



The Newsletter of Korea Teachers of English to Speakers of Other Languages Nov. 1999, Vol. 3 No. 6

## How to start an action research project

*By Jane Hoelker, Seoul National University; Ian Nakamura, Hiroshima Kokusai Gakuin University; Suchada Nimmannit, Chulalongkorn University*

Action research is rapidly gaining recognition at international conferences (TESOL, Inc., the Pan-Asian Conferences, and JALT). Teachers are using it as a valuable and viable way to systematically examine issues about learning and teaching, particularly English-as-an-Asian language.

This paper (a) defines action research using an eleven-step model for organizing and conducting a collaborative action research project, (b) explains why action research is an appropriate strategy for examining the EFL classroom in Asia, (c) describes the benefits for teachers engaged in action research in both general and cross-cultural settings, and (d) provides a model of a collaborative action research project in progress.

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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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## President's Message



**D**ear Korea TESOL members, colleagues, fellow teachers of English.

It's a great honor for me to be able to serve a year as president of Korea TESOL. I pledge here in taking the oath of office to do my utmost best, in body and soul, for the growth and solidarity of our organization.

First of all, as President, I'd like to express our thanks and appreciation to Immediate Past-President Carl Dusthimer, PAC2 Program Chair Kirsten Reitan, and those who contributed their time and efforts on both the national and local level to make the Second Pan Asia Conference a success.

As we all recall, the last conference was well attended by more than 900 people from in and out of Korea. It was a conference of harmony and combination between members, organizations, and nations. The success was doubled by the active participation of JALT, Thai-TESOL, and ETA-ROC, who helped facilitate great cooperation and collaboration within Asia and in fact throughout the world. In addition, the participation of the Honorable Kim Deok-Joong, Minister of Education for the Republic of Korea,

tripled the honors of our conference and marked the beginnings of new successes for KOTESOL in the years to come.

We're entering a new millennium very soon. It is said by many scholars, scientists and philosophers that the next century will be one of harmony and mutual understanding among the people of the global village. Korea TESOL, I believe, is one of the most important associations able to help in the process of understanding and harmony among different languages and cultures. In fact, KOTESOL is on the frontline of the educational field where its members and officers, both as teachers of English as a foreign language and teachers of English as an international language, share their knowledge and experience for further professionalizing of our field.

The year 2000 will see many important things happen in Korea TESOL. First of all, the officers at the national level will establish better relationship with other organizations within Korea. This is part of the reason we have formed a "Domestic Relations Committee" We'll also be able to send a select group of presenters to conferences hosted by other major English education organizations along the same lines of cooperation and collaboration among organizations in Korea. We will also work hand in hand with organizations outside Korea such as JALT, Thai-TESOL, and ETA-ROC under the cooperative spirit of the Pan Asia Consortium.

For this, the president and the national committee members will do their best to work in harmony with each chapter to make the organization more prosperous in the next year.

How can we better serve you? Look at the list of contacts near the back of this newsletter for contact information.

### The New Executive Council for KOTESOL 1999-2000

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The logo for the 'Publisher's Page' is enclosed in a double-lined rectangular border. The text 'Publisher's' is written in a large, black, serif font at the top, and the word 'Page' is written in a similar font below it, with the 'P' being significantly larger than the other letters.

Sometimes the hardest part of writing is the beginning...

As the newly appointed Publications Chair for KOTESOL, I get to do some neat stuff. Now, before you put this article away, keep reading, because I've got some neat stuff for you too!

First, I would like to offer heartfelt thanks to Dr. "Jay" Kim Jeong-ryeol, for his numerous years of service to KOTESOL, most recently as Publications Chair (1996-'99). Under his guidance, KOTESOL publications have made great strides forward.

Since its founding in May 1997, this bimonthly newsletter, *The English Connection*, has never missed an issue. Jay, as Managing Editor, has ensured that the strong personalities involved in this production have managed to work alongside each other. His hands-off approach, only intervening when necessary, provided exactly the right touch, allowing each editor the authority and discretion needed to enable them to take pride of ownership in their roles. Yet he was there when we needed an executive decision (even though some of us "lost" a battle here and there, we all won in the end!).

*The KOTESOL Conference Proceedings*, beginning with the '97 Conference, has provided a valuable body of reference materials as well as a comprehensive wrap-up to the Conferences. *The Korea TESOL Journal*, with the second Volume just released, is KOTESOL's first step into the world of exclusively scholarly publishings. Add to that the *KOTESOL Handbook*, now in final stages of production at Moonyedang Publishing and soon to be sold at a bookstore near you, and you find an impressive array of published materials -- all launched and developed under Jay's watch as Publication's Chair.

Jay is leaving KOTESOL Publications to assume other professional responsibilities, both within KOTESOL and other academic societies (the recently founded Korea Association for Multimedia Assisted Language Learning being one). As his successor in this role of Publications Chair, I hope that I can measure up to the standard he has set. One way to do that is to invite lots of talent to get involved!

You are invited to a meeting November 20th (Saturday afternoon) in Taegu, where KOTESOL Publications will set the direction for the new era. (Yes, I'm an editor, so I can't say the new millennium, or new century, because they don't start 'til 2001!) The Era of 2000. (What really worries me, as an English teacher, is "how will we say 2001?" Will it be two-thousand and one? Two-thousand-one? Twenty-oh-one? How about the years to follow?)

New Section Editors and other contributors are sought for *The English Connection*. We're looking for help for *Conference Proceedings '99* - the Pan Asian Conference edition. *The Korea TESOL Journal* and the new *PAC Journal* are also looking for help and ideas. If you can write a coherent sentence and use a computer, there is a role for you! Writing, editing, proofreading, typesetting, production coordination... and more! This is a time for transitions, we've seen some changes already in the past 6 months, and would like to finalize all roles and set new policies before the winter school hiatus.

In case it's not clear enough yet, we'd love for you to come. Send me an email or fax, or call me at the numbers listed on page 4, so I can give you the final schedule and location. Newcomers to KOTESOL, and newcomers to publishing, are welcomed. How can you have experience in publishing without starting somewhere??? Why not with us?

Another difficulty in writing is knowing when to stop. Fortunately, I found a good editor, who decided that this is the place.

Robert J. Dickey  
KOTESOL Publications Chair

# How to start an action research project

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## WHAT IS ACTION RESEARCH?

Action research is the process of systematically collecting data on everyday practice and analyzing it in order to come to some decision about what future practice should be (Wallace, 1998). It has also been defined as a process of planning, observation, and reflection on the part of the teacher with the goal of finding a solution to specific classroom problems (Kemmis, S., & McTaggart, R., 1988). This paper defines it as an action-oriented process of reflecting on the classroom that expects that some changes will be implemented as a result of reflection and study.

