

The Newsletter of Korea Teachers of English to Speakers of Other Languages July 1998, Vol. 2 No. 4

## An Elementary School Teacher's Discovery of English

*Young-heui Oh, Taehyun Elementary School, Taegu*

Last summer vacation (for one month) I visited the USA to study English at Lewis-Clark College in Idaho. Until last year (before the IMF shock), the Korean Ministry of Education had sent many teachers to several countries --England, Australia, and the United States -- for their English studies during the summer vacation (usually one month).

But in my case, I went there on my own. Two years ago, one of my supervisors recommended me to be sent under the government program. Unfortunately, that failed. My career was a little short (just six more months were needed). I had to wait one more year, as they selected annually.

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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 Newsletter of Korea Teachers of English to Speakers of Other Languages

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# The English Connection

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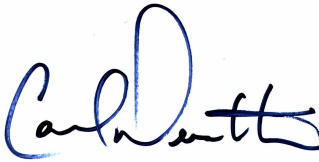
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## The Next Stage



### President's Message by Carl Dusthimer

The president of Korea, Kim Dae-jung, speaks good English, speaks poor English, speaks incredible English. One of these is probably true, though the truth is relative to the situation and the person who is commenting on his English. In any case there has been much talk about his ability to speak English, and my personal conclusion is that he is quite functional in English and that ability has benefitted his image not only in the international community, but especially here in Korea. A side benefit, at least for the English teaching community here in the ROK, is that there will likely be a heightened emphasis on learning English for the foreseeable future.

The economic downturn is taking its toll on the number of native speaking teachers planning to remain in Korea. The short term forecast for the economy (and the currency) does not instill confidence. It's going to get worse before it gets better. Programs such as the EPIK program are being downsized or reevaluated. From these jolts of reality, one could say that Korea is not the promised land for EFL teachers anymore. True enough from a financial standpoint, but there remains a great deal of opportunity here to improve the

overall level of English education. That is where Korea TESOL fits in, along with the other teachers organizations in the country. In our continuing evolution as an organization, there are certain areas we need to improve upon. One is to form closer relationships with these organizations and share our resources in an effort to maximize the benefit for our respective members. We have begun doing this by naming liaisons to each. Another area of improvement involves using our own resources, one of which is our pool of native speakers who come from various backgrounds (i.e. marketing and planning & development), in an effort to publicize the organization and its events. To this end, we are taking advantage of the fact that we will be hosting the second Pan-Asian Conference (PAC2), an event orchestrating the involvement and cooperation of people in more than 20 countries.

It has been argued that we should, in an attempt to be accepted in the academic community, emulate what the other academic organizations do here in Korea. I agree with this line of thinking to a point. However, in doing so we limit our potential for growth and we limit our ability to achieve our main objective, to fulfill our mission statement (the subject of my last message). To do so, we need to reach out beyond the academic community, and try to secure financial support from those who can naturally supply it, corporations. One might argue that our main interests and theirs are too dissimilar, but I would argue that cooperation we would seek would be from business entities who have a history of supporting educational and community causes. Our hosting of PAC2 presents us with a prime opportunity to move to the next stage in our evolution. We have already formed partnerships with other international organizations such as JALT, Thai TESOL, IATEFL, TESOL Inc., ETA-ROC (Taiwan), TESL Canada, and others. We now have the opportunity to forge relationships with corporations interested in English education in Korea. There are certainly areas where we can all contribute. It is simply a matter of defining each of our roles and applying our respective strengths to the appropriate area.

Kim Dae-jung has, through implication and deed, indicated, or even mandated the importance English language ability will play in the future development of Korea. Korea TESOL must take advantage of every resource available to assist in the improvement of English education in Korea. Now's the time, the time is NOW.

## An Elementary School Teacher's Discovery of English

*-continued from front*

Finally, last spring, 1997, I expected to be selected. But the person in charge of the program didn't notify me of the test day. (We have to pass the test -like TOEFL.) I was very upset and disappointed.

When I was twenty five years old, I had made a promise to myself to go abroad before 1998. Any country was good. How disappointing!! The teacher's English program was a very good chance for everyone. The best thing was that it was free!!

I couldn't give up. I decided to go alone. At first I planned to take a trip to Europe. But I didn't want to be crowded among travelers from all over the world. Through the internet I tried to search for the right region, where I could do well, both studying and refreshing my spirits.

Finally I chose the quiet and small town of Lewiston in the state of Idaho. An interesting point was the town's location. I stayed in a typical American home that was located in the far east side of the state of Washington (Clarkston), and my college was located in the far west side of Idaho (Lewiston). The Snake River was the border between the two states. With my homestay family I used to take a walk along the river after dinner. The breeze was soft and the sunset, reflected in the river, was beyond description.

One week before I left Korea, I was a little nervous. I was so busy with work that I couldn't practice speaking English. I tried to make myself easy, and leave everything to chance.

In America, my first English conversation (except formal talks in the plane or at the airport) was in the airplane from San Francisco to Portland. In the next seat to me, one guy was reading a book without saying a word. I asked him carefully, "Would you tell me the local time?", and he answered to me in a friendly fashion.

After that, he talked to me about simple personal questions such as "Where are you from?", "What brought you to America?", etc. We introduced ourselves to each other, and at first it was not so difficult (for introductions), but gradually

tasks in Korea. I enjoyed a perfect and complete rest.

Most people didn't understand me whenever I said "I came here to enjoy my vacation." But I didn't want to just stay in a big city for one month. I liked the fact that I could experience a native's life, naturally.

Classroom activities were very useful and interesting, but they often gave us assignments, tests and quizzes. Though some tests were dif-

ficult, they didn't stress me so much. Passing or failing didn't make a difference to me.

In America, for me, the concept of the classroom was broken. The land itself of America was already my big classroom. It didn't mean studying only English but the whole American culture (including language). Of course the classroom was not the same as the out-of-classroom. I could study English in a different way. In Writing I composed several subjects and we students corrected each other's work. Especially I liked the section about counseling, like "Dear Abby", and I wrote an

English poem for the first time in my life. In Conversation, after watching one movie, we talked about it and made presentations one by one. It was not easy for me to listen, speak, and write in only English all the time, but as time went by I could feel more comfortable in English.

Since I didn't intend to only study, I tried to have a chance for outside class activities, such as parties, garage sales, shopping, visiting, taking a walk, going around downtown, losing and asking my way, go camping, and driving in the countryside.

My host mom (her name is Pam) was very kind and treated me as her real family. She is Catholic, on Sundays we went to church, and met and talked with her neighbors. Sometimes they invited me to their homes and we had a good time.

At first my host mom drove me to the

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### **The fact that I was not in Korea anymore seemed to made me braver.**

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I began to worry about the lack of subjects that I could talk about. Unfortunately, there was no choice. I had to use English anyway! Soon, I faced up to the reality. Finally I started to speak, often using all my body signals, later on we began to talk of one thing and another, talking throughout the trip. The fact that I was not in Korea anymore seemed to made me braver.

From San Francisco to Portland, the trip took about one hour thirty minutes. I had never spoken in English before with a native speaker for over thirty minutes! While we talked I missed some parts, but I

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### **The land itself of America was already my big classroom. It didn't mean studying only English but the whole American culture (including language).**

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thanked the fact that at least our talking continued without stopping. Even now I think it was a miracle! From then I could gain a little bit confidence in myself.

I.E.I. (Intensive English Institute) was attached to Lewis-Clark College. The program was for the student who wanted to enter graduate school. The studies were in Writing, Journalism, TOEFL, Listening Comprehension, Conversation, etc. Actually I didn't intend to enter graduate school, but the program was useful and practical to me. And, I was really free. There was no burden on me to get high grades and I could forget my busy, busy

college every morning and picked me up after class. I was thankful, but I wanted to use my time more freely. So she lent me her bicycle and I rode on it to my class. It was cooling, everyday I rode the bridge of the Snake River through the fresh air between Washington and Idaho.

After four weeks I finished my term, and got satisfactory results.

On the way back to Korea, I stayed in San Francisco two nights and three days with two of my Japanese friends, including my homestay mate. There were lots of things to see for travelers but I still miss Lewiston more.

Come to think of it now, it was a rather good thing that my first plan failed even two times (the teacher's program). If I was selected, than I might have had a very restricted experience because of the group program, and might not have felt free within the tight schedule. Feeling alone and free in a strange country gave me a new eyes to see the world and my life.

I didn't think that only one month in America would help me speak English more fluently than a month of concentrated study in Korea. And as I mentioned, language itself was not my real reason for traveling.

My trip abroad helped open my eyes to everything. It diminished my sense of Korean uniqueness, gave me a kind of "we are the world" feeling. Nowadays, my young students may not notice, but I try to teach a world view, not just teaching knowledge (information to be memorized). I've had an opportunity to share my personal experience of America with my fellow teachers.

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## Feeling alone and free in a strange country gave me a new eyes to see the world and my life.

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Actually, I'm not sure how much I improved my English. After coming back to Korea, I still have trouble speaking English, except on one point. It's not an issue of language, but of Psychology. I don't feel shy or embarrassed so much as before when making a mistake in speaking English. I don't feel that I have to speak fluently and exactly. I can't be a native speaker. I am just like a child in a view of language age. I realized this during my homestay -- my hostmom has an 8 year old boy. He can't read a book very well but naturally he can speak very well. Whenever we talked about something I seemed to try to explain what I wanted to

say. When he couldn't understand, he always asked again, and confirmed by using a much simpler, clearer and easier expression than what I had said. It was very surprising that even a child could brief other's thoughts clearly. Of course I admitted that I was not a native speaker and he was a smart American boy, but I thought there was a different reason. Finally I realized language was not a matter of knowledge. It is habit and imitation. Through that experience I got to feel less nervous in speaking English.

Most of all I was very pleased that I could keep my promise to myself.

### THE AUTHOR

Young-heui Oh is a graduate of Taegu National University of Education, and has been teaching elementary school in Taegu since 1992. She is currently teaching all subjects (including English) of the 3rd grade at Taehyun Elementary School. Her professional interests include developing her English and general teaching skills. She enjoys living in her quiet hometown of Waegwan. You may contact her via email at <tina57@chollian.net>.

## *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.

## **Full Page Ad**



What is teacher development? What is teacher education? Why teacher development? Why teacher education? To find out the answers to those questions come to the 1998 Korea TESOL conference in Seoul at Kyung Hee University on October 17 and 18.

