

The Newsletter of Korea Teachers of English to Speakers of Other Languages July 1999, Vol. 3 No. 4

The Power of Multiple Drafts in Writing Classes

by *Rodney E. Tyson*

The traditional approach to teaching English composition in Korean universities has been to focus on grammar rules and the production of grammatically correct sentences. In a typical writing class, students are required to write one or more short compositions each week, and the instructor corrects all of the mistakes in the assignments and returns them to the students, who often take just enough time to glance at the grade before throwing the paper away. One result of this approach has been that, after many years of study, very few Korean students—even English majors—graduate with the ability to write a coherent English paragraph, let alone a longer essay, a business letter, or a research paper. Another result has been that students often come to consider writing in English to be boring and hopelessly difficult, and instructors dread the thought of being assigned the extra work of teaching composition classes.

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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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Vacations



A handwritten signature of Carl Dusthimer in black ink.

President's
Message by
Carl Dusthimer

Vacationing. What a concept! How does one take a vacation? A vacation from what? A vacation from whom? A vacation. Does it share the same root as the word vacate? Or vacant? Well, either way, that is exactly what I did the last week of June and early July. The beautiful mountains and streams of western North Carolina. A place where a person can forget what is troubling them and get a new or renewed perspective on life and its potentialities. Of course, this “new perspective” can be a double edged sword. One edge is the way “getting away”, or stepping back, can enable you to prioritize things and better focus on areas crucial to success of an endeavor or important to your happiness. I felt moderately successful on this edge of the sword, as I focussed more on the macro view, the proverbial five or ten year plan, planning the next big educational and career steps. I left the micro view, ensuring a successful PAC2 conference and welcoming the new KOTESOL leadership team led by Dr. Han Sang-ho, to my return to Korea

The aforementioned long term plan was a bit dampened as I kept remembering, during discussions with friends and family about retirement and other things that require substantial financial obligation, what a Chinese medicine doctor slash philosopher told me just

before I left. I was sitting in his office, his fingers expertly monitoring and evaluating my pulse, adeptly identifying various aches and pains, and he told me that during my life money has had a way of coming to me and slipping through my fingers, and, unfortunately, he went on, this pattern was likely to continue forever. Needless to say, a second opinion will be forthcoming.

Accompanying the doctors prognosis falling on the “other side” of the perspective sword was seeing the changes in friends’ (everyday accountants or engineers) standard of living. And this was reinforced by my Korean friend who, as we traveled to houses from city to city, friend to friend, or relative to relative, asked on several occasions, “Hey, Dust! This is great! So when are you going to have a place like this?” She went over the top, however, when she asked the same question as we were touring the Biltmore House (slightly larger than the White House!) in Asheville, North Carolina. I had almost forgotten about this after returning to Korea, until I discovered — no, experienced is better — the rupturing of the main water line running through my house, and the ensuing flood. Immediate flashbacks to my friends’ houses!

I am, and will forever remain, an optimist though. Of course, needing to adhere to the saying “money isn’t everything”, as the above seems to dictate, may not be the best reason for this attitude. Nonetheless. But back to vacations. Our long time friend and colleague, Gavin Farrell, is going to take a permanent vacation from Korea and Korea TESOL. Gavin is heading for China and places unknown. His contributions have benefited our organization as well as hundreds of elementary and secondary school teachers around Korea. We wish him well in all his journeys and suggest that he stay away from Chinese doctors before he leaves.

For those of you who are not able to take a vacation this summer, because of scheduling, work, or just because you enjoy teaching more than anything a silly vacation could offer, this message will self-destruct in five seconds, and will be replaced by a message on the dangers of modern travel.

A couple of final notes. I would like to congratulate Andrew Todd and his wife Sunhui on the arrival of their daughter Grace. The same goes for Robert Dickey and his wife Mi Jung, for their son Gilbert who couldn’t wait to join KOTESOL, and so entered the world 2 months early. Hearty congrats should also go to Edith Dandenault and Neil Swain on their upcoming wedding. Cheers all around!

-continued from front page

There is another way to approach the teaching of composition, however, which allows students to go beyond the sentence level and helps to “demystify the task of writing in a foreign language” (White & Caminero, 1995, p. 323). This approach, which has been around for a couple of decades already and is very common in other parts of the world, is often referred to as the “process approach” or “process writing.” Although some research suggests that “teachers actually have strongly differing ideas as to what process writing is” (Caudrey, 1995, p. 1), Brock (1994, p. 52) provides a concise description of the major components of a typical class in which the process approach is used:

[S]tudents first explore a topic, write drafts, receive feedback from classmates and the teacher works throughout to make their meaning clearer. When marking, the teacher might evaluate more than the final product, considering as well the process that led up to it.”

It is the use of multiple drafts which is perhaps the main identifying characteristic of the process approach. Rather than requiring students to try to express their ideas perfectly on the first attempt (or the first “draft”), the process approach allows students to receive feedback from both the instructor and other students and to revise and rewrite at least once or twice before submitting a “final draft” for a grade. In this way, students have a chance to develop their ideas in some depth, benefit from the suggestions of interested readers, and revise and rewrite the parts of their compositions that are difficult for this very real “audience” to understand. In other words, rather than just writing grammatically correct sentences for a grade, students actually learn something about how to go about the very difficult task of producing a real piece of writing in a foreign language.

Since the instructor acts more as an interested reader than simply a judge of correctness, using the process approach trans-

fers much of the responsibility for error correction to the students who are more likely to spend more time revising and rewriting in order to get their meaning across effectively. Both students and instructors often enjoy this creative process more than the traditional approach of writing once, grading, and moving on to the next assignment. In addition, although the emphasis is shifted to the process, the finished products are nearly always much better (in terms of both content and mechanics) than could be expected from compositions written in one draft. Just like writers working in their native languages, student writers are often excited when they finally “discover” what it is that they really want to say through this type of process. One of my junior students had this to say at the end of a process-oriented composition class I taught a few semesters ago:

Writing is . . . hard work! But frankly I waited [for] the day I received my former writing. To find faults in my writing is one of the most interesting things in this class as well as the most useful. I appreciated the opportunity of correcting my errors. Through it I felt my writing improving and gaining better structure and grammar. I learned writing is a course completed through correcting. And in writing again, I could express my opinion more exactly.

Finally, here are a few suggestions for using the process approach successfully in writing classes for Korean students based on my experience:

1. Using language your students can understand, explain what the “process approach” is and why you are using it. Explain the benefits of multiple drafts.
2. Not every assignment needs to be written in multiple drafts, but give your students a chance to revise and rewrite at least some of their compositions before they receive a grade.
3. Give fewer, but longer writing assignments to allow students to develop their ideas more fully. If you

have them write three drafts each of a few 2-3 page essays rather than a one-page essay every week, for example, they will have at least as much writing practice during the course and will also end up with a few essays they can really be proud of.

4. Ask students to hand in preliminary drafts along with their final drafts so they can “see” the improvements they have made.

NOTE:

Since space is limited here, I have prepared a page of links to some resources on the World Wide Web related to teaching writing and using the process approach. It is available at the following URL: <http://english.daejin.ac.kr/~rtyson/writing.html>.

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Distance Education Degree Programs

With Craig Bartlett

Q: Are there any distance learning graduate degree programs available for people who are teaching English in Korea and who want to continue their education in the ELT field, but don't want to quit their teaching positions?

A: Yes, a number of distance learning graduate programs are available from reputable, accredited universities in the United States, Australia, and the U.K.

Q: What qualification does one need to enter these programs?

A: Basically, you need a Bachelor's degree, in any discipline. You should also have two years' teaching experience. If your first language is not English, you need to achieve an adequate score on a standard English test like the TOEFL. You may be asked to write a statement on why you want to take the program, and/or a reflective essay about your understanding of English language teaching.

Q: How long is the average program?

A: They generally take around 2 or 2 1/2 years. The programs consist of a number of modules in different areas. Some universities have a fixed program, while others have a core set of modules with optional ones you can choose from. You receive lecture notes (some universities provide audio and video lectures, too) and a reading list for each module. At the end of each module, you complete an essay or project of 3,000-5,000 words. As you reach the end of your coursework, you develop a topic for a thesis of 12,000-20,000 words. The last six months of the program are spent writing the thesis. Usually, you are expected to spend 8 to 10 hours per week on your studies. I myself am in the Birmingham program, and I have found that this is fairly standard. Anyone who budgets their time well should be able to keep up.

Q: How do universities support students studying overseas?

A: Students normally have a tutor with whom they can correspond via post, phone, fax, and/or email. My tutor is located in Korea, which makes personal contact fairly easy. There is also a Local Administration Center in Seoul that handles administrative responsibilities from our end. In addition, faculty members from Birmingham make regular visits to Korea to meet students. An In-Country Seminar is held in Seoul during August, conducted by Birmingham faculty. Students can participate in online news and discussion groups, and are encouraged to form study/discussion groups with others who are in the program. At the thesis stage, I will have a supervisor from Birmingham who will closely supervise my work.

Q: Some may think that a degree program might be overly concerned with theory, and not emphasize practical applications for the classroom. Do you have any thoughts on that?

A: I think that comments such as those made by Peter Nelson (see "FAQ" March '99) concerning degree programs are a gross overgeneralization, and do not reflect what actually happens in these programs. There is a strong theoretical component - after all, it is a graduate degree one is studying for. However, the assessment tasks I have completed to this point have involved direct observation of my own or a colleague's classes, seeing what actually happens there. I have also developed and tested teaching strategies. To say that graduate degree programs emphasize theory to the exclusion of practice is quite inaccurate. These programs are designed to be as practical as possible.