In the 1960's a shift in perspective in the field of language research occurred. Instead of focussing on language teaching, researchers began to focus on language learning (Larsen-Freeman, 1991). Disappointments and or developments in the fields of psychology, linguistics and comparative studies in language research propelled this shift. What actually happened in the classroom became increasingly important, and, thus, interest in "the silent history of classroom teaching" (Freeman, 1998) has

efficiently. Thus, an academic engaged in Research with a big "R" could be compared to a physician specialist. A teacher engaged in research with a small "r" could be compared to a general practitioner in the medical field. Supporters of action research suggest that perhaps it is time to examine what it is that those in the classroom know that the academics do not know, and form a new knowledge base from what the classroom practitioner knows (Freeman, 1998).

## THE BENEFITS OF COLLABORATIVE AND ACTION RESEARCH IN AN EFL CLASSROOM.

Action research is a mode of inquiry that is especially appropriate to use when examining what happens in the EFL classroom. Unique and often unexpected problems, issues, questions, or concerns of a cross-cultural nature might surface for the teacher to deal with. In a profession like teaching, teachers may impose demanding expectations on themselves because they often expect continuous and on-going professional development of themselves throughout their career (Wallace, 1998). When this demand is coupled with the possible stress of managing cross-cultural

the assumptions underlying the work.

Some teachers resist initiating an action research project due to the busy teaching schedule they typically face. However, guidelines propose setting aside just three minutes after a class for written reflection. Also, working with a colleague on a collaborative project would see the research time shared between two teachers. Other educators hesitate to begin an action research project because the subjects are not randomly sampled from the population and, therefore, they might not be able to generalize their findings beyond their specific setting and subjects. An additional benefit to a collaborative project would be that the results could be generalized across two situations and, in the case of a cross-cultural project, across two cultures.

## THE ELEVEN STEPS

The following eleven-step model organizes a collaborative project so that the teacher-researchers involved work together efficiently and productively. In this way, the model serves to move a question, a concern, or an issue in a disciplined and systematic way into an action research project.

1. Find an interest.
2. Find a partner with a common interest.
3. Propose ideas, conduct a literature search, and decide on a common focus-question.
4. Agree on a goal for presenting the research (e.g., PAC2)
5. Set up lines of communication and timetable to work from.
6. Define and agree on basic steps, such as how to collect and document data, and what to do with the data once it is collected.
7. Start exchange progress chats.

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**Action research allows teachers, in their sincere quest for self-improvement, to turn a possibly negative experience into a positive one.**

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been increasing. Teachers are seeking to evolve ways of articulating and representing what they know, and are turning to the strategy of action research.

How does the approach of an action researcher differ from that of an academic, or the experimental researcher? While the academic practitioner generates knowledge, the classroom practitioner manages people so that they learn well and ef-

communication or situations in an EFL classroom, a teacher could feel overwhelmed and, as a result, inequivalent. Action research allows teachers, in their sincere quest for self-improvement, to turn a possibly negative experience into a positive one. In addition, action research offers the EFL teacher, operating outside of their native environment, a detached stance from which to examine goals and values that guide the classroom work, the context in which a teacher works and

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8. Make adjustments in focus as directed by progress chats and a continuing literature search.

9. Exchange data and get feedback and suggestions.

10. Write a draft and then consider ways of analysis, and where to publish the data and the analysis.

11. Keep on exchanging drafts and comments in order to expand the original research.

### A COLLABORATIVE ACTION

#### RESEARCH PROJECT IN PROGRESS

This collaborative project which is in progress illustrates the above eleven steps. In 1997 Suchada Nimmannit of Chulalongkorn University in Bangkok and Ian Nakamura of Hiroshima Kokusai Gakuin University met at the First Pan-Asian Conference where they discussed ideas for a research project. During these initial conversations, they found that they shared an interest in learning how to help students speak out more. They conducted a literature search to gain a more complete understanding of their research ideas, they also wanted to avoid duplicating what another teacher researcher might have done. In addition, the time invested in a literature search can be worthwhile because it yields insights that push the original question to a deeper, more meaningful level and gives a creative edge to a project. Thus, the focus question of their study became: How can teachers help students in EFL classes in Asia to speak out more freely in English? They agreed on a timetable, set up their e-mail schedule, and decided to exchange videos of their classes through the post with the goal of presenting phase one of their research at PAC2.

In the part one of her first video mailed to Nakamura, Nimmannit's students talked about what they did for Mother's Day. In part two of that video, students shared their answers to a question about a business situation. Nimmannit's goal remained

how to get her business students to participate more freely and spontaneously during class.

Nakamura followed a slightly different format with his students in Japan. He video-recorded them three times; at the beginning, middle, and end of the semester (15 weeks, class once a week). He provided the same simple

and (d) body language was unnatural varying from the one extreme of rigid stance to the other extreme of exaggerated gestures.

Then, the two teachers shared each other's video with their own students. Both the Thai students and the Japanese students were intensely interested in their fellow students' behav-

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## **Thus, reflecting on our action research project can become a powerful tool for improving ourselves as educators, for improving our students, our classrooms and ultimately the community.**

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open-ended pattern every time: "I think students' life at this university is . . . because . . . . For example, . . ." Students had a few minutes to prepare their response. He instructed them to look at the audience when they spoke.

Next, Nakamura showed both videos during a presentation at a local JALT (Japan Association for Language Teaching) meeting. Some of the points raised about Nimmannit's video were: (a) It was hard to make out what students are saying despite the abundance of microphones; (b) there was little change of expression on student faces while listening to the teacher; (c) it was difficult to understand Thai students speaking due to the observers' unfamiliarity with their pronunciation; and (d) students were much more talkative (e.g., giving extended answers) and attentive in the first part when the topic was Mother's Day.

A few of the comments about Nakamura's own video were: (a) students' speaking became smoother and quicker over time. (b) they looked tense and self-conscious in front of the video camera and other students; (c) errors made in pronunciation and word form were very noticeable (e.g., katakana pronunciation and correct usage of present or past participle;

ior in English conversation class. The Thai students, for example, were pleasantly surprised to discover that the Japanese students were shy and hesitant to speak out, just like them. On the other hand, the Japanese noticed that the Thai students looked more relaxed and free in spirit than they did. They concluded that the Thai students were more fluent in speaking English and could even take part in a discussion.

As they implement phase two of their research project, Nimmannit and Nakamura hope their efforts will lead to new ideas for improving their teaching. Beyond that, they anticipate the collaborative development of class activities, effective in either the Thai or Japanese context. Ultimately, the long-term goal is to identify some common needs of students and teachers in EFL classes throughout Asia. To this end, they continue exchanging drafts, sharing comments via e-mail and in person when they meet at conferences, presenting data at conferences in Asia and globally, continuing their literature search on the topic, and publishing their research data. Through this exchange with each other and colleagues who attend their presentations and engage them in dialogue about their research or read their published results, they seek to improve teacher education and the development

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of more attractive and meaningful English classroom conversations between students and teachers.