On Saturday, October 17th at 10:30 am, Dr. Donald Freeman, our TESOL, Inc. Speakers' Grant recipient will give a plenary address on "Why Teacher Development?" Later in the day, you can either listen to Dr. "Paul" Yong-jae Choe, of Dongguk university, talk about educational issues as they impact Korea and English teachers in Korea, or to David McMurray, of Fukai Prefectural University and JALT, discuss "Creative Uses of Learning Style Research in Asia".

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**On Saturday, October 17th at 10:30 am, Dr. Donald Freeman, our TESOL, Inc. Speakers' Grant recipient will give a plenary address on "Why Teacher Development?"**

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The next day, we will be treated to two plenary speakers. In the morning, Dr. Carol Anne Numrich, a professor at Columbia University who is being brought over by Addison Wesley Longman, will share with us issues involving critical thinking and low-level language learners in "Low-level Proficiency Doesn't Equal Low-level Thinking". In the afternoon, Dr. Peter Robinson of Aoyama Gakuin University and recipient of our British Council travel grant, will look at "Individual Differences, Task-based Learning, and EAP Program Development". At the same time, our invited speaker from Taiwan, the founder of ETAROC, and a professor at National Taiwan Normal University, Dr. David Wei-yang Dai, will talk about "From English as a Second/Foreign Language to Bilingual Education". In addition to these plenary and invited speakers, conference goers will be able to choose from over 120 academic, commercial, and poster presentations.

There will be a number of different events



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Development and Education***

coinciding with the 1998 conference. Most notable will be a kick-off by the KOTESOL Teacher's Training team (KTT), who will have 4 presentations at the 1998 conference, as well as a table. Also several of the chapters will be hosting poster sessions, networking sessions, or "tea-and-cookie" get-togethers in the

networking room. In addition, on Saturday, the Material Writer's Special Interest Group will kick-off their Asia-wide and Asia-specific "Pan-Asian Focus on

Materials". The purpose is to start a network of teachers wanting to swap ideas, or collaborate on materials and related research. They're also aiming to develop a Pan-Asian resource book. If you'd like to be a part of this, bring 25 copies of your own original material to exchange with participants. On Sunday, there will be a more general teacher "swap shop" where teachers can share and exchange lesson plans, teaching ideas, and activities that work. If you want to participate in this event, please bring 50 copies to

share with other teachers.

There will also be ample time at the conference to socialize, make new friends, and meet new ones. Friday night, October 16th, at Kyung Hee University in Crown Hall at 7 PM, we will be treated to the musical talents and performances of various Korean groups, especially highlighting the talent of Kyung Hee students and faculty. The event is free. On Saturday night, we will have a reception and musical entertainment. The details, venue, and prices of the October 17th evening event have not been set yet. Please look in the September TEC conference column for further details.

Speaking of which, preregistration time is here. We will be sending out preregistration packets to all our members in mid-July. If you are not a KOTESOL member or if your membership expires between September and December, 1998, you can find a pre-registration form for the conference on pages 34 and 35. Both pages must be filled out and mailed/faxed in order to be processed. If you are an international member or your membership expires after January 1st, 1999, you will receive a preregistration form in the mail or you can contact Tom McKinney (astrotom@chollian.net; 015-994-0167; 02-3443-1550), Gerry Lassche (baccachew@hotmail.com; 0662-680-

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**There will also be ample time at the conference to socialize, make new friends, and meet new ones**

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1542), or myself (reitankb@sorak.kaist.ac.kr; 042-869-4698) for a preregistration form.

You can also find out about and download the conference preregistration forms from the conference web-site at <http://sorak.kaist.ac.kr/~reitankb/home.html>. On July 15th, you'll be able to find maps, conference forms, and lists of presenters on the site. So come visit us there. Or if you have any questions, comments, feel free to contact me, the conference chair, or Gerry Lassche, the assistant chair.

**Q**uestion: Continuing the issue of student cheating the following question came up: What cultural factors are involved in the differences between Korean students and foreign teachers in their attitudes toward cheating?

Peter Nelson  
<peternel@chungang.edu> responded:

Although cheating invariably occurs everywhere (to avoid a "holier-than-thou" perspective, I only have to think of cheating scandals in US military academies), I wonder whether there is a different cultural component here than one would find in an English speaking country.

Jack Martire in *Small Group Discussion Topics* (Pusan National Press, 1995) has a section on cheating in Korea, and reports a survey taken at Ewha Womans University indicating that 45% of students admitted to cheating, and many of them said they didn't feel guilty about it. He goes on to mention that Korean propensities to cheat may be related to the endless systems of exams, the fiercely competitive pressure to succeed, and the fact that many students do not suffer greatly if caught. One almost gets the impression of a game, albeit one with high stakes, but a game nonetheless.

I have, fortunately, encountered few instances of cheating, but when I speak to the suspected culprit, I get the distinct feeling that the visible remorse lies in getting caught, not in the act itself. Since I do not assume that persons caught cannot distinguish between right and wrong, I believe instead that the cultural reference is different: cheating occurs because that's how life is conducted. If I am correct, the Korean student has difficulty understanding why we foreign teachers get so upset, since he/she is only doing what everyone else is doing, only that he/she got caught and must pay the consequences.

The problem is that this comparison may be exaggerated. What we may be viewing is only a parade of imaginative, flexible means to achieve one's ends, and Korea

FAQs

edited by  
Steve Garrigues

## Cheating and Culture

may be absolutely no different--either in degree or in kind--than anywhere else. Still, I can't help wondering if the present economic crisis, fueled in part by deception and misrepresentation, doesn't have its origins in the schoolhouse, when students first learn that "cheating is OK, but just don't get caught."

And Gregory Wilson <greg@well.com> replied:

I think this attitude ["cheating is OK, but just don't get caught"] has more to do with the difference between shame and guilt. Shame is public knowledge of wrongful acts. A Korean (maybe Asian) driver is more likely to run a red light in the middle of the night when he or she won't be seen than during the day when his or her fellow drivers are present to see the act. My Korean wife gets bent out of shape if I stop longer than a mere pause at a red light at night. She especially runs them in our small residential

neighborhood early in the morning on the way to school.

Guilt resides in the person who committed the act. One feels guilt even alone. I think perhaps guilt is more pronounced when one is alone. As an American (and raised Catholic to boot!) I feel guilt when running red lights. My wife, raised in Korea and Buddhist, feels shame if others see her.

The shame is in getting caught for sure, but there is also a decided lack of guilt. I don't believe students cheat thinking that it is right. Korean students cheat and feel bad if caught. The teacher's job is to catch them. Western students cheat and feel bad even if not caught. It's the students' job to catch himself or herself. The reactions Peter described are more a result of a cultural chasm between the import given the two emotions of shame and guilt.

Michael Belostotsky  
<mb@dogsuri.hoseo.ac.kr> commented:

I would like to add a couple of ideas about cheating and running red lights. Red lights are easier to explain. The way I see it, in this country there are traffic rules and there is pragmatism. A Korean driver may or may not go through red lights. In my observation first they look to see if it's safe. If that's the case they run the red lights because it's pointless to be waiting when the way is open. So it is a different type of logic. I don't connect this with cheating although it's a clear violation of the rule.

Maybe something similar happens with cheating: if the rules of the education game are abusive and do not make sense,

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### I agree that cheating has its roots in the culture, and for western teachers it is part of the culture shock.

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and students see themselves as slaves and victimized by the system, then they are forced and conditioned to build their defenses. I agree that cheating has its roots in the culture, and for western teachers it is part of the culture shock.

If you have a question you would like to raise or a topic to discuss for the FAQ column, please contact me at <steve@bh.kyungpook.ac.kr>.

**Teacher Development**

Join us online. Send an e-mail message with "sub KOTESOL-L (your name)" as the message body to <listserv@home.ease.lsoft.com>.

# KOTESOL Fifth Spring Drama Festival Hosted by Hannam University

by Jane Hoelker, PAC-2 Research Coordinator, Pusan National University

The Fifth Annual Korea TESOL Spring Drama Festival was held at Hannam University in Taejeon on Saturday, May 16th. Over 70 participants ranging from kindergarten through university level presented 7 dramas. Themes ranged from Occidental fairy tales to traditional Korean folktales to contemporary issues such as the perils of internet dating. More than 150 community members attended the performance. Kirsten Reitan, President of Taejeon chapter, emceed the event, which was organized by the Taejeon chapter officers.

The Drama Festival is fast becoming an important date on the community calendar as drama groups from previous years, like ET (English Trainees) from Taejeon Junior College and Sweetdreamers from Naju Middle School (1997 grand prize winners), return annually to compete.

Intermission entertainment was provided by Carl Dusthimer, Jim Query and Hannam University colleagues who acted out famous scenes from memorable movies while the audience guessed the titles.

Oxford University Press, Prentice Hall, Longman's, Sisa-yong-o-sa and Kim and Johnson's Kidari Book Store made most generous donations of books to be awarded as prizes. This was very appreciated by the thespians.

Talent won prizes for all actors, but several were especially remarkable. Best costume was won by 4 performers in "The Three Little Pigs"; actor Yun Jin-Keun (the wolf), and actors Lee Yong-Suk, Song Hyun-Suk and Lee Sun-Kyung (the three little pigs). Old Age played by Kim Tae-Hyun in "Meet Death" was awarded Best Actor for a very strong performance.



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Group participants and drama titles include the following. World Kids, Taejeon: Sleeping Beauty; Little Giants of Boram Kindergarten, Taejeon: The Three Little Pigs; Sweetdreamers from Naju Middle School, Naju: A Man Who Became an Ox; Sanju High School, Sanju City: Re-

gret; Konju Sisters, Kongju National University of Education: The Contact; ET (English Trainees), Taejeon Junior College: Meet Death; The Seven Princesses, Kongju National University of Education: West Meets East.

## Volunteer:

From Publishing to Teacher Development, KOTESOL is where it's happening. Contact the officers and chapter reps listed in Who's Where in KOTESOL for more information.

# 'Stop, Look, Listen': Some Advice for Professors

*Jonathan Berman & John F. Birk*

This year both the TESOL conference in Seattle and the KOTESOL conference in Korea offered a slate of lectures describing methods of teaching English. The hundreds of seminars included selections on content-based coursework, the use of literature, listening activities, material design, methodology, pronunciation, and so forth.