Q: What things should people look for in distance degree programs?

A: First of all, look for a reputable university! There are a lot of places that offer things like "credit for life experience". It may be an easy way to get more letters after your name, but it won't carry much weight. Secondly, be prepared to make the investment of time and money. These are not cheap programs! Thirdly,



buying textbooks may be a headache. Many of the textbooks required for these courses cannot be easily found in your local library or in Korean bookstores. However, if you find an interesting program from a good university, and you're willing to make the aforementioned commitments, it can be an excellent experience.

Craig Bartlett is an instructor at Keimyung University, Taegu, and a student in the Open Distance MA Program in TEFL/TESL Methodology offered by the University of Birmingham (U.K.). He can be reached at <ccbnf@kmucc.keimyung.ac.kr> or at <craigbartlett@hotmail.com>.

Some useful links to distance education programs:

The University of Southern Queensland (Australia): www.usq.edu.au/dec/

Indiana University (U.S.A.): www.indiana.edu/~disted/masters.html

The University of Birmingham (U.K.): www.bham.ac.uk/CELS/

The University of Leicester (U.K.): www.leicester.ac.uk/education/courses/ma3.html

The University of Manchester (U.K.): www.man.ac.uk/CELSE/centre/ELT.html

The University of Nottingham (U.K.): www.nottingham.ac.uk/~aezweb/ma_dist.htm

The University of Surrey (U.K.): www.surrey.ac.uk/ELI/ma.html

Please contact the Editor if you have any questions about Teaching or KOTESOL that you would like to see responded to.

Teaching English: Producing World Citizens in the New Millennium *

by Joo-kyung Park, Ph.D.

According to the Korean national curriculum, the goals of teaching English in Korea include helping the students to 1) acquire 4 language skills in English as a



means of communication; 2) appreciate Korean culture through the understanding of English-speaking cultures and to introduce the Korean culture to foreign countries; and 3) understand the global society and facilitate international cooperation. In order to achieve these goals, we as teachers need to know what our students bring to the class with them: their perceptions, expectations, the level of their background knowledge, etc.

I conducted a survey of 75 students enrolled in the American Culture and Society class I taught at my university. The purpose of the survey was to examine how Korean college students perceive American people and society and what kinds of attitudes they have towards them. Questions about students' age, gender, English language and cultural proficiency were asked, as were the following:

1. Have you had any personal contact with native English speakers? If any, how long, when, where, and how?
2. What comes to your mind first when you hear the word 'America'?
3. What comes to your mind first when you hear the word 'American'?
4. How do you like America? (I like it very much. I like it. So so. I don't like it. I hate it.)
5. Where did you learn (or hear) about America and Americans? (university classes (conversation, writing, culture, reading, and so on) newspaper, magazines, TV, Videos, Movies, and other)
6. Why did you choose this course and what would you like to learn from it?

Let me show you some of the survey results. For questions 2 and 3, answers included: America: the center of the world; military power; economic power; high crime rate; capitalism; Freedom (of speech); huge land and beautiful nature; individualism; a land of opportunity or equity; sex; sports; leisure; racial discrimination; Hollywood, NBA, and McDonald's. Americans: liberal; reasonable; friendly; punctual; violent; obese; Bill Clinton, Monica Lewinsky, Michael Jordan, and Abraham Lincoln.

For question 4, only 1 (1%) out of 75 students said he liked America very much; 32 (43%) said that they liked America; 33 (44%) said so so, and 3 (4%) said they didn't like America. No one said they hated America.

The subjects wanted to know about American culture and society because 1) they perceived America as the center of the world; 2) many stereotypes of America and American people are prevalent among Koreans; and 3) knowing culture is a must for learning the language. They wanted to learn about 1) America's strengths and weaknesses; 2) the differences between Korea and America; 3) the American way of living and thinking.

According to this, Korean college students seem to have a positive attitude toward American culture and society and a willingness to learn about it. However, the level of their awareness and background knowledge is very low. Through mass media and internet, they are exposed to too much sensational and sensual presentation and interpretation of English-speaking culture. Without thinking critically, they believe in a lot of stereotypes.

I suggest that Korean students need to acquire 1) English proficiency, not only basic interpersonal communicative skills (BICS) but also cognitive academic language proficiency (CALP) (Cummins, 1981); 2) cultural understanding and sensitivity for better communication and to make a better, 'peaceful and patient' world (Crystal, 1997); 3) positive attitudes and non-judgemental manners; 4) awareness of global issues. In order to teach such

things to Korean students successfully, we need good teachers and teacher education programs.

I believe that good English teachers for Korean students are those who have 1) appropriate attitudes towards Korean/English language and culture; 2) sincere, caring, and patient personalities; 3) knowledge of relevant theories of language learning and teaching; 4) appropriate communication skills in English; 5) English teaching skills to activate student's schema and facilitate learning; and 6) professional commitment.

In conclusion, I strongly believe that collegial cooperation between Korean and native English-speaker teachers can make a big difference in English education in Korea. I hope a lot of 'dream teams' for TESOL in Korea can be created and serve to lead this nation and people to the global world in the new millennium. We should also bear in mind that language teachers are like missionaries in a sense that they help people open their eyes and minds to a new world with a new view. A tough job but it's worth it, INDEED!

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Dr. Joo-kyung Park of Honam University is renowned in KOTESOL circles and as an international ESL/EFL presenter. She is a past KOTESOL national president (1996-1997), and holds a Ph.D. in Curriculum and Instruction from Texas A&M University, specializing in ESL/Bilingual Ed., and an M.A. in Linguistics from Seoul National University.

* This is a summary of the plenary talk given at the Third KOTESOL Pusan Conference, at Dong-eui University, Pusan, on May 8, 1999.

They Are Coming...

They are coming from Europe. They are coming from North America. They are coming from Australia, Malaysia, Bangladesh, Thailand, Hong Kong, Taiwan, Japan, and Korea. There is even a rumor that they are coming from the South Pole. And they are all coming to Seoul on October 1, 2, and 3, 1999. Pack your bags and join them. They are English teachers just like yourselves, and they want to meet with you to talk about English teaching in Asia. In this issue of TEC, you will find a list of presentations that will be featured at the second Pan-Asia Conference.

It promises to be an amazing 3 days! Friday morning head on over to Olympic Park and watch runners partake in a 3-K, 5-K, or 10-K run. Better yet, put on your shorts and a T-shirt and join in the fun. Then grab a quick lunch and either head on over to TTI or to the Olympic ParkTel. TTI (Teacher Training International) in association with the four PAC organizations (ETA-ROC, JALT, KOTESOL, and Thailand TESOL) will be the second site for PAC2. On Friday, either from 1 - 4 PM or 3 - 6 PM, they will be hosting special 3 hour workshops for elementary, middle, and high

In the abstract for Penny Ur's "What keeps students interested?", she asks "But how do you {the teacher} maintain their interest after the initial impact of these {the opening of an activity} has faded? If students are not expected to provide any active response, then interesting, dramatic or humorous input will keep them going for a while. However, if they are to be activated in learning tasks then their desire to continue engaging with the material will depend more on what they are asked to do with it than on what it is about. In other words it is the task, not the topic, which will keep them interested." Penny Ur and workshop participants will examine interesting and boring activities, and discuss how to maintain learner interest.

At the same time, Michael McCarthy will lead a workshop focusing on the development of vocabulary for lower level language students. In "Designing elementary level vocabulary materials", Michael McCarthy will discuss some of the problems encountered in putting together elementary/beginner level vocabulary materials and activities. "Based on what we know about learners needs, tried and tested vocabulary

language, discourse, and culture in the production of spoken and written 'texts'. Participants will be shown how discourse analysis can help them get a handle on the beliefs, assumptions, and worldviews that influence a language user's choice of words."



After the attending one of the workshops, you can whet your appetite from 3 to 5 PM with "A Taste of Asia". But instead of eating the cuisine's of the participating PAC nations, we'll be select between 20 presentations that represent the academic flavors of Asia. The main flavors are sushi, lemon grass, kimchi, and sweet-n-sour, but we've thrown some "dishes" from the Philippines and the United States. The two hour "Taste of Asia" festival will be topped off with our opening plenary given by the conference chair for PAC1, Suntana Sutadarat of Thailand TESOL, give a talk entitled "English Education and Teacher Training: From Past to Present". And then, before everybody heads out for their main dinner, they are invited to the opening reception immediately following.

If you want to find out more about the presentations and plenary talks for PAC2, please visit our new PAC2 web site <http://www.kotesol.org/pac2/> or check out the list of presentations included in this issue of TEC. You'll also find a registration form and a hotel reservation form. Please note that to qualify for the pre-registration deadline, you have to submit your payment and documentation by September 3rd. See you at PAC!!!!

It promises to be an amazing 3 days!

school teachers who teach in Korean schools. However, elementary and secondary school teachers from other countries are also invited to join. Julia ToDutka from ETS will give a presentation at TTI on alternative evaluation/testing techniques.