## CONCLUSION

In conclusion, let us highlight two of the steps (which teachers often neglect to follow through on) from the eleven-step model introduced above, as we consider the process that Nakamura and Nimmannit follow: (a) document data, and (b) share data. Documenting data is important because it reveals how problems work themselves out in the messiness of everyday life. It also moves teaching from being an activity to being a discipline, thus allowing the science of research to support the art of teaching. Sharing data is important because it is only through our sharing what we learn in the classroom that the community learns to value our work. Thus, reflecting on our action research project can become a powerful tool for improving ourselves as educators, for improving our students, our classrooms and ultimately the community.

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## *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 1,500-2,500 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.

**Short Features or Reports** should be 500-1500 words and should focus on 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 cannot be returned. *The English Connection* retains the right to edit submissions accepted for publication. Submissions will be acknowledged within two weeks of their receipt. Submit to the relevant editors, as listed on page 4.



# PAC2 in Retrospect

BY CARL DUSTHIMER AND  
KIRSTEN REITAN

Kirsten and I thought it would be fitting to give you a brief retrospective on PAC2, the event that, in many respects, has enabled Korea TESOL to expand, both domestically and internationally. Throughout the planning, we were continually in touch with other ELT organizations both inside and outside of Korea. We continued to work with our Asian partners, JALT, Thai TESOL and ETA-ROC, as well as our supporting



organizations IATEFL, TESOL Inc., and TESL Canada. We also developed our relationships with the Philippines, Vietnam and Australia. I am confident that these relationships will continue to develop and yield positive results regarding one of PAC's main objectives: to initiate and support ongoing collaborative research. On the domestic side, we have made inroads in developing relationships with organizations here in Korea that will help us to co-sponsor events benefiting our respective memberships. We feel that inter-organizational cooperation is a key in pursuing this. Further, in seeking government recognition, we invited the Minister of Education of Korea, Kim Duk Choong, to give the opening address. We were honored to have him speak at PAC2, and hope to continue to work with the MOE in the future.

Onto the PAC2 conference itself. Structurally, the conference was quite well done. We started off taking full advantage of our venue, the Olympic Park, by hosting the PAC2 Fun Run. Runners criss-crossed the park on 3, 5, and 10K courses. I was one of the participants, surviving the 5K run still upright. We are also proud to have initiated, with the help of friends in Japan, the Asian Youth Forum (AYF). This was truly one of the highlights

of the conference. In fact, two of our international guests, Jill Stajduhar from IATEFL, and Chuck Amorosino, Executive Director of TESOL Inc., were very much moved by the activities and presentations they attended. It seems the AYF project will continue to bring together youth from around Asia and the world, in the interim between PAC2 and PAC3 in Japan, and beyond. Thanks go to Peggy Wollberg and Kip Cates for steering the AYF ship successfully through its first course.

One of the PAC2 events that wasn't publicized, but one that is important to PAC internationally, was the video we produced for the BBC. It will be aired over the internet by the BBC in the near future. It featured representatives from each of the PAC organizations, and explored the PAC project, highlighting its history, how PAC2 helped further these efforts, and what the future holds for the project. We envision inviting other Asian countries to join PAC, and continuing to support projects that support collaboration among teachers in Asia and others, equally important, like the AYF. In mentioning this BBC interview, I must mention another incredible project that simply and spontaneously evolved at the PAC2 Conference: The PAC2 Webcast. Thanks to Jeff Lebow, webmaster extraordinaire, PAC2 launched a simulcast/webcast featuring highlights from the conference, including interviews with many of the presenters and guests. Actually, I can not do it justice here, so I invite you to visit this webcast at the website Jeff has created. The address is [www.asianbridges.com/pac2](http://www.asianbridges.com/pac2)

And switching in mid stream, you now hear from Kirsten, another one of the PAC2 organizers. For six months, my office wall has looked like a giant patch work quilt --- the low tech version of the PAC2 schedule was a giant 3 by 3 1/2 meter poster/grid with different colored post-it notes used to represent different countries and presentation types. But on October 1<sup>st</sup> that paper patchwork quilt transformed itself into an international smorgasbord. Our eyes feasted on the lush, green Olympic Park, the majestic Peace Gate, the sea of international faces, and colorful book displays. Our ears captured the ideas and words percolating in 19 different presentation rooms. Our minds

could feel the pulse of knowledge flowing from 250 international presenters. And the smell and taste of kimchi, sushi, lemon grass, and sweet-n-sour permeated the air.

On Friday, Suntana Sutadarat's opening plenary provided us with a dash of Thai lemon grass. She inspired us to examine the educational histories of our own countries and to seek innovative ways to improve English Education through regional and international cooperation. On Saturday, Penny Ur's Korean debut added a bit of British and Israeli flavor to the buffet. She inspired us to brave the cold rain and also to strive to be better teachers, to examine our activities, and to make them more accessible to our students. Claire Kramsch added a unique French-American zest to the predicament of culture in language teaching. She inspired us to explore how teaching culture effects our roles as teachers, and the opportunities and problems created by it. Michael McCarthy rounded out Saturday's European flavor by addressing some basic questions in the study of spoken language. He inspired us to ask if there were genres of spoken language, and if they could be described and classified for pedagogical purposes. Sunday offered something from the North American and Japanese palettes. Kathleen Bailey brought in some American spice. She inspired us to reflect upon what we have learned and can learn from our students. Finishing off the conference's international selection, Japan's Kensaku Yoshida offered food for thought in his closing plenary. He inspired us to consider the problems of identity for bilingual students and the educational issues surrounding it.

To close, Dusty and I would like to share a couple more highlights from PAC2. More memorable moments included the fantastic Friday night reception (with REAL food) and the great work of the KOTESOL technology committee in setting up the internet room. More humorous moments (those 'we can laugh about them now' moments) include relentless rain just before the planned outdoor opening ceremony and Penny Ur's plenary session and losing a plenary speaker to the winding trails of the Olympic Park. All in all though, it was what it was, an international extravaganza and a big step forward for Korea TESOL.

# The Second Pan-Asia Conference

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BY ROBERT DICKEY AND  
STEPHANIE DOWNEY

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It was a wet and windswept Saturday morning that the Minister of Education, the Honorable Kim Duk Choong, declared open the Second Pan-Asian Conference in a ceremony driven indoors by the weather. In fact, it was really a false opening, as the conference had already been in progress for one day and two hours as the minister began to speak. It had got under way on Friday morning with a mini-marathon, followed by workshops from three distinguished plenary speakers and an opening plenary from Suntana Sutadarat, who had chaired PAC1 in Bangkok in 1997.