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**If the coursework is enjoyable, an ex-student may well continue with English voluntarily. Such might include reading English newspapers or magazines or perhaps even novels.**

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Some lectures I attended were well planned out; others seemed thrown together. Still others unabashedly hawked products. Without exception, these seminars reflected the traditional top-down approach, whereby teachers decide the ways and means and students conform and perhaps lend input only on the last day of class, during evaluations.

But only a few hours in the classroom tells of a vastly different need: Yes, motivating students involves a constant challenge to teach in various ways and, yes, professionals learning from other professionals can prove a valuable enterprise, but meanwhile what is plainly missing in this whole pedagogical equation is its most vital component--the students. Perhaps it is time to take a moment to reverse roles, and permit instructors to learn from students.

My case, a typical one, seems ready-made for such a strategy. In Pusan, where I previously taught, university students have usually studied English for some five years. Five years multiplied by twenty (the average numbers of students per class) yields a minimum of a hundred years--a century, mind you--per class of student exposure to numerous methods, techniques, and topics in English. Most students have accumulated knowledge in the field and a resultant attitude toward it far exceeding what ESL instructors credit them for. As I see it, it is not an option but an obligation for an instructor to tap such a useful resource.

In this spirit, I surveyed my students, asking them just what it was they wanted to learn about English. I found them eager to share their opinions; their responses were as diverse as they themselves. May I begin with what students did not want to learn? Not a single student in the sample of over eighty voiced an interest in grammar, syntax, or morphology--a rather bizarre finding, since so many workshops had focused on precisely these topics. More likely than not, each presenter never asked students what was important to them.

While I concede that, yes, it is possible to force-feed syntax, grammar, morphology, and structure into the warbling mouths of my charges, I have due reservations about the

wisdom of such. Will they absorb the lessons? Yes, and again yes. But it is also likely that within a few short months of the course most students will have forgotten virtually everything. With no abiding interest in learning this way, why should they remember?

The college years, for Asian students especially, are the most important for determining the level of English to master in their lifetimes. This capping four-year span is probably the last time the student will ever study a foreign language. If the coursework is enjoyable, an ex-student may well continue with English voluntarily. Such might include reading English newspapers or magazines or perhaps even novels. The ex-student might even take a job where English is needed, or even visit an English-speaking country. By contrast, coursework fraught with drudgery and rote may prompt the former student to avoid English and, in the international arena at least, remain at a comparative disadvantage. It is this lasting an impact that an instructor's pedagogical approach can have!

In light of this, an instructor has an equally abiding responsibility to assess student interests. Here I speak from hard experience. When I began my own ESL career I did not listen to students. Why should I have? In all my theory classes, not one professor had ever hinted the value of this pedagogical resource. Typically, they--and I in their hallowed foot-

steps--would tell students what and how to study--"by the book" readings, rote exercises in grammar and syntax. Not surprisingly, my students, like most others, soon lost interest. Attendance levels declined. Interceding directly to salvage my classes -- speaking to my students informally--brought me in close touch with their opinions. Now virtually all I do in my classrooms derives from student input, student aspirations. This past semester, for instance, I surveyed my students about what they considered important and interesting about English. Listed in order of decreasing preference, here are the results:

- Conversation Techniques
- Open Conversation
- Daily Expressions (idioms)
- Pronunciation
- Current Events (reading, discussion)
- TV & movies (discussion)
- Music (American popular songs)
- Role Play
- American Culture
- TOEIC/TOEFL
- Popular Short Readings
- Games
- Debating
- Dictation

This list is not only diverse and interesting but challenging. To shape these variables into a coherent class is a task every bit as wide-ranging as the topics themselves! But since my students now perceive themselves as having genuine input into topics and protocols, there is a far greater motivation to perform the spectrum of activities I "suggest." Also there is a greater sense of camaraderie. As for myself, I do not need to put as much rigid, lock-step effort into my teaching. I am less an instructor than a facilitator. But more than anything, students not only learn more but learn more, more quickly -- and thoroughly enjoy doing so in the process.

## THE AUTHORS

Jonathan Berman was an instructor at Dong-A University in Pusan and is currently an Assistant Professor at The University of Aizu, Japan.

John F. Birk, PhD. was a professor for 3 years at Tokai University in Schizuoka, Japan

What do a butterfly in Pe-king, a famous movie about dinosaurs, a washing machine made in Korea and your classroom have in common? That's right. Chaos. Or more specifically, chaos theory.

## What's the Buzz?

by Andrew Todd

### Chaos in the Classroom

Recently the debate surrounding teacher-centered classes and student-centered classes has flared again. Which model is better? Should we opt for an eclectic approach? "I use lockstep with my beginners and they get along fine. I try it with my intermediate class and they call me boring. My advanced class loves role-play but my beginners will not even try to get into character. What's wrong with these students"?

Sound familiar? The problem with terms like student-centered and communicative activity is that we can all too easily lose track of what they mean. Even when we try to remind ourselves we inadvertently create our own definitions and stick to them.

A student-centered activity means that the students are doing all the work. True or false? Well, probably false. Surely a student-centered approach is informed by the needs of the students and not by the amount of activity they are involved in per se. Perhaps the biggest danger facing teachers is complacency in their beliefs about teaching.

Enter chaos theory. Chaos Theory originally grew from attempts to use computers to predict weather systems. The predictable around us, like the swinging of a pendulum or the acceleration due to gravity, are described by "linear equations". Unpredictables, like weather, your students' behavior in class or your students' performance in an activity, are described by "non-linear equations". Teaching a language, and for that matter, learning a language, can be better informed by an understanding of chaos theory.

You may imagine that chaos is all uncertainty and unpredictability. But in fact it is not. Hidden within a complex situation's behavior lie patterns, regularities and underlying order. Chaos Theory states that (1) complex systems like a lan-

guage class or a weather system have underlying order and (2) that simple systems can create very complex behavior. Demonstrate an activity with your best student and the results will be fairly predictable. Let your class of seventy loose on the same activity...

The application of chaotic dynamics to the classroom situation provides an encouraging development because it asserts that the situation is open, self-organizing and non-linear. It provides an interesting paradigm for the student-centered classroom, and is a pleasant departure from the teacher-centered classes of yesterday/yesteryear where the classroom was seen as the opposite. Closed, in need of organization, and linear. The teacher "taught", the students "learned". The teacher was the all-knowing giver, the student the grateful recipient of knowledge.

One application of chaos theory in the

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**The application of chaotic dynamics to the classroom situation provides an encouraging development because it asserts that the situation is open, self-organizing and non-linear.**

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student-centered classroom where the students' needs are central to the definition is clear. Beginners get what they need. Lots of support in terms of vocabulary and grammar. (And I don't mean lengthy definitions of grammar). Lots of controlled practice in non-threatening activities. Opportunities to discover rules and to play with language. Chances for personalization within a controlled framework. The chance to develop mastery of the basics, and with that mastery confidence, before

moving on to more linguistically demanding tasks. Training in listening skills.

As the students progress the input should change. The student no longer needs as much support. Give them a topic to sink their teeth into and give them a framework in which to work. Introduce more com-

plex language space with the students' development. New topics allow the students to explore and broaden their horizons.

In mixed ability classes the opportunity for some really effective "teaching" presents itself. Using the better students to help their less able peers is one of the most obvious examples. What makes a student-centered classroom so effective is what the teacher does both before, during and after class.

The teacher's responsibilities are clear. Oops, I used the "r" word. For a student-centered approach to work the teacher must have a clear goal and a fairly good idea of how to achieve it. The goal may, on occasion, be accuracy. Or appropriacy. Or fluency. The teacher needs to think about how to introduce the language or the topic. Inductively, or deductively.

What skills are involved? What support might the students need? What activities will be suitable? If the students don't like singing, don't make them sing. The teacher should over-plan lessons; should be ready for any eventuality. What do you do if your lesson plan depends on watching a two-minute video clip and the power is out? If your lesson plan depends on at least some of your students having been on an Antarctic

Expedition and the furthest south they've ever been is Cheju-do? During activities the teacher acts as monitor or on occasion participant, taking care not to dominate which is what the students may expect. The teacher gives feedback and appropriate correction providing opportunities for the students to practice without feeling that mistakes are somehow wrong or bad. At the end of the day, everyone in the class has played their own part in the language learning experience.

# Full Page Ad

*Editor's Note: Dr. Sung-Ae Kim, Assistant Professor in the Department of English Education at Pusan National University, investigates the complexities involved with attempting to teach a target culture the teachers themselves may not be familiar with, and yet because of the necessity of cultural understanding for full linguistical ability within the target language, she puts out a call for what she identifies as a clear "instructional target culture teaching model". Dr. Kim received her PhD in Education Theory and Practice from the College of Education at Ohio State University in Columbus, Ohio, USA.*

Communication is the goal of most foreign language teaching today. And both the English teachers and the administrators in this country are making tremendous efforts to help the students become more effective communicators. The teachers, in particular, employing a variety of classroom techniques and activities, try to enhance their students' communicative abilities.

With the unprecedented efforts being made, however, there still exist in our English teaching profession several areas to which more attention needs to be drawn for improvement. One such area is the instruction for target culture understanding. Despite the fact that the language cannot be taught in isolation from the cultural context to which it naturally belongs, teachers in the English classroom often focus on the language alone, ignoring the cultural aspects. This is very unfortunate for the students because studying a language without learning the culture is "like learning to drive a car by studying the driver's manual, with no experience behind the wheel". Learning to communicate effectively means more than just learning what to say (i.e., vocabulary, grammar, meaning). In addition to the knowledge about what to say, effective communication also requires knowledge about when to say it, where to say it, what to say it, how to say it, and who to say it to.

When we look at what is going on in our schools, we become rather shocked

## Cultural Corner

edited by  
Jeanne E. Martinelli

### A Call For an Instructional Target Culture Teaching Model

*Sung-Ae Kim*

at the way the target culture in the language classroom is treated. With no specific statements provided in the teachers' manual on what to teach and how to teach it, teachers are left alone to teach the target culture, relying on their own decision. They have to choose which aspects of the target culture should be introduced and what kinds of techniques or classroom activities should be used. Thus, in many classrooms where the teacher puts the instructional priority on the language, the target culture is simply treated as something that can be ignored any time with an excuse. Even in those classrooms where the teacher, recognizing the importance of cultural understanding, does make efforts, what the students receive from their teacher is often bits and pieces of information about the target culture. In short, our students rarely have any opportunity to learn the differences between their native culture and the target culture in any systematic way.