If you are not an elementary or secondary school teacher, or if you are interested in partaking in workshops given by some of the "greats" in our profession, you can opt for the Olympic ParkTel. Three of our plenary speakers will be offering workshops from 1- 3 PM on such diverse topics as motivating and maintaining student interest, teaching and developing vocabulary among lower level students, and examining the teaching and learning of culture in the language classroom through discourse analysis.

teaching techniques, and, in addition, informed by corpus evidence (spoken and written), what can we do to improve vocabulary teaching at this level? Perhaps the most important question is: what are the basic 1-2,000 words a learner needs to take off from a false beginner or elementary level and to move rapidly towards lower-intermediate level, and how can teachers help learners to achieve this target?" Participants will have the opportunity to look at real data and to examine and critique some of the presenter's own materials.

Also concurrently in "Texts and contexts of culture in the language classroom", Claire Kramsch will guide teachers through a hands-on workshop "to illustrate how teachers can help their students understand the relationship of

**Seoul
Olympic Parktel
October 1, 2 and 3**

Plenary Speakers for PAC2

Opening Plenary
Friday, October 1, 1999, 5:00 - 5:50 PM
Olympic ParkTel, Plenary Hall

Suntana Sutadarat, Thailand TESOL
Title: English Education and Teacher Training: From Past to Present

Saturday Plenaries
October 2, 1999
Olympic ParkTel, Plenary Hall

Saturday morning plenary
11:00 - 11:50 AM

Penny Ur
Title: There is nothing so practical as a good theory

Saturday afternoon concurrent plenary sessions
3:30 - 4:20 PM

- a. Claire Kramsch
Title: The Predicament of Culture in Language Teaching
- b. Michael McCarthy
Title: Taming the spoken language: genre theory and pedagogy

Sunday Plenaries
October 3, 1999
Olympic ParkTel, Plenary Hall

Sunday morning plenary
10:00 - 10:50 AM

Kathleen Bailey
Title: What My EFL Students Taught Me

Sunday afternoon closing plenary

Kensaku Yoshida
Title: Japanese Bilinguals—the Problems of Identity and Education

PAC 2 Conference

Oct 1 - 3, 1999
Olympic ParkTel, Seoul, Korea

Pre-registration

Personal and Contact Information

Family Name Given Names School/University/Company

Mailing Address

City Province Country Post code

Phone(Work) Phone(Home) Fax Cell Phone E-mail

Application & Payment Details

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(Joined / renewed after Jan 1 1999)

KOTESOL JALT Thai TESOL

Yes
No

Do you want to join KOTESOL
or renew your membership ?

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Yes
No

Conference Fee ★
(inc. pre-registration discount)

1-day ('X')	2-day ('X')	3-day
Sa:Su	F:Sa:Su	
\$40 / ₩40,000	\$55 / ₩55,000	\$70 / ₩70,000

Conference & Membership Fee ★
(inc. pre-registration & special membership discounts)

1-day ('X')	2-day ('X')	3-day	
Sa:Su	F:Sa:Su		
Individual	\$65 / ₩65,000	\$80 / ₩80,000	\$95 / ₩95,000
Student	\$60 / ₩60,000	\$75 / ₩75,000	\$90 / ₩90,000
International	\$90 / na	\$105 / na	\$120 / na

Conference Only

1-day ('X')	2-day ('X')	3-day
Sa:Su	F:Sa:Su	
\$70 / ₩70,000	\$90 / ₩90,000	\$115 / ₩115,000

Pre-conference Special Workshops

I plan to attend either the TTI or the Plenarian pre-conference special workshops on Friday October 1st (check appropriate box):

TTI Plenarian

I have included the workshop charge in my payment

1-day	2-day	3-day
Sa:Su	Sa:Su	
\$10 / ₩10,000	\$10 / ₩10,000	FREE

Marathon Event

I would like to take part in the Marathon for: 3 Km 5 Km 10 Km

My T-shirt size is: S M L XL

I relieve the PAC 2 organization of all responsibility in case of injuries

I have included the registration fee with my payment:

1-day	2-day	3-day
\$10 / ₩10,000	\$10 / ₩10,000	FREE

Signed _____

Special Banquet

A special banquet evening event will be held on Saturday 2nd. To reserve your place, tick the box and include the price with your payment

1-day	2-day	3-day
\$35 / ₩35,000	\$35 / ₩35,000	\$35 / ₩35,000

Please send your payment by Bank transfer to:
Seoul Bank A/C # 66504-0836503
(Kim Young-Jip KOTESOL)

TOTAL PAYMENT SENT

Won _____
US \$ _____

By Bank transfer from Bank City

Additional Information to help us in arranging the Conference

I plan to drive and park at ParkTel I will need hotel reservations I would like to stay in Discount inn ~30,000 Won/ night

I live in Seoul but will not drive Motel ~50,000 Won

I'll be coming from outside Seoul Tourist Hotel ~80,000 Won

I plan to arrive on / & leave on /

car train bus plane

Send no money now -- our travel service will contact you with reservation details

CONFIDENTIALITY - I do not wish to be listed in the public membership directory nor receive publications from friends of KOTESOL (tick)

PLEASE RETURN THIS FORM and a copy of your bank transfer receipt by MAIL or FAX TO:

PAC 2 Conference c/o ITMS, Samlip Building, 4-22 Hannam-dong, Yongsan-ku, Seoul 140-210
Tel: 02 749 5072 Fax : 02 749 5073 Email: ian.walker@itms-pacificrim.com

The Second Pan-Asia Conference

HOTEL RESERVATIONS

Name: _____ Roommate's name: _____
Daytime telephone number: _____ Fax number: _____
E-mail address: _____
Complete mailing address: _____

Dates for reservation

Check-in date _____ Check-in time _____ Check-out date _____

Check the room type you prefer

Single _____ Twin _____ Twin with added bed* _____ Quad* _____ Bunk room (6 beds)*

*A limited number of such accommodations are available at the conference hotel, The Olympic ParkTel

Please number in order of preference (1, 2, 3) the price range of the hotel, so that the travel agent can try to find hotels for you in that price range.

_____ Olympic ParkTel, Conference site (Won 100,000 per night for a single/twin)

_____ Deluxe hotel (Won 150,000 - 250,000 per night for a single/twin)

_____ Tourist hotel (Won 65,000 - 125,000 per night for a single/twin)

_____ Home Stay (Prices vary)

_____ Korean style inn {yogwan} (Won 25,000 - 60,000) **

_____ Quad/Bunk room at Olympic ParkTel (price to be established, overseas visitors have first priority)

**many will not take reservations, so this option may not be available until a few days before the conference

Please fill out the following information, so that we can process a 100,000 won deposit to hold your reservation.

Credit card: American Express / Visa / Master Card

Card number: _____ Expiration date: _____

Card holder name: _____

Signature: _____

** If you prefer to do a bank transfer, please e-mail Xanadu travel for more information.

Tel 82-2-795-7771

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XANADU TRAVEL SERVICE

KTT Names new Coordinator

There are big changes underway in KOTESOL Teacher Training. After leading KTT from an idea to a functioning arm of KOTESOL, Gavin Farrell is leaving Korea and his post as the KTT Coordinator. Replacing him will be Heidi Vellenga of Taegu University. Heidi is the Assistant Director of the Foreign Language Institute and brings with her a solid commitment, talented leadership, and a desire to lead the good ship KTT in brave new waters.

Heidi will be looking for a trainer to develop new speakers as they enter KTT with perhaps little speaking experience. On the website she'd like to see self-observations and teacher journals. To ensure that KTT is a nationwide teacher-training program, Heidi would like to focus on some areas that have not yet benefited from KTT. Heidi has a Master's in Applied Linguistics and TESOL from Indiana University.

Suggestion for Foreign Language Composition Classes Based on Using Computer Networks *

by Ok-sook Park

Over the past several years now, computer assisted language instruction has become an important field upon which many foreign language curricula are being based. Accordingly, attention to this new method has recently grown on a large scale. Many various on-line services, such as the World Wide Web, Newsgroups, Chatgroups and Electronic Mail, show us considerable possibilities for improving foreign language composition and instruction.

1. The Necessity of New Teaching Methods for Composition Classes

There were some institutional problems in composition classes that had made the creation of a dynamic and creative atmosphere extremely problematic, and that had made us find a way to fundamentally change foreign language composition classes :

- Monitoring individual students in large classes (30-40 students) was difficult; students found themselves in a helpless situation. This problem prevented students from advancing, and, in the end, undermined their motivation.
- In addition, there was little chance for free individual composition. Unfortunately it was hard to go beyond having all the students translate the same Korean sentences into a foreign language; the best we could hope for were small changes in nuance. This obviously led to limiting students' creativity and autonomy, and had a tendency to produce a stark and stiff class atmosphere.

2. Results after On-Line Application Instruction

Even at the beginning of the application of computer networked teaching, the problems we had been facing were beginning to resolve themselves. From the very beginning, computer networked teaching completely changed the class atmosphere. Students' independence and autonomy were enhanced, collaboration, self-correction and peer-correction between them increased, and there was a surge in motivation and active participation. Among educators who have had this kind of teaching experience there is almost unanimous agreement that the use of computers contributes to further development of the creative and independent work of students.

There was also a change in the teacher's role; before, the teacher was the leading actor in the class with students serving in bit parts. Afterwards, however, students became the leading actors and the teacher's role became one of background advising and helping.

In addition, there was an improvement in students' language ability. Linguistic competence improved in all areas: not only in grammar, sentence structure, vocabulary and idioms, but also in fluency and promptness of response.

In summary, if used effectively, there is no doubt about the benefits of this method. It motivates students and animates the atmosphere of the class; this is the primary reason why teachers are interested in this new method.