The main venue was the Olympic Parktel, located in a formerly rather remote area of south-east Seoul, but just in time for PAC2, made considerably more accessible by the opening of a new subway station. The adjacent "Peace Gate" built to mark the 1988 Olympics, appeared as part of the conference logo.

On Friday morning, participants braved rain and cool temperatures to take part in the PAC2 FunRun around the scenic Olympic Park to kick off the Conference. From the looks on finishers' faces, everyone came out a winner and had fun in the process!

Later in the afternoon on Friday, pre-conference workshops for elementary and secondary teachers were held, as well as several Plenary Speakers' workshops. Events drew to a close later that evening with the Opening Plenary by Suntana Sudatarat and a reception for PAC2 guests.

Saturday morning continued to be wet and blustery, but that didn't stop people from turning out for the conference. Registration lines in the Parktel lobby were packed as people

arrived from all over to take part in the week-end's Conference activities.

After registering, participants could stroll through the Publisher/Software Exhibition located in the Olympia Hall on the first floor. An impressive selection of ESL/EFL materials were available for purchase with something to tempt just about everyone. Other exhibitors and an employment center were located throughout the Parktel building.

The first Saturday plenary had the title "There's Nothing So Practical as a Good Theory", self-explanatory perhaps, but notable in that it came from someone, Penny Ur, best known as a writer of highly practical resource books. Indeed, Professor Ur gave two practical workshops during the weekend, and she recognized that teachers tend to be more receptive to practical tips and recipes than to theories, but she argued that teachers must have an understanding of why they do what they do rather than just accumulate a grab bag of ad hoc techniques.

A 10-minute shuttle bus ride away from the Parktel the conference's second site, TTI, hosted an afternoon plenary by Nottingham University's Michael McCarthy, whose involvement with the compilation of a corpus of spoken discourse has led him to identify seven core interaction genres, each with its own characteristic pattern of grammar and lexis; for example, "definitely" and "certainly", though apparently similar in meaning, occur in quite different kinds of interaction. Communicative course designers, he proposed, should take account of such correlations. Prof. McCarthy is also a co-author of the popular "Vocabulary in Use" series, and he appeared again on Sunday to talk about vocabulary learning, a topic of deep interest to students, but one not so often addressed at

conferences (but check out the paper by Cheongsook Chin in the new Korea TESOL Journal). He noted the wide gulf between the "survival" lexis (3,000 words) and the level of vocabulary required for 97% comprehension of a student text (16,000 words), and he reviewed a series of learning approaches favoured by students at varying levels of experience and proficiency.

One of the plenary speakers in the 1996 KOTESOL Conference, Kathleen Bailey, returned for PAC2. In 1996, Prof. Bailey was just beginning a year's secondment to the Chinese University of Hong Kong; and now, she was back to report on what she had learned from that year, based on the journal she had kept while teaching a first-year speaking and listening course. Much of this involved a recognition of the value of "scaffolding" - short-term support needed by students on the way to mastering tasks. Perhaps it was comforting for the audience to hear that even such an experienced educator as Prof. Bailey had some hard times when faced with a new situation, and that she found herself learning from mistakes and agreeing with Jack Richards that "much of what happens in teaching is unknown to the teacher".

Jack Richards himself was among the more than 200 presenters giving concurrent presentations, together with other KOTESOL regulars like David Paul, Marc Helgesen and Thomas Robb. They were joined by speakers from Japan, Taiwan, Thailand and Hong Kong, as well as from those far outposts of the Pacific area, Australia and New Zealand. It is doubtful if the conference came to any definite conclusion as to whether there can be an Asian model of English teaching, or if the differences within the region outweigh the similarities. Perhaps more light will be thrown on the question in 2001, at PAC3 in Kitakyushu.

# Can Korea Afford the Post-modern Automated Classroom?

BY IAN HUGHES

As everyone knows, Korean non-native English teachers, for the most part, study English very hard, giving their best to students, and provide value for money. But consider a very hypothetical situation: I study Korean then return to England to be a teacher of Korean. (Don't worry, my Korean is never going to be that good.) So what do I do when a student asks me a difficult question, or wants to practice conversation? Easy! I guide them away from the native Korean speaking teacher, and push them towards the Internet. This is the post-modern Age after all. Or is it?



My experience is that in some cases native speakers of any language are an unwelcome addition to the classroom. After all, they do have an annoying habit of pointing out that the students', the textbook's, and sometimes even other teachers' standard language just isn't spoken that way. Also, most learners make the mistake of confusing accent with communication ability. Therefore some people would dearly love to have the Native English Speaking Teachers (NESTs) kept in a glass booth in the corner, where they could recite pronunciations on command. And the internet now makes this entirely feasible: School administrators eager to cut overheads will give Koreans the illusion of 'contact' with native speakers through video and real time conferencing.

No doubt, when it eventually arrives, the virtual classroom will replace all teachers, NEST and non-NEST alike. Let's face it, why should students even go to a school at all, when they can study from a computer at home? But then again, every time

some new technology comes along, the living, breathing teacher is always on the way out. The audio-lingual method was the original cure-all, with cheap tape recorders. The same was claimed for radio and television, and the CD ROM. I'm sure employers would readily say 'We don't need you as a reality.' But I'm not so sure about the students.

Some franchises will always offer bored housewives and professional students the chance to meet 'interesting' foreigners. For the serious English student though, if the Internet is going to be used to distance them from the NEST, what is the real cost-effective alternative to going to study English in the US or England? After all, Conrad and Nabokov didn't learn English by staying in their own countries. Also, like Conrad and Nabokov, most NESTs are people who are looking for a new cultural experience, rather than the chance to be bombastic about their own. Who ever said there was anything wrong with the Korean English accent? It sounds fine.

Postmodernism is something fairly new in Korea. As McHale says "Nothing about this term is unproblematic, nothing about it is entirely satisfactory." (McHale, p.3)

Put simply: abandoning 'progress' for a pick n' mix approach, borrowing from other cultures and earlier styles characterises post-modernism. It can offer some interesting perspectives. Architecturally it's OK to graft some Greek columns onto a streamlined office building, and claim that it's more beautiful. Anyone who is familiar with Spengler's *Decline of the West* though, will instantly recognise that it is a possible symptom of a loss of direction:

"The final result is that endless industrious repetition of a stock of fixed forms which we see today. Pictures and fabrics, verses and vessels, furniture, dramas and musical compositions - all is patternwork. So it had been in the Last Act of all cultures." (Spengler, p.165)

Far from liberating, most young westerners feel confused up against this lack of any path to the future. To see other symptoms, just witness the drug problems and shootings in western schools.