Given the lack in the classroom, we definitely need something to improve the situation so that our students could receive an appropriate instruction. An appropriate instruction here means that the teacher presents the important differences between the two cultures in such a systematic way that the students could internalize their knowledge about the differences to become more effective communicators. We do not want to see any of our students with good language skills still experience communication breakdown due to lack of cultural awareness.

There may be several reasons why the instruction for culture understanding is easily ignored in our English classrooms. One main reason seems that teachers themselves, with little or no ex-

perience living in the target culture and no idea on what to do, do not feel comfortable in dealing with the target culture. Another main reason seems that even those teachers who do have some idea of what to do, may not feel obliged to touch the part because the teachers' manual itself does not include any specific statement on the matter.

In order to ensure that our students receive an appropriate instruction, therefore, it seems necessary to provide the teachers with what they miss and need first of all. We need to recognize that it is not just the students but also the teachers who are in need of help. We cannot expect the teachers to teach what they do not know. Before we ask them to teach anything, we must first make sure that they possess the necessary knowledge and skills. In addition, we must also recognize that merely knowing the differences between the two cultures does not assure one's ability to increase cultural awareness in the classroom. I feel this is a good place to introduce my own experience.

I myself teach a culture class and a methodology class in a teacher training program. In my culture class both the students and I had a lot of fun. Through the readings and presentations of individual works and group projects for which the students had to do a lot of outside work, we covered a vast range of the culture and learned a lot about the differences between the two cultures. I expected that the students would use the knowledge for their teaching in the methodology class offered the next year. However, what I found in the methodology class was that the teacher's knowledge alone does not lend itself to immediate application in the classroom. My students were not quite sure about what kind of information should be introduced where, when, and how. I noticed that what they learned in their culture class was not appropriately reflected in their teaching. They made me realize once again that possessing the knowledge is one thing and being able to put it into practice is another. Noticing their difficulty, I had to give some examples on what part of the target culture should be introduced in which unit

*cont. on page 16*



## 32nd International IATEFL Conference

by Park Joo-Kyung, PhD., Immediate Past President

A way from the never-ending work at my school, I flew to the other side of the globe (in about 18 hours), where lying were all those excitement and delightfulness of sharing 'wows' and 'ouchs' we have as TESOL professionals with the friends and colleagues from all around the world. The 32nd international IATEFL conference was held at UMIST, Manchester, UK, 14-18 April, 1997. With the conference theme "Linking, developing and supporting English language teachers worldwide" the four-day conference was well attended by over 15,000 participants, dominantly the speakers of British English, from more than 60 countries. However, the economic crisis in Korea held back all the other Korean presenters and I was the only one from Korea. Not that I was the wealthiest but that I felt obliged to go because of my dual missions: to present at the panel discussion and to represent Korea TESOL as immediate past president.

The conference hosted more than 350 talks and workshops, colloquiums and panel discussions. In addition, there were a major ELT Resources Exhibition with more than 50 exhibitors showing the latest published material, videos, computer software and services and also a Poster forum, JobShop, and international associates' workshop. The UMIST campus was big and efficient enough to hold all the conference facilities and people, allowing us a lot of time and energy to travel

from one place to another. In such a changeable weather, mostly rainy and gloomy, I did not get a chance to see the physical beauty of this part of the world but I did enjoy the hospitality of the IATEFL people, including Madeleine du Vivier, the vice president and Jill Stadajhar, executive officer. Amongst all, what impressed me most was the British 'Be my guest' manner (compared to American 'Help yourself' manner) shown by the waiting people who served coffee and tea to the conference participants in British accent, of course, during the break inbetween sessions. Overall, it was quite relaxing and pleasant conference.

As in any other conferences, the highlight of the conference was the plenary talks, starting on the first day with Russian professor Svetlana Ter-Minasova's talk on "The socio-cultural aspect: a fundamental ingredient of ELT." Through her wit and delightful illustrations, she emphasized that the socio-cultural ingredient of language is very important and a language cannot be taught merely as a list of meanings of separate words and the rules of grammar. Other plenary speakers included Louis Alexander, Gwyneth Fox, Manny Vasquez, Martin Bygate and Rod Ellis. David Crystal, the IATEFL patron, was scheduled to give the opening address but could not make it.

On the third day of the conference, I presented along with Sue Leather, Peta Gray, Kip Cates, Naraporn Chan-Ocha, who represented the United Kingdom, Japan, and Thailand respectively, at the panel

discussion titled "Teaching Asian students: British and Asian classrooms". We talked about the cultural context of the Asian students' English language classroom both in U.K. and in Asian countries and its influence on how and what they learn. The purpose of this forum was to build awareness on the topic among the English teachers in the global community and recruit more participants at the 2nd Pan-Asia Conference which will be held in Korea, in 1999. The presentations were well received and followed by the lively discussion among the participants who showed a keen interest in teaching Asian students.

My best reward at the conference was the rendezvous with the internationally renowned scholars and practitioners whom I got acquainted with through working as Korea TESOL president last year, including Alan Maley, Mario Rinvoluceri, Julia ToDutka, Peter Maingay, and David Paul. They all expressed their hope to come to Korea again for the 2nd Pan-Asia Conference and I hope we could have them all along with our featured speakers enlisted for our historical event-to be in 1999.

Korea TESOL became an official associate of IATEFL in January 1997 and ever since there has been a strong partnership between Korea TESOL and IATEFL. We have common mission: teaching English as a foreign language. In order to best serve our students, we need to link, develop and, support each other as declared by this year's IATEFL Conference theme. My best wishes for both!

### Cultural Corner *cont.*

of the textbook and how. With a lot more to cover in the course, I could not spend too much time on that but I definitely felt that they need some help. The problem though is the fact that there are a variety of textbooks available today, and providing specific examples on what to teach, where and when to teach it for all those textbooks is just impossible for any one course.

My experience made me feel that my students will definitely need a model when they have to teach in the field. If we want to make sure that our students

in the language classroom receive a systematic instruction on the target culture, we need to provide the teachers a model to be used as the guideline. The model should include the categorization of the various aspects of the culture that can be adapted to the classroom texts and incorporated in the classroom activities to enhance cultural understanding. Then, who should construct such a model? As an individual who is involved in the teacher training job, I feel that the job requires more than any one individual's effort. It is something that requires ideas and corporative work of the syllabus designers and the textbook

writers. We know that the sources where cultural values can be found are endless. However, what to select among those endless sources requires decision making as well as a lot of work.

In short, in order to ensure that our students learn how to communicate effectively, not just speaking, we need to help the teachers with what they need, and that is an instruction model of cultural understanding.

Your feedback, comments, and cross cultural questions or discussion topics are warmly welcomed: jeannerh@hotmail.com.



# Pusan Chapter Conference 1998

by Mike Duffy, Dong-A University, Pusan

Pusan Chapter of Korea TESOL held its second Spring Conference on May 9 at the splendid new main building of Pusan National University. That university's own Dr. Ahn Jung-hun, the president of one of KOTESOL's founding organization (AETK) back in 1993, was appropriately invited to give the morning plenary. He chose to talk about the problem of students' unwillingness to talk. Korean children, he observed, enter middle school full of enthusiasm for English, but by the time they enter high school, 90% of them hate it.

Why? Dr. Ahn suggested that they have developed a kind of inferiority complex, convinced that the language is way beyond their ability to master.

He recommended six strategies aimed at boosting students' self-belief. These included reminding them of the 500-plus (Konglish) English words they already know, like "spoon", "taxi" and "penguin", teaching one-and two-word utterances ("Whose pen?" "Mine!" "This one?" No, that one!" "An apple? No, a banana!"), and praising and encouraging students when they meet limited objectives.

His recommendation for training in Chinese calligraphy as a confidence builder was intriguing, even though it might not be taken up by many of the participants. What trends could be spotted among the more than thirty concurrent presentations that followed? Well, team teaching figured=20 twice, naturally in team presentations, one by Dennis Kim and Tom McKinney from Seoul Chapter, the other, focusing on reading compre-

hension, by William Tweedie and Hyun Sung-hwan of Cheju's Namju High School. Another hot topic, internet-based teaching, was discussed by the eminent creator of the PusanWeb Site, Jeff Lebow.

Cross-cultural comparisons also cropped up twice, in talks by Peter Nelson and Jeanne Martinelli. Jeanne, by the way, was one of five presenters from the host university. One of her colleagues, Marcela Jonas, reporting on an error analysis of a corpus of mainly freshman English, made the recommendation of a textbook specifically aimed at Korean students. Any volunteers to write one?

ing a quick return visit after his appearance at the Cholla spring conference. This time, Chris took up Julian Edge's idea of Cooperative Development, which roughly means talking about one's experiences, ideas and feelings as a teacher to one's colleagues. He particularly stressed the importance of being a good listener, not merely attentive but also non-judgmental.

While the general area of reflective teaching has been a popular one here recently, reflective learning has received less attention. Andy Finch, from Andong National University, may remedy this. He

reported a preliminary study on the use by students of a learning journal to promote awareness of their needs and preferences.

Of the three talks on elementary education, two were given in Korean. One of these was a report of a study of 550 teachers in training by Kim Chang-ho of Pusan University Of Foreign Studies; the other, "Teaching English through English", was a workshop by Pusan Chapter's treasurer, Baek Jin-hee.

With the perennial complaints from Korean conference attendees that they find many of the presentations hard to follow, the idea of conducting more of the proceedings in Korean seems an appealing one. At the same time, per-

haps, the problem of the comprehensibility of native speaker presenters also needs to be seriously addressed.

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## Conferences Benefit Speakers Too!

By Gerry Lassche, Editor-at-large

Conferences are a professional development event for both attendees and presenters alike. KOTESOL wants to encourage our members to consider sharing some of your hard-earned knowledge with your peers. Taking advantage of presentation opportunities that a conference offers gives the speaker at least two-fold benefits:

First, it allows for our untested ideas and materials to have an airing for evaluation by our peers. When conducted constructively, the presentation becomes a real greenhouse scenario for activating personal growth and self-awareness.