3. Some Suggestions for the Teachers

3.1. Technical basic requirements

- A computer room where the teacher can be together with their students to intervene when necessary.
- An L.C.D. projector to be able to show on a screen examples of students work.
- One or two assistant(s) for students and the teacher.
- Choice of a computer network program.
- The capability to be able to issue each student an individual Internet ID. This is first priority.

3.2. Content preparations

- Determine teaching content and quantity. In my case, I chose for 7-8 weeks (2hours a week) the acquisition of the basic French structure through the exploitation of some elementary French tenses.
- The teacher has to be flexible according to students' level; accelerating or decelerating the pace of the class and the frequency of teacher's intervention.
- Determine some regulations for the operation of the chatting rooms: weekly rotation of chatting room leader, rules for Q&A between students, and weekly homework.

3.3. Evaluation

The teachers can probably develop many new evaluation methods for their classes. Grading each group each time according to the atmosphere of chatting room can be an important tool. I usually gave a good score to the group which showed good collaboration and active participation.

Another interesting evaluation method was to give exams through the computer network. I prepared six questions for each group (thirty six different questions for six groups). Then, after two to three minutes of preparation, I had students answer questions I indicated. It's interesting, and also efficient, because students can compare their answers with each others, and the teacher can immediately make corrections.

Techniques

edited by **Jeanne Baek**

4. End Comment

However, we have to recognize that this method demands a lot of time, patience and effort from teachers. These are needed for preparation, evaluation, checking, correction and grading homework.

Also, its important to mention that this method is designed for teaching a second foreign language. If, for example, it was an English class, then students would have much stronger language skill, therefore, the method and content would have to be adapted to compensate for this. My understanding is that the demerits of this method of teaching foreign language composition are local, and, on the other hand, the merits are global. That is why it is worth starting as soon as you have the most basic hardware!

THE AUTHOR:

She is currently Professor of the Departement of French Language and Literature and director of the Institute of Foreign Language Research and Education at Dong-eui University. Since 1990, she's interested in the CALL. She has been modulator, presenter and panelist for several conferences and symposiums.

* This paper was presented at the International Conference on Foreign Language Education and Technology in Asia : Interacting in Harmony with Software and Hardware, August 5, 1998 at Seinan Gakuin University in Fukuoka, Japan.

A Tentative list of Presentations for PAC2

Surname	Personal	Title
Acton	Bill	Introduction to American English Suprasegmentals: The Syllablettes
Akagi	Yayoi	Implications for Ethical Meanings in English Language Education
Apibalsri	Maneepeen	CAI at Suranaree University of Technology
Ascher	Allen	Real English vs. Textbook
Balsamo	William	The Use of Interviews in the EFL Classroom
Belostotsky	Michael	Teaching English pronunciation to Koreans: testing and course design
Benson	Malcolm	Is Task-Based Learning Relevant to Elementary Schools
Berry	Rita	Comparing the Strategy Use in Two Different Language Environments
Bhamani	Annabel	Oral Communication in the Asian Context
Bilbow	Grahame	What's My Line? Chinese Undergraduate Students' Approaches to Learning English for the Workplace
Bradley	William	Reconsidering the Theoretical Basis for EFL Project-Based Learning
Bradley	Letitia	Writing Quizzes for the WWW
Brady	Alan	Transcultural Approach to Individuation of Additional Language Learning
Bragoli	Christopher	Designing Worksheets for Use With Captioned Movies
Braine	George	Empowering Nonnative Speaker Teachers in EFL Contexts
Brandt	Carol	An Introductory Cross-cultural Study Program: Design and Implementation
Brock	Karen	Behind the Scenes: Creating a Classroom Textbook
Brooks	Summer	Research in Rhythmic Language for Better Korean Adult Pronunciation
Burns	Anne	Approaches to Classroom-based Research for Language Teachers
Burrell	Karen	The Development of Pragmatic Competence of Young EFL Learners
Carter	David	World Englishes and Choosing Standards in EFL and ESL
Cary	Ann	An Introductory Cross-cultural Study Program: Design and Implementation
Chai-Nelson	Christine	A Study of Collaboration in Second Language Learning and Assessment
Chapple	Lynda	Critical Thinking and Language Development: Some Approaches with Film
Chayanuvat	Anchalee	Ability to Give Opinions of Thai First-year University Students
Chayanuvat	Anchalee	Learning to Write in English: Rethinking Written Discourse Pedagogy
Chen	Ai-Hwa	Culture and Teaching a Foreign Language
Chen	Hsin-Hwa	Program Design for Training Primary English Teachers in Taiwan
Cheng	Yuh-show	Validation of a Second Language Writing Apprehension Scale
Chiu	Mei-ho	Cognitive and Metacognitive Strategies Used in Listening Comprehension
Cho	Sookeun	What's in the Pot?
Chorrojprasert	Linchong	Teaching Portfolio: A Tool or a Threat
Cisar	Larry	Creating Databases for Education in Asia: Use of Computers
Cisar	Larry	Diagramming, Dictionaries, and Parts of Speech
Collingwood	Roy	Adapting and Supplementing Textbooks
Conway	Sheelagh	Gender in the Asian ESL Classroom
Cook	Fiona	Master's Degree Programs at the School for International Training
Corrigan	Jovita	Bridging to Independent Learning
Cossu	Greg	Teaching Children to Listen: Superkids!
Couzens	Gerald	Observing English Teaching in Thai Classrooms
Cowie	Neil	Feedback on Writing — an Action Research Approach
Craven	Miles	Mindmaps
Cravotta	Joseph	Promoting Intercultural Awareness Through Creative Fictional Dreams
Crowther	Terence	Reading Strategies That Work
Crowther	Terence	Whole Words or Phonics: It's a Matter of Choice
Cunningham	Joyce	Asian Conferences — Teacher Belief, Teacher Action
Curtis	Andy	PAC2 Explorations Through Video Colloquium: Three Approaches to Video
Dai	Wei-yang David	From English as a Foreign Language to Bilingual Education
David	Maya	Introducing Cultural Awareness in the Language Classroom
Dibbs	Martin	Pop Culture and Language Education
Dillon	R. Kenneth	Cultivating Student Independence Using Mindmaps
Doye	Chris	English for International Communication: What Can We Do?
Doye	Chris	Pan-Asian Focus on Materials
Dragut	Louie	"Relevant" Communicative Listening in the High School Classroom
Dryden	Lanny	No More Copying: Ways to Prevent Plagiarism in Student Writing
Dryden	Lanny	Multiple Intelligence Theory and Confucianism: Recipe for Educational Reform
Dunn	Neil	Critical Thinking: What is it? What's Wrong With It? Can it be Taught?
Durand	Marie-Claude	Learning to Reflect on Your Teaching
Eldredge	Lloyd	The Impact of Phonics on Children Learning a Second Language
Evangelista	Susan	Teaching in Underresourced Schools
Everest	Terri-Jo	Re-Sounding Remedies
Farrel	Thomas	Talk Is Not Cheap: A Case Against Journal Writing for Reflection
Finch	Andrew	The Task-Based Classroom in Practice
Foley	Christopher	Internet English: WWW-based Conversation Activities