I've trained teachers in about 50 schools in Korea. In their craving to study, I very strongly feel that the Korean non-NESTs deserve a better deal than being fobbed-off with just more technology. Until recently, most of them have been taught by other non-NESTs, which were in turn taught by other non-NESTs. The same misconceptions a recycled through the system every time. Using Postmodernism as an excuse to distance L2 learners from having contact with foreigners, and the internet as filter for that reality, is cheating them of their right to receive real English instruction.

It may be old fashioned to believe that there is 'good' and 'bad' English. But where post/anti/neo-modernism is concerned, surely English is either standard, or it is not. Otherwise, what should the learner aim for? However the bottom line with English is always going to be, do you understand and are you being understood? If not, are you getting your money's worth? Given the present economic situation, is Postmodernism something Korea can afford to gamble with?

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## THE AUTHOR

Ian Hughes has a BA in Art and an MA in Graphic Information Design from DeMontfort University in England. He trained as a teacher and taught for one year in England. He also taught for three years in Botswana, Africa and then with EPIK program in Pusan for two years. He is currently a visiting Assistant Professor at Andong National University.

# USQ Distance Education Program in TESL

BY MICHEL TROTTIER

**Q:** In this column we have examined several different programs for advanced certification in ESL/EFL. Please tell us something about the distance ed. program you are now enrolled in.

**A:** Two colleagues and I have recently enrolled in a distance Master's degree program (Applied Linguistics/TESL) from the University of Southern Queensland, Australia. After comparing several schools in Australia (Macquarie University and the University of Wollongong) we decided to go with USQ. They claim to offer the largest number of distance education courses in Australia, and they have received numerous awards for their programs' computer applications. In particular, they offer a Master's of Applied Linguistics - Honours (12 credits), a Master's of Applied Linguistics (8 credits), and a Graduate Certificate in Teaching Second Languages (4 credits).

**Q:** Why did you opt for the USQ program?

**A:** Well, entrance requirements may be similar among different graduate schools, but that's where the similarities end. There are important differences in fees and also in the way that courses are designed and offered. For instance, regarding program costs, USQ's fees are almost half that of Macquarie's, and significantly less than Wollongong's. While each school has its strengths, we chose USQ largely because of the flexibility in the way their program is scheduled, which even allows students to take courses during the school's summer term (our winter). And while Wollongong's schedule is also flexible, we especially like the CALL (Computer Assisted Language Learning) component offered by USQ. It seems to be in great demand in those places where we plan to work later. Finally, USQ's program contains no thesis or residency requirements. They do, however, require the completion of a supervised practicum, which can take place in the student's country of residence. This includes 20 sessions of direct observation of ESL classes and 6 sessions of supervised teaching.

**Q:** How long does it take to complete the program?

**A:** At this stage, we anticipate finishing within a year and a half, doing 2 courses per term (4 terms/year). The reason for this is that the program consists of only 8 courses, including 3 'core' courses and 5 other optional courses. We've started by taking 2 courses this term, and with teaching 20 hours or so a week at each of our respective universities, we find it quite manageable. As a guide, USQ recommends students put aside 10 hours per week per credit course.

**Q:** How are the assignments designed?

**A:** Typically, the assignments are either multiple short-answer questions involving practical exercises, or a 2000/3000-word essay chosen from a list of optional topics.

In addition, students are expected to keep a personal journal of their reflections as they go through the readings. Specifically, they are expected to reflect on their personal teaching experience as new concepts and information are acquired in the course of their studies. Most of the information comes from the reading materials sent at the beginning of the term. Interspersed with the readings are a variety of very practical exercises designed to apply the new knowledge as we go through the individual modules. And although students are also given access to telephone tutorials/teletapes, which may be arranged for some units, telephone costs between Korea and Australia may of course be prohibitive. Unit discussion groups (newsgroups) are an alternative way to share information and discuss topics and questions with fellow students. We were surprised to find that there are several students here in Korea who are already enrolled in the same program. The names and addresses of those who wish to contact--or be contacted--by fellow students are listed on the respective course's dedicated newsgroup site.

**Q:** What kind of support are you getting from USQ?

**A:** Students are assigned a personal access code, which connects us to USQ's student support system, including our personal tutor, up-to-date library catalogues, electronic journals, articles, text databases and other resource links, as well as to fellow students enrolled in the same classes. Students such as ourselves, who are located in a more remote area, are invited to register for what are called 'learning circles.' These are local study support groups created by the circulation early in the course of the names and e-mail addresses of all students who wish to participate in them. So far, the support



we have received has been technically very user-friendly and efficient.

**Q:** Any personal remarks on what to look for in a distance education graduate degree program?

**A:** Personally, I think it's important for prospective students to ask themselves why they want to do a degree in the first place. For me, flexibility, relevance of the course content, and cost were the overriding factors that determined my choice of schools. Others may opt for a more prestigious school, or one that offers a thesis option for later use towards a Ph.D. But for those of us with limited time and funds, we are so far very happy with our choice.

If anyone would like further information, consult USQ's website ([www.usq.edu.au](http://www.usq.edu.au)), or contact Michel Trottier personally ([mntrotz@hotmail.com](mailto:mntrotz@hotmail.com)).

**NOTE:** The International Council for Open and Distance Learning (ICDE), based in Oslo Norway, just awarded its top two Prizes of Excellence for 1999 to USQ, as the best dual-mode university in the world for its global education initiatives and expertise in providing flexible learning opportunities to overseas students. -SG

# Sijos Poems As Learning Tools

BY GEORGE BRADFORD PATTERSON

*Editor's Note: Our guest in "Techniques" this month is a poet-scholar now in the Philippines, but it is easy to see from his work that his heart is still here with us in Korea.*

## Techniques

edited by Jeanne Baek

Here is a sample Korean sijo poem that I wrote in English, derived from one by Prince Wolham, a sixth century A.D. Silla poet-scholar :

"In Search of the House of Peace"

Ten years, I've searched  
to find this house of peace.

Dripping spring water for my face,  
a vision for me,  
and Nirvana for Karan.

No time for ponds and mountains.  
I'll spread them all around me  
and view them from there.

Sijo are classical poems, extended three verse haikus, which are translated into English and can be found in *The Korea Times* in the literary section. They are superb tools for a natural and enjoyable practice of pronunciation, intonation, rhythm, and melody. I have frequently employed Korean sijo like this with intermediate, advanced-intermediate, and advanced Korean students, for pair and group work as well as choral practice. I usually devote 15 to 20 minutes of class time to this activity.

### FOCUSING ON PHONETICS, GRAMMAR, AND VOCABULARY

You can employ the same sijo poem as a springboard for instruction in phonetics, grammar, vocabulary, and literary devices.