Second, it gives our ideas and efforts a forum to be heard and recognized. At times, we must admit, it is difficult to derive job satisfaction solely from the progress and achievements of our students. Students' performance is sometimes too ambiguous to evaluate. Usually it cannot provide a continuous stimulus of affirmation, because its nature is to occur spontaneously and sporadically. In lieu of this, contributing to each others' development as teachers in a conference setting can be that affirming experience.

Congratulations to the Pusan Conference organizers for putting on a great day. As one participant commented, "It will be a hard act to follow."

Not surprisingly, most of the speakers were Korea-based, but one overseas guest was Chris Gallagher of International Christian University, Tokyo. He was mak-

# Writing: The Process Approach

by Bill Pellowe, *Aso Foreign Language & Travel College (Japan), President, Fukuoka Chapter, JALT*

Through the joint efforts of KOTESOL and the Fukuoka chapter of JALT, Dr. Rodney E. Tyson presented "Academic Writing and the Process Approach" in Fukuoka, Japan on May 17.

As one long-term member of the Fukuoka JALT chapter said, this was "among the best presentations we've had in five years."

Dr. Tyson, Assistant Professor at Daejin University, was the recipient of Fukuoka JALT's "KOTESOL-Vetted Speaker Award." The executive committee of KOTESOL issued the call for papers in "The English Connection." From several high-quality applicants, the committee chose Dr. Tyson to be brought to Japan to give this presentation, hosted by Fukuoka JALT.

The afternoon was a well balanced discussion of linguistic theory, current research issues, and practical workshop activities.

Dr. Tyson noted that there are quite a number of views on what "process writing" entails. However, process approaches generally stress multiple drafts, peer- and self-editing, group work and personalized feedback.

A contrast between a standard writing class and a process-approach class is useful for illustration. Within many university writing courses, students may be required to produce up to 10 separate essays, which are corrected and returned.

However, within a process approach, there

are fewer essays, usually around 3, which go through multiple drafts. Initial feedback from the teacher focuses on content and organizational features, rather than on language form. Students have many opportunities to revise and rewrite before receiving a grade.

Many participants in the workshop came with specific questions regarding peer-editing and self-correction. These questions were answered through Dr. Tyson's highly practical peer-review forms.

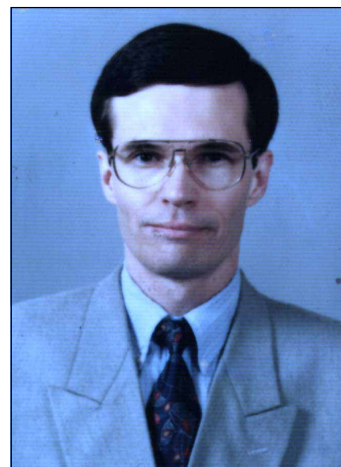
## PEER-REVIEW FORMS

The first time students read each others' drafts, they are each given a feedback form to record something memorable about the essay. They also rate the draft for interest, sufficiency of detail, organizational clarity, and comprehensibility. This feedback form is for the teacher's eyes only.

After reading a number of essays by their peers, the students then re-read their own and write a self-evaluation. The experiences gained through reading other students' essays inform these self-evaluations, and also function as a useful introduction to peer-review.

The process differs from the second essay's first draft. This time, the peer review sheets are stapled to the essays, which are passed around the classroom. Each reader provides anonymous feedback for the writers.

After the writers read their peers' comments, they re-evaluate their own drafts, and outline their plans for improvements. This process of increasingly personalized feedback continues with the third essay. Each writer's draft is read by only one reader, who provides detailed comments.



Dr. Rodney E. Tyson

In addition to peer-review, Dr. Tyson also stressed the importance of publishing students' work. Knowing that there is a real audience increases student motivation. Forums for student production include creating a class collection of essays, using student-generated texts often in class activities, putting up Internet pages, and encouraging submissions to contests and newspapers. Dr. Tyson showed us seven newspaper articles published by his students in *The Korea Times* and *The Korea Herald* since June 1997.

On behalf of the committee and members of Fukuoka JALT, I wish to express our gratitude to the KOTESOL Executive Committee. Without their assistance, this wonderful event would not have been possible.

Rodney E. Tyson, MATESOL and PhD (Second Language Acquisition and Teaching), has been teaching in Korea for 10 years, and is a long-time member of KOTESOL.

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## Pusan Conference 1998 cont.

The closing plenary was given by David Paul, on the subject "Educating students to have international minds". The English class, he suggested, is as much a place to build attitudes and develop the ability to think as to input knowledge; regardless of whether the students are adults or children. How to achieve this? By adopting a "finding out" rather than a "model and

repeat" approach to teaching, he proposed.

He demonstrated a couple of techniques to exemplify the approach. These involved the participants soliciting information about David's own life and about the whereabouts of a missing object (it was under the Eiffel Tower). Such activi-

ties provide students the tools to advance their own learning. Similarly, phonic reading skills enable them to read and pronounce a word as long as "antidisestablishmentarianism" even at an early stage in their learning. Learning a foreign language, like foreign travel, broadens the mind, but only if that mind is open.

## **Full Page Ad**

# Pusan

by *Shelby Largay*

Well, the 1998 Pusan Chapter Conference was a big success! Thanks to everyone who helped make it happen. We had quite a big turnout - over 220 people, ranging from elementary school teachers, to university professors, to hogwan teachers. We have received a lot of positive feedback and are already looking forward to next year's conference.

Ahn Jung-hun was the morning plenary speaker. He presented Positive Teaching Strategies to Overcome Korean EFL Learners' Reticence. This is a problem we have all come across - the lack of confidence and hesitation many students have when speaking English. Dr. Ahn proposed several strategies based on Korean cultural context. The closing plenary speaker was David Paul, who spoke on Educating Students to have International Minds. He talked about encouraging students to explore the international world with an open and flexible mind.

Our last regular chapter meeting was in April. Kirsten Reitan, president of the Taejon Chapter and Chair of the 1998 KOTESOL national conference, was the speaker. She presented The Talk Show Approach, which she has modeled after the Oprah Winfrey show. The students are given a short article to read and discuss. During the discussion, the teacher takes on the role of talk show host and the students become experts on one aspect of the reading. This activity can be used in multi-level classes, and encourages small group and whole class discussion. It also gives the students a chance to orally express their thoughts about what they've been reading. After presenting this activity, Kirsten gave us all a chance to participate and get some hands-on experience.

After Kirsten's presentation, Koh Nan Yong presented an easy pair-work game using yes/no questions. Students receive a set of pictures, mark the ones they like or dislike, and then take turns asking questions about the cards. She has used this game with her students at Cho Ryang Elementary School, but it can be adapted for many levels of students.

## Chapter Reports

edited by  
Carl Dusthimer

Although a number of people will be taking vacations this summer, the Pusan Chapter will be busy as usual. Our June meeting was held on June 27th, Ahn Jung-Hun presenting The Upcoming Changes in the TOEFL Test.

## Taegu

by *Rocky Nelson*

The book exchange scheduled for our May meeting could be termed a "qualified" success. The meeting was well attended and several new memberships were sold, perhaps because of our new meeting time, but only a few people brought books in - fortunately, they brought A LOT! Student attendees and teachers both spent a lot of time scrambling through the English novels brought in. It was gratifying to see that some of the books were taken home by students wishing to improve their English ability. Native speakers, of course, were just glad to find a "good read". Science fiction was the genre of choice.

We were finally able to drive everyone away from the book-table and begin the presentation by Ms. Jeanne Martinelli, Visiting Professor in the English Education Department at Pusan National University. She had just returned from Seattle, Washington, where she presented a talk on cross cultural awareness activities at the International TESOL Conference there. We were delighted with her sharing some of her thoughts concerning cultural awareness in the Korean/English language classroom. Jeanne tried to make us aware of our own "cultural conditioning", as well as that of our students. Quoting from professional literature, she reminded us that language is not "isolated", it is connected to culture. "The most successful language learners are able to take on the "mindset" of the speakers of the 2nd language, assuming the culture of the 2nd. language [without giving up their own culture]. J. M. Valdes, *Culture*

*Bound*. Examples of cross-cultural awareness activities which have been successfully used in EFL classrooms were presented, including rewriting the story of The Three Little Pigs, from the viewpoint of the wolf! She recommended that everyone use or be familiar with the book "*Ugly Koreans, Ugly Americans*", by Min Byoung Chul.

In April, Dr Han Sang Ho of Kyongju University talked with us concerning the topic of "Teacher Talk". As a background of his presentation, Dr. Han presented the results of his study comparing the classroom talk used by a bilingual Korean kindergarten teacher with that of a bilingual elementary school teacher. The talk was very useful to all of us, as it reviewed what the theoreticians of language learning have proposed, ideas many of us became acquainted with while we were in school attaining our degrees.

The activities that we did helped us to identify some of the features of teacher talk and when to use them, responding to various learner strategies and stages of ability. By observation of the learner's strategy, a teacher can modify the features of their teacher talk to the level of "i" of the student, thus trying to give them "i + 1", in other words, to not talk above or below the level of comprehension of the student. Thank you, Dr. Han, for provoking us to think.

## Taejon

**STUDENTS WIN AT '98 DRAMA**

**FEST**

by *Carolyn Aufderhaar*

It was standing room only at the annual Spring Drama Festival, held courtesy of the Taejon KOTESOL chapter on Saturday, May 16, 1998. A total of five groups, comprised of kindergarten through university level students, entertained the packed auditorium of spectators and competed for various honors.

The eternal struggle between the forces of good and evil, illustrated by World Kids, an elementary school group from Taejon, delighted the audience with their performance of Sleeping Beauty. The show continued as the Little Giants, a

kindergarten group from Taejon, made their debut with *The Three Little Pigs*. A fearsome wolf, humble pigs and other starlets brought the medieval European tale to life. The audience was treated to the traditional Korean folk tale, *A Man who Became an Ox*, by the girls of Naju Middle School of Naju.

Universal issues of the human condition were further brought to light by the older groups: The boys of Sangu High School dramatized school life, fights, tragedy and reconciliation during the performance of their own script, entitled *Regret*. The Kongju Sisters of Kongju National University of Education illustrated a contemporary twist on the ancient problems of romance, courting and communication between the sexes. Greed, malice, and revenge were the themes dealt with in *Meet Death*, performed by ET (English Trainers) of Taejon Junior College. We shivered in our seats as the grim reaper warned us of our moral dilemmas. The final group, *The Seven Princesses*, from Kongju National University of Education, illustrated the challenges posed by cross-cultural habits, customs and communication in their own script entitled, *West Meets East*.