Fox	Gwyneth	Activities for Using Dictionaries in the EFL Classroom
Fox	Erica	Poetry Writing with Preliterate and Literate Adult Asian students
Fujioda	Ken	An Analysis of Teachers' Perceptions of Students Academic Writing
Fung	Ho Mai Ivy	Bridging to Independent Learning
Garrigues	Steve	Overcoming Pronunciation Problems of English Teachers in Asia
Gawichai	Wilawan	Genre-based Approach to Teaching Writing in Thai high schools
Gershon	Steve	Sound Bytes: Taking Listening from the Classroom to the Real World
Gershon	Steve	Course Design from Scratch
Gershon	Steve	Get Online
Gillett	Rodney	Curriculum Development: Designing a Pacific Program for Asian Needs
Gitsaki	Christina	Using Web-based Activities for Teaching ESL
Golden	Steve	New Fifty/Fifty: They Speak; They Listen...and They Like It!
Gong	Gwendolyn	Ethics as Catalyst for Thinking Critically, Writing Well
Gorsuch	Greta	Exploring the Link Between Education Policy and Instruction
Gutierrez	Marianne Rachel	High-Level Measurement Tools for Language Awareness in English Classrooms
Han	Sang Ho	Directions for Learners
Harrington	David	Discover Debate, Re-Discover Dialogue
Hartmann	Pamela	Quest:Authentic Sources for Content Based Instruction
Hasegawa	Yumi	How do Students Find English Information About Asia?
Helgeson	Marc	Using English, firsthand
Helgeson	Marc	Four Keys to Active Listening
Helgeson	Marc	Access leads to Success — Firsthand!
Helland	Kristin	Writing to Communicate: Using E-mail Penpals to Cross Borders
Herrera	Mario	Making It Fun and Easy for Pre-Schoolers
Higgins	Janet	Conversation Strategies and Cultural Awareness: an Observational Approach
Hodge	Richard	Using Graphic Organizers To Advance Intercultural Disclosure and Awareness
Hoelker	Jane	PAC2 Explorations Through Video Colloquium
Hoelker	Jane	PAC2 Explorations Through Video Colloquium: A cross-cultural experience through video
Hoelker	Jane	Can I Do an Action Research Project?
Holden	William	Culture in the Classroom 1 — Seeing Ourselves Differently
Holden	William	Culture in the Classroom 2 — Vocabulary Activities
Holmes	Bryn	The Computer Environment: Changing the Face of Professional Organizations
Hooper	Peter	How Do We Redescribe What Our Students Are Talking About in Thai Culture?
Hsia	Chung-shun	Small Group Activities in EFL and Culture Learning
Hsieh	Liang-Tsu	Business English: How and What to Teach
Hwang	Patrick	Why Teach Phonics and How?
Jackson	Jane	Enriching Teacher Education Programs With Teacher-inspired "decision" cases
Jhee	Inyoung	A Study of Language and Culture
Johannsen	Kristin	A Cross-cultural Approach For Teaching Global Issues
Johnson	Wayne	Using Graphic Organizers To Advance Intercultural Disclosure and Awareness
Johnson	Wayne	Critical Thinking in an East Asian Context
Jones	Jeremy	Technology and Language Learning: Putting the Computer in its Place
Jung	Haeng	Development of the English Oral Proficiency Test Through SOPI
Kadota	Linda	An Introductory Cross-cultural Study Program: Design and Implementation
KAEC		Special Seminar for Fulbright Scholars in Korea
Kataoka	Shuko	Friendship Beyond Frontier: The Collaboration of Teachers and Learners Across Countries
Katchen	Johanna	Primary School English Teachers Training in Taiwan: An Investigation
Katchen	Johanna	PAC2 Explorations Through Video Colloquium: In-service training through video& the web
Kawamura	Kinji	Activating Students Via Speeches: An Interactive Approach
Kelly	Charles	Projects of the Internet TESL Journal
Kent	David	Speaking in Tongues: Chinglish, Japlish, and Konglish
Keyuravong	Sonthida	Building a Reading Appreciation Program out of Reading Materials in a Self-Access Center
Kim	Jyeong-Ryeol	Korean Elementary English Education: Curriculum: Changes
Kim	David	Teaching English pronunciation to Koreans: testing and course design
Kim	Gyoung Shik	How the EFL Students Learn Music as a Language
Kim	Jin	Early Childhood Education and EFL
Kim	Duk-Ki	EFL Teacher Training in Korea
Kim	Dae Jin	The Development of Pragmatic Competence of Young EFL Learners
Kirby	Bob	Creating Authentic Teaching Materials to Supplement the Course Book
Klein	Ronald	Teaching English Literature from Asia
Kobayashi	Etsuo	Home Page Making by the MailWeb Systems
Kumimura	Taeko	Japanese Students' First and Second Language Composing
Kuo	Chih-Hua	EST: State of the Art in Taiwan
Kwak	Yong-Ja	Pronunciation and Rhythm Teaching — Techniques for Korean Young Learners
Kwan	Lai Lai	Language Learning Patterns of Chinese Undergraduates
Kwon	Oryang	Korea's English Teaching Innovations in the 1990's: A Review
Kyi	Khin Win	TESL across Cultural Barriers
Kyung	Hee-Ok	The Future Role of Grammar in TESOL in Korea

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Tentative List of PAC2 Presentations *cont. from page 15*

Lambert	Nicholas	Panning for Gold: Informant Interviews and Writing Projects
Lassche	Gerry	Syllabus Design: Comprehension Precedes Communication
LeBeau	Charles	Discover Debate, Re-Discover Dialogue
Lee	Jun-yong	Tolerance of Ambiguity of Korean Midshipmen Learning English
Lee	Mijae	Using Newspapers to Teach English
Lee	Kilyoung	Effective Teachers in Fostering Reticent Asian Students' Oral Participation
Leung	Yiu-nam	Primary School English Teachers Training in Taiwan: An Investigation
Lewis	Paul	The Computer Environment: Changing the Face of Professional Organizations
Lian	Ania	The Real-world in Task-based Pedagogy
Lim	Gad S.	High-Level Measurement Tools for Language Awareness in English Classrooms
Lin	Antonia Hsui-chen	Course Design for INETT Program
Long	Brian	Content-Based Courses: A Practical Framework for Teachers
Loredo	Ada	Minimizing ESL Students "Fear" of Literature in English
Lowe	John	Pre-reading Activities to Motivate Learners
Lubetsky	Michael	Discover Debate, Re-Discover Dialogue
Mach	Thomas	Filling the Gap Between Cultural Awareness and Appropriate Production
Maginn	Steve	It's Time to Speak Your Mind
Mangubhai	Francis	Do Learning Strategies Vary With Proficiency: Some Evidence From University Students in China
Margolis	Doug	Teaching English pronunciation to Koreans: testing and course design
Martin	Ma. Isabel P.	CAC: A Task-based Learner Centered College English Curriculum
Matsui	Shinobu	An Introductory Cross-cultural Study Program: Design and Implementation
McClelland	Neil	Goal Orientations in Japanese College Students Learning EFL
McGregor	Laura	Using TV Commercials to Teach Language and Culture
McMurray	David	Foreign Language Creativity in the Changing Asian Education System
McQuay	Peter	Considerate doesn't translate
Miller	Leah	Using Group Discussion Style Tests for Large University Classes
Milner	Michele	Words in Action: Rhythm Movement and Language Teaching
Min	Hui-Tzu	Peer Review in an EFL Writing Class
Muehleisen	Victoria	Writing to Communicate: Using E-mail Penpals to Cross Borders
Mukainakano	Junko	Friendship Beyond Frontier: The Collaboration of Teachers and Learners Across Countries
Nakamura	Ian	Exchanging and Developing Teaching Ideas between Thailand and Japan
Nakamura	Ian	PAC2 Explorations Through Video Colloquium: Observations of Thai and Japanese Students
Nakata	Ritsuko	Let's Go: Getting Your Students To Talk Fluently
Neill	David R.	A Checklist for Selecting Movies for the EFL Class
Nelson	Peter	Proposals to Increase Teaching Effectiveness and Job Satisfaction
Nelson	Mark	
Nelson	Peter	Teaching Culture in Middle and High School
Nichols	Wade	Reading Connection
Nichols	Wade	Move Over Mr. Webster
Nichols	Wade	Come Alive With Tiny Talk
Nichols	Wade	Time for a Change? Make a Transition
Nichols	Wade	Open House: Come In! Step Up! Move Up! and Open Up!
Niemeyer	Susan	Teaching Writing to Korean University Students
Nimmannitt	Suchada	Exchanging and Developing Teaching Ideas between Thailand and Japan
Nimmannitt	Suchada	PAC2 Explorations Through Video Colloquium: Observations of Thai and Japanese Students
Nishimura	Hiroko	An Introductory Cross-cultural Study Program: Design and Implementation
Numrich	Carol	Developing High-Level Thinking at All
Numrich	Carol	Developing Critical Thinking Skills
Nunan	David	Motivating Middle School Learners of English
Nunan	David	Developing EFL Learner's Listening and Speaking Skills
Nunez	Carolina	Teacher Training and Materials Development— A case study
Oak	Susan	Learning by Doing Research and Research Writing
Orleans	Margaret	Composition Games: An Approach to Composing Directly in L2
Padden	Nina	CALL Laboratory
Palmborg	Rolf	Cyberlanguage for EFL Teachers
Park	Joo-Kyoung	Korean University Students' Perception of English-speaking
Park	Young Ye	A Task-Based Approach to Elementary English Education Using Small-Group Activities
Parker	Giles	Learner Autonomy and Student Generated Language Tasks
Paul	David	Why English Education is Failing in Asia — A Psychological Perspective
Paul	David	How do child-centered lessons work in an East Asian classroom?
Pereira	John	OK, So You Wanna Communicate: But With Whom?
Petrucione	Steve	What?? Teaching English Without a Textbook?
Pibulchol	Chaleosri	Innovations in English Textbooks for Young Learners in Thailand
Pierce	Tom	Teaching Writing in a Communicative Atmosphere
Pillay	Hannah	Case Study — A Culturally Appropriate Research Methodology
Poel	Christopher	Cooperative Tasks and Sociocultural Topics for Motivating Students

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Prepare for PAC2: Plan for PAC3

As you read this column, PAC2 is only ten weeks away. Volunteers within Korea TESOL and friends of Korea TESOL are putting in many final hours to guarantee you a successful conference. Indeed, throughout the year planning committees, on both an international and a national level, have been building the networks that enable their membership to profit from the Pan-Asia experience. One such meeting focused on the Pan-Asia Mission Statement.

The revised PAC Mission Statement below was drafted on March 14th, 1999 at the Chauncey Conference Center, Princeton, New Jersey. The PAC Planning Committee was hosted by Julia To Dukta, Executive Director of the TOEFL International Language Programs for the Educational Testing Service for a two-day seminar on the Pan-Asian Conference series. The PAC Planning Committee is scheduled to discuss and ratify the final version of the document at the Second Pan-Asia Conference when it passes the baton to JALT (The Japan Association for Language Teaching), host of PAC3 in 2001.

Draft PAC Mission Statement

Preamble: Recognizing the evolving role of English as an international language in Asia, PAC (the Pan-Asia series of conferences): An international forum for English Language Teaching (ELT) professionals in Asia, is committed to forging an identity which encompasses the commonalities and diversity inherent in the teaching and learning of English in the Asian context.