### PHONETICS

The sample sijo, above, illustrates several phonetic points that you may review or present in class, including the pronunciation of:

- \* regular verbs in the past (e.g., "searched"), and the final /d/ sound in contrast to the final /t/ sound.
- \* the initial /s/ sound in "spring".
- \* the initial /f/ sound in "from"
- \* the nasal sounds such as /n/ in "Nirvana" and /m/ in "mountains"
- \* the initial consonant clusters such as ("dr") in "dripping" and "spr" in "spread"
- \* the /ay/ sound, a diphthong, in "find", "my", and "time"
- \* the /iy/ sound, a diphthong, in "spring", "peace", and "me"
- \* the /s/ sound in "search" in contrast to the /z/ sound in "zoo"
- \* the /p/ sound in "ponds"
- \* the /z/ sound in "ponds" and "mountains" contrasted with the final /s/ sound in "spots"

### VOCABULARY

You can pre-teach certain words such as "searched", "find", "dripping", "nirvana", "ponds", "mountains", and "spread" in the sample sijo poem through photographs, paintings, and/or drawings, and sketches. You can also provide synonyms for substitution. For example, some synonyms for "nirvana" might be "heaven", "peace", or "salvation".

### GRAMMAR

You may also call students' attention to certain grammatical points in the sample sijo poem, left, such as:

- \* the contrast between the present perfect (e.g. "I've searched") and the past perfect (e.g. "I'd searched")
- \* the contrast between the demonstrative adjectives : "this" (e.g. "this house") and "that" (e.g. "that house")
- \* the present participle, "dripping" (e.g. "dripping spring water")

\* the contrast between the prepositions: "for" (e.g. "for me") and "from" (e.g. "from there")

\* the contrast between "will" (e.g. "I'll spread them...") and "would" (e.g. "I would spread them..")

### LITERARY DEVICES

One can easily teach the mood, the theme, imagery, and alliteration of this sample sijo poem, for instance by asking whether it is serene or noisy. This can be facilitated through paintings, photographs, drawings, sketches, and so forth. The theme of this poem is the quest for fulfillment, liberation, or salvation. Examples of imagery are "dripping spring water" and "ponds and mountains". An example of alliteration is "for" and "face" in the third line.

### WRITING YOUR OWN SIJO POEMS

With a class of advanced students and even advanced-intermediate students, you may have them write their own sijo poems. In my classes, we brainstorm different topics and ideas that are fascinating and challenging. Employing these ideas as the sources for the sijos, students work in pairs or small groups, and I provide them hints about where to obtain certain words and how to write their lines more effectively, including making them more interrelated and creative. When they have finished, we appreciate the sijos collectively by reading them out loud, choose the best ones, and write them on the blackboard. You can also have them write sijos in their first language and translate them into English. Alternatively Korean students can select the most appropriate sijos to translate into English.

This is an excellent technique for developing not only the basic language skills of EFL students, but also for developing their literary, grammar, phonetic and vocabulary skills. Furthermore, it is a very enjoyable activity and they learn how to use the language creatively.

Have you ever attempted to write a sijo poem yourself? It requires a fair amount of effort, but it is very fulfilling. Here's one of mine to end:

*-continued on next page*

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*The Poet in Hiding*

I asked the healers  
by the lake:  
where has the poet vanished?

He journeyed  
to pray by a lake,  
and is chanting to us now.

White clouds billow softly over  
mountains;  
impossible to know where he is  
dreaming  
dreams of peace.

**SUGGESTED READINGS**

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**EDITORS NOTE:**

Some other ways to put this delightful poetry to work occur to me, reading Mr. Patterson's article. For example:

1. Give pairs of students a poem WITHOUT a title. They have to title it.

2. Having them match poems and pictures, or poems and prose passages which are related to the poetic content.

3. Mix up the lines of the poem, or mix IN lines of texts that have nothing to do with the poem. The students' task (in pairs, of course) is to unmix them.

4. "Disappearing" poems: The first verse is missing one line. The second verse is missing two lines. The third verse is for the student to write!

Jeanne Baek

**THE AUTHOR**

G.B. Patterson has a Masters Degree in Language Education with a Concentration in English as a Second Language from Rutgers and has taught English as a Foreign/Second Language in Korea, China, Honduras, Colombia, Peru, Mexico, and also in the US. He is currently a Ph.D. Candidate in Language Education at the College of Education, University of the Philippines.

Has your  
**KOTESOL membership expired?**

*Look on the top of your mailing label to  
check your membership expiry date.*

If you did not attend the PAC2 Conference,  
this might be your last newsletter!



**Renew**  
using the membership application  
on page 27

**KOTESOL: Taegu Chapter Regional Conference***"Language Learning as Education: Learning for Life"*

June 3/4, 2000 in Andong, S.Korea

**Proposal submission**

1. Submissions must be received by March 31, 2000
2. Submit 2 copies of your abstract on separate sheets of paper. One copy should have your name and affiliation, and one copy should have no name or affiliation.
3. Proposal titles are limited to 9 words in length.
4. Presentations are limited to 50 minutes each.
5. Abstracts should not exceed 150 words and will be used in the program.
6. Submit one copy of your Bio data, not exceeding 100 words per person. This should be in the third person, and will also be used in the program.
7. For confirmation of receipt of proposal, please include an email address.
8. Notification will be sent by late April
9. Please notify the Submissions Coordinator (Address below) of any changes (address, etc.).

<b>Presentation Title:</b>											
<b>Presentation Type:</b>	<b>Paper</b>				<b>Lesson Workshop</b>				<b>Poster</b>		
	<b>Book Publisher</b>				<b>Computer Workshop</b>				<b>Panel</b>		
<b>Equipment:</b>	<b>OHP</b>		<b>VCR</b>		<b>Computer</b>		<b>Cassette Player</b>		<b>Beam Projector</b>		
<b>Preferred Times (1,2,3,4):</b>	<b>11:00-11:50</b>		<b>1:00-1:50</b>		<b>2:00-2:50</b>		<b>3:00-3:50</b>				
<b>Names of Presenter(s):</b>											
<b>Affiliation:</b>											
<b>Address(es):</b>											
<b>Email(s):</b>											
<b>Work phone:</b>						<b>Work Fax:</b>					
<b>Home phone:</b>						<b>Home Fax:</b>					

Use separate sheets for your bio-data and abstract. Please mail them (abstract 2 copies) to the submissions coordinator so that they are received by March 30, 2000.

**Kevin Sampson, Submissions Coordinator**  
**Andong National University, Language Center**  
**Songchon-dong 388, Andong, Kyoungbuk 760-749**  
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Visit our home page: <http://lc.andong.ac.kr/eng/2000/>



## Seoul

by Doug Margolis

The Chapter continues to have excellent meetings thanks to the support of Konkuk University which has been providing us with high tech rooms. Seoul Chapter officers, especially our Workshop Coordinator, Lee Hyang Sook, are also responsible for the success of our monthly workshops.