Winners were chosen by category: the World Kids won the Best Kindergarten Group award; The Little Giants won the Best Elementary Group award and the Best Overall award for the Junior Division; The Sweet Dreamers won the Best Middle School Group award; Sangju High School actors won the Best High School Group award; the Kongju Sisters won the Best Junior College Group award; The Kongju Sisters won the Best Junior College Group award with their original script, *The Contact*; ET won the Best Dramatic Group award; and the *The Seven Princesses* won the Best Educational Group award and Best Overall Senior Group award.

Individual prizes were as follows: Kim Tae-hyun won the Best Senior Actor award; Seo Seon-Ok won the Best Senior Actress award; Jung Kyoung-hyung won the Best Junior Actor award; Park Jang-mi won the Best Junior Actress award; Lee Yong-Suk, Song Hyun-Suk, and Lee Sun-Kyung won the Funniest Junior Actor awards; Uh Ik-sun won the funniest Senior Actor Award; Kim Son-Sun won the funniest Junior Actress award; Jung

Min-Su won the Funniest Senior Actress award; Cho Mi Jin won the Junior Best Pronunciation award; Kim Mi-Kyoung won the Best Senior Pronunciation award; Yun Jin-Keun won the Best Junior Body Language award; and Kim Tae-Hyun won the Best Senior Body Language award.

This festive occasion could never have been possible without those who gave so generously of their time and talents. Kirsten Reitan, president of the Taejon KOTESOL chapter, served as the master of ceremonies, while the team of Carl "Dusty" Dustheimer, Jim Query, and Mike Roach provided engaging and interactive entertainment during the intermission.

Prizes in the above categories were awarded by six judges: Edith Dandenault, Neil Swain, Jennifer Guider, Yvon Malenfant, Tony Joo, and Cho Sook Eun. Overall, more than 30 prizes were awarded thanks to the generosity of Oxford University Press and Kim and Johnson's Kidari Book store, who donated both textbooks and dictionaries.

Last but not least, many thanks to Mike Roach, photographer, Kim Jae-Young, prize coordinator, and Kim Young Joon, lighting director, along with several other Hannam University student assistants who generously donated their time.

After all the hard work of the drama festival, the Taejon chapter welcomed a KOTESOL Teacher's Training presentation on classroom management by Doug Margolis and a (yet-to-be-named) Korean co-presenter in mid-June. After that, the Taejon chapter will be on a three month summer hiatus. The next meeting will be in September.

## Seoul

*by Tom McKinney*

The Seoul Chapter is pleased to announce its new meeting site, as of the July chapter meeting. Seoul KOTESOL has recently formed a collaboration with the TESOL Resource Center of Sook Myung Women's University. All KOTESOL members far and wide are invited to join our inaugural meeting at Sook Myung Women's University on July 25 at 3:00 PM! Please contact Tom McKinney for

more information.

It is appropriate for me to now recognize the outstanding support provided to our chapter by Kim and Johnson Bookstore. We wish them every success in the future.

I would also like to commend Troy and Unju Blappert and Josef Kerwin for their assistance in the management of the Seoul chapter. Josef has returned to the United States to pursue graduate studies in TESOL, and Troy and Unju will soon move on to Hong Kong with their son Christopher Ian, born May 8. It's been a pleasure working with you and we all wish you the best in your future endeavors.

Seoul needs officers! Any interested persons should contact Tom as soon as possible.

Have an excellent summer!

## Cholla

*by Park Hee Jung*

On May 30th, we had a bimonthly meeting in Chonju. We had two speakers, Kim Minjoo who is studying her master's degree at Arizona University in America and Brian Helden who is just finishing his master's degree at Chonbuk National University. Isn't it interesting that one is studying in America and the other is finishing his study in South Korea even though one is native Korean and the other is native American?

Minjoo's presentation was about Integrating the Four Skills through an Interactive Storytelling. Her presentation was very useful for elementary or secondary level. Many attendants joined hers and enjoyed it very much. Brian's presentation was very funny and useful. He said that to finish his master's degree, he worked for elementary schools. His title of presentation was TPR in the elementary Classrooms. All of the people attending the meeting had a good time and got useful information for their jobs on teaching English.

We will have a meeting July 11th at Chonnam National University. We are planning to have two speakers who have a lot of experiences in teaching English.

This month's first featured KOTESOL member is Yeom Ji-sook. She is an active enthusiastic member of KOTESOL. Ms. Yeom is a teacher in the after school English program at Seoul Kwang Hee and Yong Do Elementary Schools. She is also the Vice-President of Tip Top Kids English, a small company offering English teaching services. She has been a member of KOTESOL and/or KATE AND AETK (Two other Korean English Teaching organizations) since 1990. She was a former member of TESOL INC. (U.S.A.) and has been to TESOL conferences in Orlando, Florida, and Baltimore, Maryland. She has also attended a Japan Association of Language Teachers (JALT) conference in Nagoya, Japan. In 1996 she was the National KOTESOL Treasurer and was re-elected this year.

Ms. Yeom has a B.A. in English Literature and Language (1990), and a M.A. in English Education (1993) from Kyungnam University in Masan. She also has a TESOL certificate from Trinity College in London (1995). She attended summer programs in TESOL and English Language Training at Comenius University in Czechoslovakia (1992), Carlton University in Canada (1991), and Fairleigh Dickinson University in New Jersey (1989).

Her passion is teaching English to elementary school students. She believes that the education of these young learners is critical as the early years "are the roots of the tree" of learning.

Her long term dream is to revise the way English is taught in Korean elementary schools. In pursuit of this goal she has

# Name that Member

edited by Darlene Heiman



**Yeom Ji-sook**



**Hyun Sung-hwan**

studied many teaching methodologies, and examined and tried out numerous text books with her students. To further her teaching knowledge she has attended and given about 8 presentations at teacher training programs around Korea since '93. She says she wants to learn as much as she can about teaching English and find out what works best with Korean elementary students.

Ms. Yeom has worked on the translation of the teachers' guide for Longmans' *Gogo Loves English*. She wrote a teacher's guide book and activity book for *Happy Talk* by Woonjin Media. She is now working on *Think Big*, an English program for Woonjin.

She has extensive experience as an English teacher and program coordinator at elementary schools and private language institutes in Korea. She has toured through parts of the U.S.A., Canada, and Europe. and once took a group of 14 children on a tour of Toronto, Ottawa, and Niagara Falls.

Next, I'd like to introduce Mr. Hyun Sung-hwan from Cheju-do. Mr. Hyun has been teaching high school for 18 years at Namju High School in Sogwip'o city on Cheju island. He has been very active in KOTESOL, attending many conferences and giving presentations at conferences. He is currently the Cheju Chapter president for KOTESOL.

Mr. Hyun has a B.A. in English and English Literature from Kyunghee University in Seoul. This year he will complete his M.A. in English Education from Cheju National University. He also completed TESOL programs in Australia and Hawaii.

He has a special interest in teaching reading comprehension and co-teaching with native teachers. His masters thesis, on a co-teaching model for reading comprehension, is due to be published this July. In the future he plans to continue working on the development of effective models for teaching reading comprehension.

As a guest lecturer Mr. Hyun has presented on reading comprehension at: Cheju chapter workshops; a TESOL regional conference at Chonnam National University; and for the Korea Secondary English Teachers Association (KOSETA). He attended the first Pan-Asian conference in Bangkok, and KOTESOL national conferences in Seoul and Kyongju.

In his free time he enjoys jogging and swimming at the beautiful beaches on Cheju-do.

If you have anyone you'd like to see in "Name That Member" or comments please contact me at <mdheiman@hotmail.com>.

The Connection  
English

Wants your help

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



# **Full Page Ad**



(This activity is among the resources for KOTESOL Teacher Training.)

As an Epik teacher, I search for activities in which my students are able to use English, not merely study it. Unfortunately, speaking activities are always being rained on by cloudy class sizes: never less than fifty in my high school.

Fifty students is an impediment to any sort of meaningful conversation with the teacher, but there's no reason the students can't speak with each other and achieve genuine communication in English. Speaking activities, I find, are best used at the end of a class, as students are more willing to plod through a few pages of text if they know they can let loose for ten or fifteen minutes thereafter.

Many teachers are familiar with an information-gap activity I'll simply call the "Guessing Game": one student is given a secret word (usually on a card) and, by hints or body language, must elicit it from his group members. The following four-step activity, an expansion thereof, takes time but is worth the effort: with a steady buildup over a few classes, students CAN have that previously elusive simple free-talking session.

### LESSON 1.

First of all, group the students in teams. Four is the best number as students are physically very close to each other; five is allowable because of odd numbers. By keeping the students in the same teams every class, rapport amongst team members and healthy competition between teams develop. Fun, student-generated team names ("Best of the Best," "The Princesses," etc.), and end-of-semester prizes also improve team (and class) cohesiveness.

Next, hand out an envelope to each team, and explain the "Guessing Game" rules. One student takes a slip of paper from the envelope and, using English only (but not the secret word), induces other team members to say the word. Words from the current text book chapter are, of course, best since this activity should function as a review of, not

# Techniques

edited by  
Terri-Jo Everest

## Guessing Your Way to Free-Talking

*Gavin Farrell*

initial introduction to, vocabulary. A teacher may be strict or lax about the use of body language. Avoiding simple verbs such as "eat" also helps.

### LESSON 2.

Students will likely be eager for a repeat of the last lesson. However, as experienced teachers know, the same activity, unrevised, has a diminishing value of returns: now, the student who guesses the word must form a sentence with it. Grammatical structures in high school texts are far too difficult for students to articulate, so some prep (simple substitution tables on the blackboard) is useful. Anything goes, but ensure it doesn't turn into a round of "I like, I like, I like." Avoidance of repetition is best modeled animatedly before students begin. Ten to fifteen minutes duration is optimal.

### LESSON 3.

Keeping with the theme of increasing expectancy, students must now guess the word, make a question, and the student who first had the word must answer. I allow simple yes/no answers, but, again, the same structure cannot be repeated.