With a will to realize this responsibility, PAC is committed to the following objectives:

1. to explore and investigate ELT in the Asian context
2. to create opportunities for collaboration among native ELT professionals and non-native with respect and appreciation for the distinctive contributions all make
3. to enhance professional development for all educators engaged in ELT within and among countries
4. to advocate equal access for ELT professionals in Asia to all PAC activities regardless of socio-economic background, race, gender, religion or creed
5. to promote cross-cultural awareness, understanding, and appreciation

6. to identify and articulate issues and problems impacting effective teaching and learning in the Asian classroom
7. to pursue methodology appropriate to the Asian context
8. to provide a forum to support cross-cultural collaborative efforts via:
 - conferences
 - theoretical and classroom-based research projects
 - materials development
 - networking opportunities
 - exchanges
 - publications
 - other programs

The PAC Planning Committee returned to their respective homes in Asia guided by more defined goals and a more expanded vision to share with their membership. They developed in more detail the programs already announced and proposed exploration of further possibilities.

What are the available programs and possibilities you can explore in preparation for PAC2? 1995 saw the widespread acceptance of internet technology in Asia. This facilitates the amount of collaborative research possible across Asia. The many list-serves in Asia today makes it easy to explore research interests before even attending the conference. Subscribe to ELTASIA at <majoromo@necotec.or.th>; TEFL-CHINA at <tefl-china@lists.yale.edu>; or jaltcall at <jaltcall-ctl@clc.hyper.chubu.ac.jp>. The same is true for our own KOTESOL-L, send an email to <listserv@home.ease.lsoft.com> (without subject line), with the single message line

SUB KOTESOL-L Firstname Lastname

Start your own action research project with a colleague from Taiwan, Thailand, Japan, or Malaysia! Travel to a conference and network with other professionals having the same research interest as you. The number of international conferences increases annually as educators seek out professional contact around the globe. Over 16 international conferences in Asia, scheduled between July, 1999 and June, 2000, are listed in detail on pages 20 and 21 in the May issue of The English Connection.

The ETA-ROC Conference in Taiwan, for example, is noted for being a friendly gathering. You might find some familiar faces there



because a number of former Korea and Japan residents have relocated there this year. ETA-ROC scheduled their 8th International Symposium and Book Fair on English Teaching for November 11-13th this year. ThaiTESOL is hosting their gala 20th International Conference from January 20-22, 2000 in Khon Kaen at the Hotel Sofitel Raja Orchid Hotel. Participants from KOTESOL have consistently received a warm welcome from their Thai colleagues. Vancouver is the site of the TESOL, Inc. International Conference from March 14-18, 2000. The Pacific coast conferences favor a program focussed on the needs of Asian students, many of whom study at some time in their career, on that coast. The opportunities to meet a US-based educator working with Korean students in the ESL context and interested in a joint project with a Korea-based teacher are numerous.

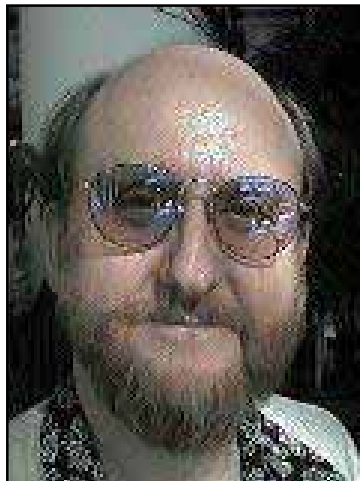
Ask your KOTESOL chapter officers to host a conference that welcomes international guests. JALT chapters and N-SIGs are no longer entitling their conferences "regional", but "international". In addition, they advertise on the TESOL, Inc Affiliates website www.tesol.edu/isaffil/nonaffilconf.html. They succeed in attracting colleagues from outside Japan, even occasionally as far away as the US. Participants who are accepted to present are more readily granted travel permission from their Japanese, US or Taiwanese universities, especially during these economic doldrums, to participate in an overseas conference. Once united with your partner at a conference, you can plan phase two of your research.

Already, the Pan-Asia Planning Committee is preparing for PAC4 in 2003. For example, the possibility of ETA-ROC joining the Pan-Asia Consortium is being seriously explored. Why not take the time to prepare for PAC2? Connect with like-minded educators through the internet. Then, plan for PAC3. Start your PAC3 action research project at the Olympic ParkTel in October, 1999.

The first KOTESOL member spot-lighted for July is Dr. Han Sang-Ho. He is the current National 1st Vice President of KOTESOL and was a Vice President for the Taegu Chapter from Sept. '96 - Dec. '98. Dr. Han has presented at several chapter meetings and the regional mini conferences at Kwangju and Pusan.



Dr. Han Sang-Ho



Steve Garrigues

wife and they both fell in love with Korea and dreamed of returning.

He became involved in KOTESOL when the 1st meetings were held in Taegu. He was VP for several years and has been the president of the Taegu chapter for the past 2 years. He has also presented at the annual National Confer-

ence and was involved with developing KTT. He is also the FAQ Editor for TEC. In addition, he has given papers at Korean academic conferences in linguistics and cross-cultural communication. He is interested in the interface between culture and language and how culture affects the way we use language. As an educator he believes his task is to help students develop their own effective usages of English to communicate their thoughts and feelings.

Steve was born in the US but spent most of his life living abroad, including: 4 years in India; 6 in Tonga; 10 in Japan; and 16 in Korea. His father was in the military and consequently Steve spent much of his childhood in China and Japan. After completing his high school in the US he did a BA in Japanese history in Japan and then did a MSc at Colorado State University and a PhD at Lucknow University in India, both in Anthropology.

Steve and his wife have traveled to about 39 countries, and he says his passions are photography, tea, and world music.

Language Teaching (7) (1997); *Studies in English Education* (31) (1998); and *Journal of Kyongju* (1998). He has also written and published several high school English texts.

Commenting on his teaching philosophy, Dr. Han says he sees himself as a humanistic teacher and more as a liberating force than as a structural and functional English teacher. The authors C. Curran, S. Krashen and T. Terrell were major influences in the development of his ideas on teaching. He hopes that through discourse his students will become more open minded and skillful in communication with others.

His future goals, which he describes as "simple and modest", are to conduct action research in the classroom in order to share thoughts, ideas and techniques with other teachers around the world.

Our next featured member is Steve Garrigues, who has been teaching in the Dept. of English Language and Literature at Kyongbuk National University in Taegu for 13 years. He came to Korea with his wife in '82 where he taught at Cheju National University for 3 years before moving to KNU.

Steve became enamoured with Korea way back in '67. After graduation from Jochi University in Tokyo he traveled around Korea with his new

**Membership
Spotlight**
edited by **Darlene Heiman**

He has been teaching at The School of Foreign Languages and Tourism at Kyongju University for about 3 years.

His education includes a BA from The Teachers College of Kyongpook National University ('85); an MA in Education from the Graduate College of that university ('88); and an EdD in English Education from Korea National University of Education, with a dissertation on "English Learning Processes of Korean Children." From '92-93 he did research in Second Language Acquisition with Korean immigrant children in New York as a Fulbright graduate student at Teachers College, Columbia University. In 1991 he was a participant in the English Teachers Workshop at the University of Hawaii.

Dr. Han's publications include his MA thesis on "Developing Accuracy and Fluency in Foreign Language Education" and the dissertation for the previously mentioned EdD. He has also published in the Journals: *English Teaching* (1992); *Studies in Contemporary Grammar* (10) (1997); *English*

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Tentative List of PAC2 Presentations *cont. from page 16*

Pongsurapipat	Siriporn	Considerate doesn't translate
Porter-Babcock	Suzan	Taiwan University Students Actively Embrace Cross Cultural Classroom Experiential Education
Pritchard	Gabby	Sights, Sounds, and Smiles
Puakpong	Nattaya	CAI at Suranaree University of Technology
Rahman	Hamidur	Ethnographic Field Notes from a Bangladeshi School
Renman	Nancy	Learning to Write in English: Rethinking Written Discourse Pedagogy
Rettner	Roberta	Preparation for Overseas Assignments: Is It Good Enough Now?
Richards	Jack	The role of grammar in a communicative classroom
Richards	Jack	New Interchange
Richards	Jack	Developing Expertise in Teaching
Ridder	Shelly	Filling the Gap Between Cultural Awareness and Appropriate Production
Robb	Thomas	Implementing an Effective Extensive Reading Program
Robb	Thomas	Adapting WWW Content for EFL classes — the Springboard site
Roney	Stephen	Is Teaching Writing Style Cultural Imperialism?
Ryan	Stephen	What?? Teaching English Without a Textbook?
Sandy	Chuck	Building Fluency and Accuracy with Upper Level Students
Sandy	Chuck	Designing Scaffolded Materials for Reading Class
Sanpatchayapong	Ubon	Essential English for Office Use
Schmidt	William	Editing Manuscripts with Excellence
Seo	Eun-Mi	Enhancing the Acquisition of New Academic Skills
Shi	Jie	An Analysis of Teachers' Perceptions of Students Academic Writing
Shim	Rosa Jinyoung	The Theory and Practice of Practical English Education in Korea
Shima	Yukiko	Implications for Ethical Meanings in English Language Education
Shinohara	Yoko	Transcultural Approach to Individuation of Additional Language Learning
Shortall	Terry	Proto-grammar Frequency and the Acquisition of Structure
Shortall	Terry	The University of Birmingham Distance in TEFL/TESL
Shucart	Stephen	Language Emergence in a Complex Adaptive System
Simmons	Margaret	Language and Power Connections
Sivasubramawiam	Sivakumar	The Use of Student Journals in Evaluating an Action Research Project
Slade	G.N.	Good Enough English: What Will Our Grandchildren Speak?
Sower	Craig	Critical Thinking in an East Asian Context
Sullivan	Susan	Radio to the Speech Stream
Swanson	Malcolm	Road Tours around Japan: Cooperative Teachers and Collaborative Researchers
Tatsuki	Donna	Alleviating Comprehension Problems in Movies
Taylor	Richard	Using Web-based Activities for Teaching ESL
Teng	Huei-Chun	Needs Analysis of EFL Listening by Taiwanese College Students
Terhune	Todd	Teachers Identifying Obstacles to Ideal Classrooms
Ternan	Valerie	Classroom Management with Young Learners
Todd	Andrew	Move Up to Move Up
ToDutka	Julia	TOEFL's Computer-Based Testing in Asia and Korea
Toji	Toshihiko	An Introductory Cross-cultural Study Program: Design and Implementation
Tyson	Rodney	Learning by Doing Research and Research Writing
Umeda	Hajime	A Treasury for Communicative and Cross-Cultural EFL Teaching
Unknown	Unknown	Teaching English To Secondary School Students
Ur	Penny	Teaching Heterogeneous Classes
Van Troyer	Gene	What's Happening in Japan? JALT — Japan Association of Language Teachers
Van Troyer	Gene	Publishing in Asia: Creating new Academic Publications
Vilches	Luz	Encouraging Teacher Learning in Process-oriented Teacher Training
Vince	Michael	Grappling with Grammar
Vince	Michael	Action and Reflection in and out of the Classroom
Wang	Shih-Ping	Integration of Corpus-based Approach into an EAP Class
Wasanasomsithi	Punchalee	Literature for Cultural Understanding in the Language Classroom
Wenger	Christopher	English for Tourism
Wigglesworth	Gillian	Preparation and Second Language Acquisition: Effects on Learner Language
Wiriyachitra	Arunee	From the Classroom to the Real World: Research to Project
Woo	Sang Do	Non-native Speakers Should and Can Teach Pronunciation
Woolbright	Dennis	Road Tours around Japan: Cooperative Teachers and Collaborative Researchers
Woolbright	Dennis	PAC Speech Contents: Helping Students to Speak Out in Asia
Yamazaki	Fumiko	Is Task-Based Learning Relevant to Elementary Schools
Yawai	Chanpen	Friendship Beyond Frontier: The Collaboration of Teachers and Learners Across Countries
Yeh	Hsinan	Domains of Curricular Content for English Language Teacher Education Programs in Taiwan