The October meeting was particularly exciting as we held elections for new officers. Two officers who have been serving the chapter for over 1 year, Leon Pryzbyla and Vice President Kim Kyung Sik have ended their terms after long, dedicated service to the chapter. Kim Kyung Sik has served the chapter for more than two years as vice president. He will be moving up to the National KOTESOL level to serve as the elections committee chair. We will miss both of these excellent professionals and thank them for their great efforts. The new officers begin active duty at our Christmas Party in December.

The December meeting will be a bigger Christmas Party than last year with more food, friendship, and fun, so mark your calendars today. It will be held on December 18, from 3pm to 6pm, and free to all chapter members.

That's the latest from  
<Seoulkotesol@hotmail.com>.

## Taejon

by William Schmidt

These months are often times when we reflect on the past while planning for the future. The Taejon

chapter has much good to reflect on. Our Spring drama festival was crowded with actor participants and a capacity audience. Our mid-summer teacher-training conference also had a large turnout. In some ways we are suffering from the "good problems" coming from the growing pains of success. To continue this success into next year, we will continue to need great volunteers with a vision to grow and perfect Korea's English training program. If you want to help with next year's program, now is the time to volunteer. Be sure to talk to Edith Dandenault Swain, Jennifer Lalonde, or myself. Our addresses, emails, and phones are listed in the back of this magazine on the page titled "Who's Where In KOTESOL: Taejon chapter."

Continuing with this theme of reflecting on the past while looking to the future, our November meeting will feature last year's 1998 Taejon president, Kirsten Reitan. Ms. Reitan will speak to us on "Re-working Your Reading Lesson: Alternate Approaches." She will share some ways to "re-work" a reading lesson using ordinary classroom textbooks and materials. The approaches shared can also be used in classrooms that are primarily taught in Korean, are focused on preparing students for entrance exams, and can work in large classes. These require a minimum of extra preparation on the part of the teacher, and are good for students of all ages. This meeting, as always, is Saturday, November 20th at 3:00 PM in room #4201 of the Language Center at Hannam University.

Kim Young-jip or Jeff Kim will give our activity-that-works. Jeff Kim has been the central office administrator at KOTESOL's national office here in Taejon until quite recently. He is well-known for having started the "Let's Talk" program where students e-mail each other in English. As part of this program, students must also wear a "Let's Talk" button when they are out in public. When they see someone else also wearing the same button, they

talk to them in English!! Jeff Kim will share the success of this program and how our own students can get involved with it.

Our December meeting will be our annual Christmas party. Like last year, it will be held at 'Here Today' in Dunsan-dong on Saturday, December 11th at 6:00 PM. 'Here Today' is the western restaurant with the landmark red and white striped outdoor window awnings, located in the same building as the largest English bookstore in Taejon, Kim & Johnston. It is across from Clover Apartments. It is also two blocks down the road from Hanshin department store and almost in between Carrefour and Time World. The telephone is (042) 487-6300/1. This Christmas party will be a great way to celebrate a great year for Taejon KOTESOL.

## Pusan

by Regina Oakland

It's been a busy summer and a busy fall for the Pusan KOTESOL Chapter. In August, we enjoyed a What Works Extravaganza courtesy of Patrick Guilfoyle, Jerry Foley, and Jack Large. A warm welcome back to Jack, a long-time KOTESOL supporter who's recently returned to Korea, and a fond farewell to Shelby Largay, our 2nd vice president, now in Taiwan (shaken but not stirred by the recent quake there). We kicked off our September 18 meeting with a presentation by David Kellogg, who detailed the findings of his team's research in creating homogenous "level-based" classes in a Taegu middle school. They tried to see whether the "level" of learners would effectively predict which exercises they chose. The interesting, unexpected result: "level" of the learners did NOT predict which exercises they chose. Also at September's meeting, we enjoyed a What Works presentation, "From Chant-up to Chat-up", by Shin Hye-kyung and Yee Jin-hee; their activities were a fitting follow-

-continued on next page



up to David's, and allowed everyone to chant, chat, mingle, and chat all the more.

October 30, our next meeting, promised to be an exciting one! We had another What Works Extravaganza. Presenters included Jeff Lebow, with "How many people live in Korea? One guy's approach to teaching numbers", Zoe (Eo Kyung) Im, with an activity for elementary school teachers (and the kid in all of us!), and Leslie Miller, with "Think Fast" (all levels) and "Business Cards for a Dream Job" (adaptable for all ages, but better for middle school and up). Moreover, we elected New Pusan KOTESOL executives: president, 1st and 2nd vice-president, secretary, treasurer, webmanager, membership coordinator, and member-at-large. (To be announced in the January edition of TEC) Please join the new Pusan KOTESOL Chapter executive team in making Pusan chapter better than ever.

In closing, a sneak preview to the year's end. Michael Duffy brings us a stellar one-man show on November 30, and December 11 witnesses our third annual Christmas party where, it is rumored, "Gamemeister" Andrew Todd may once again put in an appearance. Mistletoe, eggnog, fun and food (please bring a snack or beverage) are on the menu. For more information, e-mail us at <pusankotesol@hotmail.com>, or visit our website: members.xoom.com/pusankotesol

## Chongju

by Erik Newson

It is another season of meetings and events here at Chongju KOTESOL.

The Second Pacific-Asian Conference was well attended by our members, who, upon review, had taken in some very interesting presentations. The wide selection seemed to be the most attractive feature at this conference. The most popular presentation for our chapter was

"Asian-based Curriculum" by our former chapter-founder Rodney Gillett, who livened things up with "a bit of the grog". Afterwards we caught up with former chapter members Darren Bicknell from Singapore, and John Sloan from Hiroshima over galbi and other Korean things they miss.

Our previous meeting was on September 11 and our guest speaker was Steve Garrigues who did a presentation/seminar on "Cross-cultural Problems in Teaching English in Korea". The attendees, many of them frequent witnesses to cultural pragmatic failure in the classroom, were relieved to find the answers to questions that had been troubling them for such a long time. With an attendance of eighteen, including some recent arrivals to Chongju, we were able to share our ideas and experiences. Thanks again, Steve!

Our next meeting will be on Saturday November 27 at 2:30pm. It will be at our usual location: Room 312 of the Humanities Department at Chongju University in Chongju. We encourage all of our members to come out to that particular meeting because we will be having the election for our chapter executive. If you know anyone whom you would like to nominate to the executive, then come to our meeting and make a motion to do so.

## KTT

### KTT CALL FOR VOLUNTEERS

KTT, Korea Teacher Training, is a branch of KOTESOL which grew out of a SIG and founded by Gavin Farrell, past KTT Coordinator, in 1998. KTT provides teacher training workshops for all kinds of English teachers around Korea and gives teachers the opportunity to become speakers and share their knowledge and ideas with the teaching community in Korea.