### LESSON 4.

This is pushing the envelope, but with luck the fourth lesson should provide the beginnings of free-talking. Students have heard of free-talking because hagwons advertise it, but it is rarely used in high school. They know the rules and can easily become complacent, but I just urge them to TRY. The

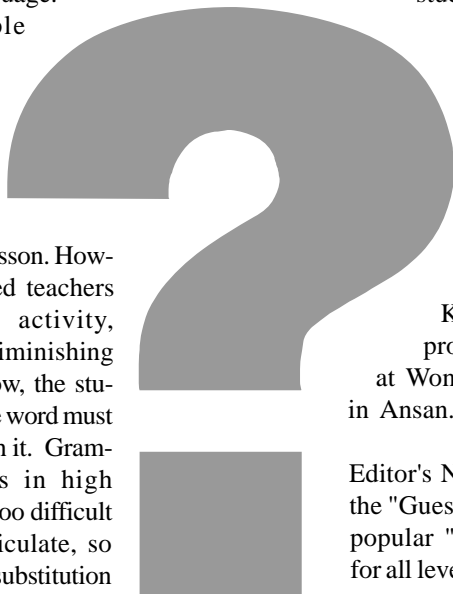
following hints, written on the board, help the tongue-twisted along:

"Really?; Why?; How?; I agree, but...; No way!; But what about... "

The complexity of such conversational catalysts will depend on students' levels. Because most of my students have never spoken English outside of a script, I'm pretty lax on choppy sentences. Don't forget it was just three weeks before that many students may have really communicated on their own for the first time.

Gavin Farrell is the Model Native Speaker for the province of Kyonggi-do's Epik program, and teaches at Won Gok High School in Ansan.

Editor's Note: A variation of the "Guessing Game" is ever-popular "Password, suitable for all levels save, perhaps, elementary. In "Guessing Game", ONE student per group conveys information (as suggested, a secret word) to all other group members. Playing "Password", in contrast, ALL group members elicit information (a secret word, phrase, or sentence written on the blackboard) from one group member, a "captain", who is NOT facing the blackboard. "Guessing Game" rules apply: English only, no uttering the password itself, and body language at the teacher's discretion (group members may hold up fingers, indicating how many words there are and which word the captain has correctly guessed). Team names are a must, since groups much enjoy noisily competing with each other. A teacher's selective vision encourages weaker teams, as does changing captains and password-devisors and giving "bonus" points for more difficult phrases ... Happy guessing!





**Full Page Ad**

**Full Page Ad**

## Employment advertisement information form

If you are seeking an employee and wish to advertise in *The English Connection* newsletter please supply the following information:

Name of organization: \_\_\_\_\_

Position seeking to fill: \_\_\_\_\_

Requirements and/or desired qualifications: \_\_\_\_\_

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Duties:

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Terms of contract, salary, benefits, etc.: \_\_\_\_\_

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Resume and desired application materials/ deadline: \_\_\_\_\_

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Person to be contacted: \_\_\_\_\_

\*Please give as much of the above information as possible, but limit the length of your answers to 75 words total.

\*Forward to: Benjamin W. Adams Kongju National University Kongju City  
Chungnam, 314-701 e-mail <badams@knu.kongju.ac.kr> fax: 0416-856-8882  
pager: 015-4411-1957 phone: (O) 0416-50-8401, (H) 0416-856-7822, (H) 0416-50-8882

\*You are welcome to send this form in any way you choose, but for sending the form the best way is good old-fashioned surface mail.

# Calendar

edited by  
Robert J. Dickey

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## CONFERENCES

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**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. Objective: To promote and develop national and international networks for CALL research and practice. Prof. Ben Shneiderman, world expert in human-computer interface design, will be a Keynote Speaker. Info: 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 26 '98** Joint Summit on English Phonetics The Phonetic Society of Korea & the English Phonetic Society of Japan Aichi Gakuin Univ, Nagoya, Japan, The official language of the summit is English. (Tel/Fax) +81-561-84-8518 (Email) masakits@dpc.aichi-gakuin.ac.jp

**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 10240, Thailand (Fax): +662 318 7159 (Email) artasp@au.ac.th (Web) <http://elc.au.edu>

**Aug 17-19 '98** KOSETA (Secondary Teachers) Grand Summer Workshop Sunmoon University (Ashan Campus, Chungnam Prov.) Info: Won-shik Kim (Tel) 0415-63-3202

**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 10240, Thailand (Fax) +662 318 7159 (Email) artasp@au.ac.th (Web) <http://elc.au.edu>

**Sept 7-9 '98** "Creating Sense: Texts and Realities, International Conference" Orchard Hotel, Singapore Conference Themes: Language Education, Media Studies, Materials Writing, Reality Construction Keynote Presenters: David Nunan (University of Hong Kong); Liz Hamp-Lyons (Hong Kong Polytechnic University); Mario Rinvoluceri (Pilgrims, Canterbury); Jane Arnold (University of Seville) organised by National University of Singapore Department of English Language and Literature (Web) <http://www.nus.edu.sg/NUSinfo/FASS/ELL/createsense98/>

**Sep 11-13 '98** Japan Association of College English Teachers (JACET) "English Education in the Global Community" Tokyo (Fax) +81-3-3268-9695

Oct 8-11 '98 JALT Annual Conference HAS CHANGED TO **NOV 20-23 !!!**

**Oct 17-18 '98** KOTESOL Annual Conference "Advancing Our Profession: Perspectives on Teacher Development and Education" Seoul Find information within this TEC

**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. Info: 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) noreiny@pkrisc.cc.ukm.my

**Nov 6-8 '98** USC Workshop on Syntax of East Asian Languages This workshop is an attempt to intergrate the diachronic and synchronic study of Chinese, Japanese and Korean syntax, concentrating on the issues of the structures and interpretations of nominal expressions and the syntax and morphology of function words. (Email) hoji@usc.edu nkim@usc.edu audreyli@usc.edu

**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) ynlung@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

**NEW DATE!! Nov 20-23 '98** (Fri-Mon) "Focus on the Classroom: Interpretations" JALT 98, the 24th Annual JALT International Conference on Language Teaching and Learning and Educational Materials Exposition Sonic City, Omiya, Japan The venue is less than one hour by train from Tokyo Station. World-class speakers include Mark Clarke of the University of Colorado; Kei Imai of Daito Bunka University; Michael McCarthy of the University of Nottingham; Tim McNamara of the University of Melbourne; David Little of the Centre for Language and Communication at Trinity College, Dublin, Ireland; and Leni Dam, teacher trainer at the Royal Danish Institute of Educational Studies.

**Nov 24-26 '98** 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 Info: 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

**Dec 2-5 '98** 4th Language International Conference on Teaching Translation and Interpreting Shanghai Info: Eva Hung, Research Centre for Translation, Chinese University of Hong Kong, Shatin, N. T., Hong Kong (Email) RCT@CUHK.EDU.HK

**Dec 14-16 '98** International Symposium on Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching Hong Kong Info: Joseph Hung, Chinese University of Hong Kong, Shatin, New Territories, Hong Kong (Email) JOSEPHHUNG@CUHK.EDU.HK or GRANGER@ETAN.UCL.AC.BE (Sylviane Granger)

**Dec 18-20 '98** 2nd International Conference on Multimedia Language Education (ROCMELIA 98) Feng-Shan City, Taiwan (Web) <http://www.rocmelia.com.tw/>

**Dec 26-27 '98** KOSETA Winter Seminar Chonnam University (Kwangju) Info: Jhae-won Oh (Tel) 02-332-0306

# KOTESOL Teacher Training

With a new name, and still determined focus, KOTESOL Teacher Training (KTT) draws closer to hosting teachers' workshops.

The name Roving Workshop was changed to KTT at a May 31 meeting in Taejon at Hannam University. As an acronym, KTT is also catchier than RW. At the same meeting many new directives came into place.

Terri-Jo Everest of Pusan University of Foreign Studies was unanimously chosen as secretary. A final draft of a mission statement was also agreed upon. It reads as follows: KOTESOL Teacher Training aims to support English instruction in Korea by providing training and resources for teachers.

Reflecting the unique contributions that materials developers make, KTT designed a waiver that will allow presenters to have exclusive rights over their own work. Similar to a submission to a KOTESOL book project, KTT submissions will generally be

open for continual use and be presented long into the future. However, some materials designers may wish to have exclusive presentation rights on their material. Ongoing and unfinished research work is a prime example of material that is sensitive to propriety.

Beginning in the spring KTT has been actively developing materials for use by native speakers who teach large classes. Materials for a complete workshop are nearly completed. A brief summary of contributions: For contrastive analysis of Korean and English, Richard St. John of Yongin Technical College completed Syntax and Semantics; and Terri-Jo Everest did Phonology; Steve Garrigues, of Kyungpook University contributed instrumentally to the work on contrastive analysis; Methodology was done by Barbara Wright of Korea University and Michael Belostotsky of Hoseo University; Classroom Management was

done by Douglas Margolis of Kookmin University; Lesson Plans was done by Richard St. John, and Gerry Lassche of LG Chemicals; Best Activities by Cho Sook-Eun of Pusan's Sae Myung Institute and Gavin Farrell, KTT Coordinator and EPIK teacher; Resources is a project managed by Gerry Lassche.

KTT's first workshop will take place in July in Taejon in conjunction with KOSETA (Korea Secondary English Teachers Assn). All the presenters and materials designers who are able to attend will be there so that they may discuss as a group the presentations, and form feedback. These presentations are a trial run, as each of them will be presented at the October conference.

The October conference will mark the public debut of KTT with four presentations, and a public relations effort to market our wares to teachers across Korea.