and more!!!



Pusan

by Shelby Largay

The third annual Pusan Chapter Conference was held May 8th at Dong-Eui University, with great success. Congratulations to TJ Everest and staff on a job well done, and special thanks to everyone who helped bring it together! It was probably our best conference yet. Park Joo Kyoung's morning plenary, "English Teaching: Producing World Citizens in the New Millennium," gave us all some food for thought. She discussed the role of English teachers in the 21st Century and suggested that teachers need to have more global perspectives along with competent teaching skills. In the afternoon, Andrew Todd presented, "Getting Active about Being Passive." He examined the reasons why Korean students are often passive in the classroom, and discussed practical methods to overcome this reticence. In addition to the two plenaries, there were over 30 presentations on a wide range of topics. Full coverage of the conference, including abstracts, materials, photos, and videos from every presentation may be found at www.pusanweb.com/kotesol/conf99/index.html (courtesy of Jeff Lebow, webmaster extraordinaire!)

Because the conference replaced our May chapter meeting, we had a nice long break. Our next regular chapter meeting was held on June 25th. Marcela Jonas, the main speaker, presented "Read!" and Ian Hughes was the What Works presenter.

The Pusan Chapter will continue to meet throughout the summer. We encourage anyone who is in town to come out and join us. Lee Mi Jae will be the main speaker at our meeting on July 31st. In August, we are going to have a What Works extravaganza, with a number of presentations by both Korean and foreigner teachers. There will be something for everyone. Speakers for our September meeting include David Kellogg. As

always, we meet from 3-5pm on the last Saturday of the month at ESS Language Institute in Kwangbokdong.

Chongju

by Erik Newson

This spring brought another semester of presentations to the "Education City". Though there were only three, they were relatively wide-ranging, featuring a swapshop, and presentations on responding to students, and reading skills. After the summer break, we hope to keep a mix of practice and theory in our fall meetings.

Also for next fall, we are planning to have our meetings on the second Saturday of the month in hopes of attracting more people. Due to the "spread-out" population of Chungbuk, we plan to get information out to distant members via a web-site.

Our September meeting will be on Saturday September 11 at 2:30 pm. No speaker has been arranged yet. Certainly, PAC2 will be on the agenda, as we hope to get more people out to that. Like many chapters, many of our members receive their memberships in October when they attend the national conference. The Chongju Chapter will be encouraging our members to sign up for the pre-registration before September 3rd.

Hope this report finds all KOTESOL members enjoying their summer and we hope to see you out at meetings and events this fall.

Taejon

by William Schmidt

On Saturday July 24th beginning at 9:00 AM there will be an all day regional conference co-sponsored with KOSETA. Our theme is "Growing in English: Working with Children and Young Adults." Our aim is to improve the quality of English teaching in elementary, middle, and high school. We are bringing together some of the best teacher-trainers to do this. It will be held at KAIST's (Korea Advanced Institute of Science and Technology) lovely and futuristic research campus in Taejon. More than twenty workshops throughout the day,

along with a plenary speakers from the Ministry of Education, are on the drawing boards. Registration will be the on-site on the day of the conference. The cost is 10,000 won. The KAIST campus is located in Yusong-gu in Taejon, just between the Taedok Expo Science Park and Ch'ungnam National University. For more information send an email to schmidt@sorak.kaist.ac.kr or call at (042)869-4691.

Here in Taejon our Spring has been active. The Spring Drama Festival in May was, by all standards, a big success. A packed crowd of nearly 250 watched seven drama groups. Well-designed sets, good acting, solid pronunciation, and committed teacher-directors were all hallmarks of this year's drama festival. We especially appreciated the enthusiasm among our elementary students. Then, in June we had a "Swap Shop" where a number of teachers took ten minutes to share an activity which students enjoyed.

In the Fall our monthly chapter meetings will continue on the third Saturday of the month on Sept 18th, Oct 16th, and November 20th. As always it will be at 3:00 PM in room #4202 of the language center of Hannam University. Each chapter meeting will have a presentation along with an "Activity That Works." See you there.

Cholla

by Rachel Phillips

Cholla Chapter of KOTESOL held its regular monthly meeting in Chonju at Chonju National University of Education on May 16th last month. John Skye from Chonju University presented some fascinating ways to use neuro-linguistic methods in the ESL classroom.

The main body of his talk was information on the various ways people process information and memories; visual and auditory being most common. For example: we learned that most people look up when they visualize, but tend to keep their eyes on the level when they process auditory information. They also tend to look one way (usually to the left) when they are remembering, and the other way when they are making something up. After he showed us that it is possible to analyze how our students tend to process information

through following their eyes as they listen in class or answer questions, he gave some suggestions on how to use our analysis to facilitate learning. His paper in the 1998 KOTESOL Conference Proceedings gives many more details. It was certainly a thought-provoking session, and some people got sore hands from taking notes.

The June 12th meeting was held at Honnam University's 2nd campus in Kwangju. The first hour Wendell Wilson spoke on "Using Art in the Classroom". Mr. Wilson is an elementary school teacher with the EPIK program in Chonju. After the coffee break the chapter held a workshop on identifying and solving classroom problems. Our next scheduled meetings are on July 10th in Chonju, and September 14th in Kwangju. Speakers and topics are to be announced. . If you are not a member of the Cholla chapter, and you would like to attend our meetings you can call Rachel Phillips at 0652-223-8002 for more information.

Finally, The Cholla Chapter Drama Festival is scheduled for October 9th, as a bit of relief after PAC II. We all know how fun and exciting (and motivating) it can be for students to make up a play and perform it in English. We will be sending out more information to all the chapters in August, but it is not too early to start thinking about getting a team together to perform.

Cheju

by Bruce Oh

The Cheju Chapter holds its meeting on the third Sunday of every month at 3:00 p.m. at our regular meeting place in the Language Lab of Choongang Girls' High School. The March meeting was held on Sunday, March 21, 1999. We were pleased to have several new participants. Two Visiting Professors from Cheju National University's Foreign Language Institute gave presentations at the meeting. Christopher Smith gave a theoretical presentation of "Using Songs in the ESL Classroom," and David Crittenden gave a practical demonstration of a lesson based on a pop song, providing song texts and tapes appropriate for elementary and middle school classrooms.

The April 18th meeting featured Ms. Kim, Miran, an English teacher at Andok

Middle School, who presented several interesting activities for reading - OX Quiz, Making Questions, and Whister Game. In June, Kirsten Reitan, our first speaker from the mainland this year, presented "Re-working Your Reading Lesson: Alternative Approaches". It shared various ways that middle and high school teachers could teach reading without using grammar and translation as the main focus. In July, our meeting will be a social outing to Udo Island. For details, please visit the Cheju Chapter website: <http://educom.cheju.ac.kr/~kroh/chejukotesol/index.html>.

Seoul

by Doug Margolis

Seoul Chapter finished our first semester schedule with a bang on June 19th. Hwang Kyung Ho (Patrick) and Edith Dandenalt gave presentations that enthused everyone in attendance. Then, in observance of Korea's Constitution Day holiday, no chapter meeting was held in July.

Our next scheduled meeting is Saturday, August 21.

