL "Advancing Our Profession: Perspectives on Teacher Development and Education" Seoul Call for papers inside this TEC. Info: Kirsten Reitan (Tel-off.) 042-869-4698 (Tel-home) 042-869-4914 (Fax) 042-869-4610 (Email) reitankb@sorak.kaist.ac.kr

Dec 27-30 '98 Modern Language Association San Francisco, California

due May 15 '98 Oct 20-22 '98 VoiceAsia'98 "The Role of Language in a Borderless World: Harkening to the Voices of Asia". The Faculty of Language Studies, National University of Malaysia (UKM) Nikko Hotel, Kuala Lumpur. Contact: Dr Basil Wijayasuria, Faculty of Language Studies, UKM, Bangi 43600, Selangor, Malaysia. (Email) voiasia@pkrisc.cc.ukm.my or, Nooreiny Maarof, Faculty of Language Studies, UKM, Bangi 43600, Selangor, Malaysia. (Email) noreiny@pkrisc.cc.ukm.my

Jan 21-23 '99 ThaiTESOL International Conference "Towards the New Millennium: Trends and Techniques" Ambassador Hotel, Bangkok, Thailand Contact Suchada Nimmanit (Tel/Fax) +(66-2) 218 6027. (Email) flngsnm@chulkn.car.chula.ac.th

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Aug 2-6 '99 AILA '99 The Organizing Committee for the International Association of Applied Linguistics '99 Tokyo (AILA '99 Tokyo) in conjunction with the Japan Association of College English Teachers (JACET) and the Japan Association of Applied Linguistics in JACET (JAAL-in-JACET) are pleased to host the 12th World Congress at Waseda University in Tokyo.

Jul 15 '98 Nov 24-26 '98 Third Regional Conference on English in SEAsia: ASEAN Perspectives Universiti Brunei Darussalam aim: to bring together participants interested not only in research and theoretical aspects of the English language but also in its use in communities in a range of contexts. Presentations at the conference will cover the following topic areas as they relate to Southeast Asia: Literacy, the Media, Language, CALL, ELT, the Internet, Languages in contact, Business Abstracts of no more than 200 words and a 50 word biodata should be sent to reach the address below no later than 15 July, 1998. Abstracts may be sent as hard copy or by email. Contact: Gary Jones, Department of English Language & Applied Linguistics, Universiti Brunei Darussalam, Bandar Seri Begawan 2028, Negara Brunei Darussalam. (Fax) +673-2-421528 (Email) gmjones@ubd.edu.bn

CALLS FOR PAPERS

due Mar 31 '98 May 30, '98 Youngnam English Teachers Assn (formerly PETA) "Searching for Better Classroom Activities" Pusan (Shilla Univ -- formerly Pusan Women's Univ) Prof Yoon Woong Jin, Pusan National Univ, English Educa Dept (Tel) 051-510-2617

due Mar 31 '98 May 9 '98 KOTESOL-Pusan "English Across Cultures: Its Ever-changing Role in the Asian Context" Pusan National University Call for papers inside this TEC. Info: Cho Sook Eun (Tel) 051-502-7849 (Email) se1101@chollian.net (ed. note -- these are #1, not "L") (Web) <http://pusanweb.com/Info/Orgs/kotesol.htm>

due date unknown Jul 25-26 '98 Thai Tesol Literature SIG Conference "Literature Pathways To Language Learning III" Assumption University (ABAC), Bangkok, Thailand Proposals are invited for papers, presentations and workshops (see next for details)

due date unknown Aug 29-30 '98 Research SIG Conference "Research Ways and Means: Teacher Participation In Research Activities" Assumption University (ABAC), Bangkok, Thailand Proposals are invited for papers, presentations and workshops Send the following details for each proposal submitted: * 2 copies of an abstract of 100-150 words * a passport size photograph * a 100-word biographical statement Infor:

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October 17 - 18, 1998

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Presentation title: _____
Type (Check one): _____ Paper _____ Workshop _____ Panel _____ Paper/Workshop
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