Gavin Farrell, KTT Coordinator Email <gavinf@hotmail.com>

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## Calendar *cont.*

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

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

**Mar 8-14 '99** New York TESOL Annual Conference Info: TESOL, 1600 Cameron St., Suite 300, Alexandria, VA 22314-2751, USA (Email) TESOL@TESOL.EDU (Web) <http://www.tesol.edu/>

**Aug 2-6 '99** "The Roles of Language in the 21st Century: Unity and Diversity" 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. (Web) <http://langue.hyper.chubu.ac.jp/jacet/AILA99/index.html>

Huamark, Bangkok Bangkok 10240, Thailand (Fax): +662 318 7159 (Email) artasp@au.ac.th (Web) <http://elc.au.edu>

**due Jul 15 '98** Nov 24-26 '98 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. Info: 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 Aug 1 '98** Jan 21-23 '99 ThaiTESOL International Conference "Towards the New Millennium: Trends and Techniques" Ambassador Hotel, Bangkok, Thailand Info: Suchada Nimmanit (Tel/Fax) +(66-2) 218 6027. (Email) flngsnm@chulkn.car.chula.ac.th

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## CALLS FOR PAPERS

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**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 Info: Dr Stephen Conlon, Director English Language Center Assumption University Ramkhamhaeng 24 Road

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## EMPLOYMENT OPPORTUNITIES

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to place an employment announcement contact Ben Adams (Email) badams@knu.kongju.ac.kr

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# Who's where in KOTESOL

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**Gavin Farrell, Workshop Coordinator** 227-dong 105-ho, Sunbu-dong, Hanyang, Sujong Ansan-si Kyonggi-do 425-140 (H) 0345-86-0804 (P) 015-8464-0804 (email) <gavinf@hotmail.com>

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TAEJON

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CHEJU

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**Daniel Friedlander, Vice-president** (North Cheju)

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**CentralOffice**

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**The Central Office staff can be reached at**

**P.O. Box 391-SeoTaejon 301-600**

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

**(e-mail) kotesol@chollian.net**



# Korea TESOL

## Membership Application / Change of Address

Please fill in each item separately. Do not use such timesaving conventions as "see above." The database programs used to generate mailing labels and membership directories sort answers in ways that make "see above" meaningless. Long answers may be truncated. Use abbreviations if necessary.

Please check the items that apply to you

- New membership application
- Membership renewal
- Change of address / information notice

Type of Membership

- Individual (40,000 won/year)
- Institutional (80,000 won/year)
- Commercial (600,000 won/ year)
- International (US\$50.00 / year)
- Life Time (400,000 won/ year)

Payment by  Cash  Check  On-line transfer (Please make on-line payments to **염지속씨** or KOTESOL at Seoul Bank (서울은행) account number 24701-1350101. In order to insure that your application is properly processed either include your name on the bank transfer slip or send a photocopy of the bank transfer slip with this application.

First name: \_\_\_\_\_ Last name: \_\_\_\_\_

Chapter: \_\_\_\_\_ (Seoul, Taejon, Taegu, Cholla, Pusan, Cheju, International)

Date of membership: \_\_\_\_\_ - \_\_\_\_\_ -98 (Today's date.)

Confidential: \_\_\_\_\_ (YES or NO) (If you answer YES, the following information will not be included in any published form of the membership database. The information will be used by KOTESOL general office staff only for official KOTESOL mailings.)

E-mail address: \_\_\_\_\_

Home phone (\_\_\_\_\_) \_\_\_\_\_ fax (\_\_\_\_\_) \_\_\_\_\_ beeper (\_\_\_\_\_) \_\_\_\_\_

\_\_\_\_\_  
(House, APT# / Dong)

\_\_\_\_\_  
(Gu / Ri / Myun / Up / Gun)

\_\_\_\_\_  
(City / Province / Country)

Zip: \_\_\_\_\_ - \_\_\_\_\_

Work phone (\_\_\_\_\_) \_\_\_\_\_ fax (\_\_\_\_\_) \_\_\_\_\_ cell (\_\_\_\_\_) \_\_\_\_\_

\_\_\_\_\_  
(School, company name)

\_\_\_\_\_  
(Bld. # / dong)

\_\_\_\_\_  
(Gu / Ri / Myun / Up / Gun)

\_\_\_\_\_  
(City / Province)

Zip: \_\_\_\_\_ - \_\_\_\_\_

To which address would you prefer KOTESOL mailings be sent? \_\_\_\_\_ (Home / Work)

Please check those areas of ELT that interest you:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Global Issues              | <input type="checkbox"/> CALL                         | <input type="checkbox"/> Teacher Development          |
| <input type="checkbox"/> Reading/Writing            | <input type="checkbox"/> Elementary Education         | <input type="checkbox"/> Post-secondary Education     |
| <input type="checkbox"/> Intensive English Programs | <input type="checkbox"/> Adult Education              | <input type="checkbox"/> Learning Disabilities        |
| <input type="checkbox"/> Video                      | <input type="checkbox"/> Speech/Pronunciation         | <input type="checkbox"/> Inter-cultural Communication |
| <input type="checkbox"/> Applied Linguistics        | <input type="checkbox"/> Teaching English to the Deaf | <input type="checkbox"/> _____                        |

Date \_\_\_\_\_ Signature: \_\_\_\_\_

Mail or fax this form to:

**Tony Joo, General Manager** c/o KOTESOL Central Office P. O. Box 391-SeoTaejon 301-600  
(Tel) 042-255-1095 (Fax) 042-255-1096 (e-mail) <kotesol@chollian.net>.



# Constitution & Bylaws of Korea TESOL

**Constitution** (Adopted April 1993 Amended October 1996, March 1998)

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 대한영어교육학회.

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 cooperate 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. Nonvoting 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. 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, as well as the KOTESOL General Manager. 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 Amended March 1998)

I. Language The official language of KOTESOL shall be English.

II. Membership and Dues 1. Qualified individu-

als 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 twelve (12) months, from the month of application to the first day of the twelfth month following that date. Renewals shall run for a full twelve (12) months. For the those members whose membership would lapse on the date of the Annual Business Meeting in 1998, their renewal year will commence on October 1, 1998.

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. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action of the Council for day-to-day management of KOTESOL activities.

4. 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. The 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 Publication 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 Cochair 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 Nomination 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.

# Korea TESOL Conference '98 Pre-registration

October 17-18, 1998 Kyung Hee University Seoul, Korea

Membership renewal edition. Please fill in each section completely.

## Personal Information

Family Name: \_\_\_\_\_ Given Name: \_\_\_\_\_

School/Company Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

## Payment Calculation

1 Conference '98 Fee = 55,000 - 15,000 (pre-registration discount) = 40,000 won (US\$30 International)

2 KOTESOL Membership Fee (see reverse) = If you are a **new member**, or if your membership term began **prior to Jan. 1, 1998**, you are *required* to pay a membership fee. Complete the form on the reverse and enter the amount of your membership payment here: \_\_\_\_\_ won

3 Total Payment Due = Item 1 + Item 2 = \_\_\_\_\_ won

## Payment and Application Submission

1 In Korea, submit your total conference and membership payment via on-line wire transfer by 4:00 PM September 30, 1998 to (Post Office Bank), Account No. 312512-0083730, in the name of (Re-i-teon). International members can submit payment in U.S. dollars to Seoul Bank Acct # 24701-1350101 Acct name Yeom Ji-sook address: 101 ho 181-172 Sadang 2 dong Dongjak-gu Seoul, Korea (Tel) 82-2-599-3884 The banking SWIFT address is: BSEOKRSE.

2 Save copies of this form and your payment transfer receipt. Bring the original transfer receipt to the conference site for confirmation.

3 Mail or fax both sides of this form and a copy of your on-line transfer receipt all together to:

KOTESOL Conference '98 ob KOTESOL Central Office P.O. Box 391 Seo-Taejon 301-600  
Tel 042-255-1095 Fax 042-255-1096 Email kotesol@chollian.net

*Important: You must fax or postmark your application form by September 30, 1998 in order to receive the pre-registration discount. On-line transfer must be received by 4:00 PM on September 30 for discount.*

## Transportation and Accommodation Information (for our records)

Please check any that apply:

I plan to drive my car and park at Kyung Hee University.

I'll be travelling from *outside* of Seoul by:  car  train  bus  plane

Please check any that apply:

During the conference I plan to stay:  in my house/friend's house  at a local hotel/yogwan

*For further information about KOTESOL Conference '98, don't hesitate to contact us!*

Kirsten Reitan  
Conference Chair  
042-869-4698  
reitankb@sorak.kaist.ac.kr

Gerry Lassche  
Assistant Conference Chair  
0662-680-1542  
baccachew@hotmail.com

Date \_\_\_\_\_ Signature \_\_\_\_\_

*Be sure to complete the reverse.*

# Korea TESOL

## Membership Application for Conference '98

Please fill in each item completely.

Please check the type of membership that applies to you: (Check here and in "Payment Calculation" section on reverse.)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> New member         | <input type="checkbox"/> Individual (40,000 won / year) | <input type="checkbox"/> Institutional (100,000 won / year) |
| <input type="checkbox"/> Membership renewal | <input type="checkbox"/> Student (20,000 won / year)    | <input type="checkbox"/> Lifetime (400,000 won)             |
|   | <input type="checkbox"/> International (US\$50 / year)  | <input type="checkbox"/> Commercial (600,000 won)           |

Period of membership: Renewed memberships will take effect October 17, 1998 and will expire October 1, 1999. New memberships will become active as of the date of registration and will expire at the beginning of the 12th month of enrollment.

### Contact Data

Family name: \_\_\_\_\_ Given name: \_\_\_\_\_

Chapter:  Seoul  Taejon  Taegu  Cholla  Pusan  Cheju  Chongju  International

Home phone (\_\_\_\_\_) \_\_\_\_\_ fax (\_\_\_\_\_) \_\_\_\_\_ pager (\_\_\_\_\_) \_\_\_\_\_

(House, APT# / Dong)

(Gu / Ri / Myun / Up / Gun)

(City / Province / Country)

Zip: \_\_\_\_\_ - \_\_\_\_\_

Work phone (\_\_\_\_\_) \_\_\_\_\_ fax (\_\_\_\_\_) \_\_\_\_\_ cell (\_\_\_\_\_) \_\_\_\_\_

(School / Company name)

(Bld. # / dong)

(Gu / Ri / Myun / Up / Gun)

(City / Province)

Zip: \_\_\_\_\_ - \_\_\_\_\_

E-mail address: \_\_\_\_\_

I would like KOTESOL mailings to be sent to my:  home address  work address

Check here if you would like your contact information to remain confidential. Fellow members will be unable to contact you.

### Educational background (check any that apply)

Degree(s) :  B.A./B.S.  M.A./M.S.  Ph.D./Ed.D.  RSA Cert.  RSA Dip.  Other  
In:  Linguistics  TESL  English Education  Second Language Acquisition  Other

### ELT areas of interest (check any that apply to you)

Global Issues  CALL  Teacher Development  Reading/Writing  
 Elementary Education  Post-secondary Education  Intensive English Programs  Adult Education  
 Learning Disabilities  Video  Speech/Pronunciation  Inter-cultural Communication  
 Applied Linguistics  Teaching English to the Disabled  \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_

Be sure to complete the reverse.

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