New developments for Seoul: We are currently developing a special training program for elementary school teachers to run in conjunction with chapter meetings. Julia Anahory, Lee Tae Hwan, and several other chapter members have been hard at work preparing this new project for the chapter. Further, workshop coordinator, Lee Hyang Sook, has gathered top presenters for the last half of the year. Moreover, our new Social Director, Frieda Schock, has begun developing our chapter's social calendar to make us more friendly and less stuffy!

On a sad note, our long serving newsletter editor, Leon Pryzbyla, has resigned his position. He has worked hard for the newsletter and we greatly appreciate his efforts.

At any rate, if you find yourself in Seoul on August 21st, we welcome you to our regular meeting. Seoul Chapter recently moved our meeting site to Konkuk University near Children's Grand Park in Seoul. The university has a beautiful campus with a small lake and nice picnic spots and places to relax in the shade before or after the meeting. The chapter is very

grateful to Konkuk for its generous support.

Taegu

by Rocky Nelson

Our speaker for the May Taegu KOTESOL meeting was Douglas Margolis, who is the President of the Seoul Chapter of KOTESOL. Doug's presentation focused on the practical question of effective classroom management. Douglas Margolis currently teaches for the Department of English Language and Literature at Konkuk University in Seoul.

This presentation offered participants a problem analysis method that can be applied to any issue that arises in the classroom. In the process of presenting how to use this method, several of the more common problems-such as students not doing their homework or coming late to class-were discussed and possible solutions were offered. Further, participants were taught the "learning to C.O.P.E." philosophy of classroom management. Finally, participants were given informative lists and resource materials for handling a variety of classroom problems. See Douglas Margolis's paper in the 1998 KOTESOL Conference Proceedings for more details.

The speaker for the June meeting was Mike Duffy, who presented on using songs in the classroom. Many teachers like to use pop songs to teach vocabulary, idioms, grammatical structures, and culture. Songs can also help improve listening skills and pronunciation. This workshop demonstrated how various preliminary activities can facilitate students' listening and learning, and also how they can get more out of the songs. These activities range from talking about cultural background to grammar practice to vocabulary matching.

In July, we will be visited by Dr. Lee Kil Young of Yeungnam University. Dr. Lee teaches in the Department of English Language Education. The topic of his presentation will be "Increasing Student Oral Participation" through questioning techniques. Afterwards, we will have our semi-annual member's dinner (paid for by the chapter!) and social evening.

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The Asian Youth Forum Needs You: A few good men and women!

by Peggy Wollberg, Asian Youth Forum Chair (Korea)

The Asian Youth Forum is a unique event that brings together young people, studying English, from Korea, Japan, Thailand and other Asian countries from around the Pacific Rim to take part in an international conferences and share their views about a wide range of topics through the medium of English-as-an-Asian-language.

Inviting language students to participate in an international language teachers' conference is an exciting idea. Youth from throughout Asia will assemble in Korea to discuss their mutual concerns and challenges, and issues related to language learning in Asia, all within the framework of a major international conference of foreign language teachers.

The program provides a special schedule of events for the AYF participants which includes academic sessions by Global Educator, Kip Cates of Tottori University, Tottori Japan; cross-cultural exchanges and performances at Seoul National University; cultural tours and sightseeing of the best Seoul has to offer. Students will also have the opportunity to present their perspectives' to English educators within the framework of an international conference. Students coming from Thailand, Japan, Vietnam, Taiwan, and the Philippines, Eastern Russia and else where will be paired up with Korean counterparts to accompany them and exchange ideas every step of the way. Two out of their three nights in Korea, students will be housed with Korean host families, to round out and enrich their cross-cultural experience.

You and your students can have a part in making the Asian Youth Forum a success by volunteering and; and/or by encouraging your students to participate in the AYF program. Participants whose family hosts 2 international participants will have one student registration fee be waived - a \$250 value.

There is much to be done, and as we all know, it takes countless dedicated people, who work behind the scene, to make any international conference a success. This event is no different. We am looking for just such dedicated help. We need people to help with the big things and the small. Some of the bigger jobs include, someone to take ownership of the following areas: *a volunteer coordinator*, this should be someone who enjoys getting on the phone and contacting folks and organizing lists of volunteers. Basically, organizing the manpower that will come together.

Another sizable task is someone to be a *social coordinator*. This person will organize the details of the sightseeing component and accompany the students. What we will do and where we will go is in place, we need someone to see to all of the details of securing reservations, and the like, and go with the group on Friday, the 1st of October to facilitate all of the sightseeing on that day.

We am also looking for a *website buff*, someone who likes to dabble with web design. We need someone with a little time, to make suggestions for and recommend changes to the AYF website, as well as, contribute to some of the content writing and submit pictures and other graphic effects. This person will work with a team that is already in place.

One other need is a person to organize the speech contest/event. There will be a contest on Sunday the 3rd, we need someone to outline the criteria for judging and recruit a panel of judges to evaluate the speeches on Sunday afternoon.

There are a thousand other details that need to be attended to, if you would like to get involved a little or a lot, please contact <peggy@asiayouthforum.org>. For more information about the Asian Youth Forum or PAC2 you can visit <http://www.asiayouthforum.org>. If you would like to bring a student or host an international participant you should call or email, Peggy Wollberg at 02-889-7610.



SPRING DRAMA FESTIVAL

by Marianne Smith

- Problem:** I want my students to speak up loudly and clearly.
Problem: I want my students to interact and with more expression.
Problem: My students need to practice, practice, practice—but they still need to have fun.
Solution (times 3): The play's the thing!

And those students won't be the only ones having a great time, judging by the KOTESOL Spring Drama Festival held at Hannam University in Taejon on May 15th. The theater audience was captivated by seven wonderful troupes of students ranging in age from primary grades to university level. The stories varied widely also, from fairy tales to original dramas—each one distinctive and most of them showcases for the special talents of particular players.

Seo Bu Elementary/Sam Yuk Primary Schools opened the program with *The Big Turnip*, in which an old man and an old woman were joined by a boy, a girl, and an assortment of animals who all had to pull together to yank the enormous vegetable out of the ground...with occasional pauses for rest—and a medley of songs. Next came *Little Red Riding Hood* enacted by Sung Ryong Elementary. Their performance included very well rehearsed chants, cute choreography, and a violin solo by Shin Dong-Uk, a.k.a. the Big, Bad Wolf, that clinched a special "Great Kid" prize for him. World Kids English Institute blended two traditional tales (it seems Prince Charming had a brother) in *Cinderella* and *Kong Jee*; they were awarded first place in the Elementary category.

With only a dictionary, a magnifying glass, piles of words, and a truly original script, young actors from ULS Language School created characters who were hungry for knowledge—literally—in *The Richards* and *Tasty Words*. Jun Jae Woo was named Funniest Actor of the Festival. In a more serious vein, Open English School presented *Shim Choeng* in 1999, the story of a young woman's sacrifices to help her blind father. They received the Middle School-level award.

Culture Shock, a drama about two Chinese sisters seeking their fortunes far from home, one in Korea and one in America, netted the University-level honors for WooSong University. The competition ended on a lighthearted note with a hilarious update of *Snow White* (who needs a prince when you can have a rock video star?) presented by Howon University, Kunsan.

Hannam's Dave and Pam Suhs and company treated the audience to some serious clowning while the judges were out making their difficult choices. In addition to the prizes for each academic level, individual honors went to Lee Jung Kun (WooSong): Best Senior Actor; Chung Soo Ok (Howon): Best Senior Actress; Lee Chang Joon (Open English): Best Junior Actor; and Lee Jee Woo (Open English): Best Junior Actress. Performers displaying the clearest speech and most expressive body language were also given recognition—Choe Ji Hyun (WooSong): Best Pronunciation, Senior; Ju Eun Ji (Open English): Best Pronunciation, Junior; Cheong Seung Jun (Howon): Best Body Language, Senior; and Lee Jee Won (Open English): Best Body Language, Junior.

Special thanks go to Kim and Johnson's Kidari Book Store of Taejon for donating prizes. Congratulations, too, to emcee Niel Swain, to stage manager Sean O'Connor, and to Bill Coleman, who handled the lights, for a fast-paced event that was a treat for audience and performers alike.

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KOTESOL In Action

Technologies Committee

by Tom McKinney

In top TechComm news, KOTESOL has formed an agreement with Fulbright Korea for access to their internet connection so that KOTESOL may install a mini-server that will solidify KOTESOL's website for the long-term future. The server is now configured and operating, and we are pleased to announce our new home web address:

<http://www.kotesol.org/>

Much gratitude is owed to the effort of John Phillips, System Administrator, with whom I spent a few late nights getting the server ready, and Jeff Lebow, the man with the Internet plan. Thanks to both of you.

Darren Gowlett has been expanding on the framework of KOTESOL Web, with more detail to be added over the summer.

Jean Claude Boudreau has been building publicity databases and more recently has been appointed the PAC2 webmaster—look for the updated PAC2 site at <http://www.kotesol.org/pac2/>.

Christine Kienlen, TechComm Publicity, has been a source of many great ideas for the direction of our committee. We'll look forward to her return from her holiday abroad in late August to sit down at the planning table.

Tory Thorkelson is wrapping up his cataloging of KOTESOL tech inventory, as well as drafting guidelines for fair and safe inventory distribution within our organization.

And finally, I (Tom) am doing my usual dabbling in this project and that one, and I get to be the lucky person who fills in for my vacationing cohorts. Next full committee meeting: early September, after the summer break, in order to gear up for PAC2. Until then, happy travelling!

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