We had a successful day of pre PAC-2 presentations at TTI, on Friday October 1<sup>st</sup>. First, the KTT Coordinator, Heidi Vellenga of Taegu University, gave a presentation entitled

"Meaningful Use of Pop Songs in the English Classroom" followed by Kevin Smyth's (of KyungIl University) "Oral Testing" presentation, which has been very popular especially among university instructors. Following the plenary, Douglas Margolis and Chung Young-Soo (both KOTESOL Seoul Chapter officers) gave a presentation entitled "Maximizing the Potential of Authentic Materials", and the afternoon finished with Dr. Steve Garrigues' (Kyungpook National University) presentation on "Phonological Pitfalls." The feedback from most of the Korean teachers who attended these presentations was favorable and enthusiastic. However, many PAC-2 conference attendees had problems locating the KTT room during the conference, which was also at TTI, where several experienced KTT speakers participated.

KTT is looking to expand its role in teacher training in Korea, and plans to team up with other teacher organizations such as KOSETA and KATE, and is looking for people interested in participating in official roles. There are currently openings for KTT Secretary, KTT Speaker Trainer and KTT Treasurer. In the near future, the position of KTT Coordinator will be available, and the current Coordinator is interested in working closely with the future Coordinator to ensure the success of KTT. If you are interested in becoming part of this dynamic organization, please contact Heidi Vellenga, KTT Coordinator, [heide@biho.taegu.ac.kr](mailto:heide@biho.taegu.ac.kr). Check out our website as well, which is linked to KOTESOL's at <http://www.kotesol.org/ktt/>.

For more information  
on  
KOTESOL  
Chapter activities  
contact the  
local Chapter Officers  
on pages 24-25

**Calendar** edited by  
**Robert J. Dickey**

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## CONFERENCES

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**Nov 11-13 '99** "Teaching Languages and Cultures for the New Era" Eighth International Symposium and Book Fair on English Teaching Taipei, Taiwan. Contact: Johanna E. Katchen, Dept. of Foreign Languages, National Tsing Hua University, Hsinchu 300433 Taiwan ROC. (Email) <katchen@FL.nthu.edu.tw>.

**Nov 25-27 '99** "Language Testing, Evaluation and Assessment for Thinking Schools." National Technological University International Conference. Singapore. Contact Radha Rayindran, Temasek Polytechnic, 21 Tampines Ave 1, Singapore 52957. (FAX) +65-789-4080. (Email) <radha@tp.ac.sg>. (Web) <http://www.ntu.edu.sg/sas/stets/index.html> (click "Happenings").

**Dec 11 '99** "Bilingualism: Acquisition and Attrition." Biannual meeting of the Applied Linguistic Association of Korea. Hanyang University. Seoul. Plenary speakers: Prof. Nam-shik park, Seoul National Univ.; Prof. Stephen Carey, Univ. of British Columbia; Prof. Lynne Hansen, Univ. of Brigham Young.

**Dec 17-19 '99** "Language, Curriculum, and Assessment: Research, Practice and Management" Annual International Language in Education Conference (ILEC'99). Hong Kong. Contact: Ms. Charlotte Law Wing Yee, ILEC'99, Hong Kong Institute of Educational Research, Faculty of Education, The Chinese University of Hong Kong, Shatin, Hong Kong, S.A.R., China. (Email) <wylaw@cuhk.edu.hk> (Web) <http://www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm>

**Jan 20-22 2000** Thailand TESOL (ThaiTESOL) Conference, "Reflections on the Past-Projections for the Future," Khonkaen, Thailand. Contact Naraporn Chan-Ocha or Suchada Nimmanit, Thailand TESOL, c/o Chulalongkorn University, Language Institute, Phayathai Rd., Bangkok, Thailand. (Tel) +66-2-2186100. (FAX) +66-2-218-6027. (Email) <naraporn.c@chula.ac.th> or <nsuchada@chula.ac.th>.

**Jan 28 2000** (Friday) KAFLE 2000 Conference "Foreign Languages: Education and Evaluation." Korea University, Seoul.

**Jan 30 2000** JALT Fukuoka Bookfair. Kyushu Building, Hakata. Contact Kevin O'Leary Tel: +81-942-22-2221. (Email) <ogs@kurume.ktarn.or.jp>

**Feb 11 2000** (Friday) KATE/YETA Winter Conference. "TEFL: New Era, New Directions, New Challenges." Topics: Language Acquisition, Curriculum, Materials Analysis and Development, Teaching and Methodology (elementary, secondary and college), Testing and Evaluation, Multimedia and CALL, and others. Korea Maritime University, Pusan. Contact: Prof Mar-Ran Park, Conference Coordinator. (Email) <mrpark@pine.pknu.ac.kr> (Tel) 051-620-6820 (FAX) 051-628-2791.

**Mar 21-25 2000** TESOL Convention "Navigating the new Millenium.". Vancouver, Canada. (Email) <tesol@tesol.edu> (Web) <http://www.tesol.edu>

**Mar 27-31 2000** IATEFL Conference. Dublin, Ireland. (Email) <iatefl@Compuserve.com> (Web) <http://www.iatefl.org>

**Apr 17-19 2000** Southeast Asian Ministers of Education Organization Regional Language Centre (SEAMEO). 35th RELC International Seminar, "Language Curriculum & Instruction in Multicultural Societies," Singapore. Contact Seminar Secretariat, SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352. (Tel) +65-737-9044. (FAX) +65-734-2753. (Email) <admn@relc.org.sg>. (Web) <http://www.relc.org.sg>.

**June 15-18 2000** "People, Languages and Cultures in the Third Millennium" FEELTA International Conference. Far Eastern State University, Vladivostok, Russia. Contact: Marina Rassokha, Far Eastern State University, English Dept, U1 Aleutskaya 56, Vladivostok 690002, Russia. (Email) <rassokha@ifl.hb.dvgu.ru> (Web) <http://www.glasnet.ru/~marklen/LATEUM.html>

**June 19-23 2000** LT2000 - Quality Language Teaching through Innovation & Reflection. This conference will focus on innovative and reflective approaches to language teaching at tertiary level, and will address local and international contexts in which quality teaching takes place. The conference aims to provide a forum for discussion of both theory and practice reflecting current trends in quality language education. Presentations are expected to cover the following areas: ESL/EFL teaching, Chinese language teaching, Foreign language teaching, Language teaching and technology. Contact: Elza Tsang, Conference Convenor. Language Centre, The Hong Kong University of Science & Technology, Clear Water Bay, Kowloon, Hong Kong SAR (Tel) +852-2358-7850 (FAX) +852-2335-0249 (Email) <LCLT2000@UST.HK> (Web) <http://lc.ust.hk/~centre/LT2000.html>

**July 3-4, 2000** Taegu Chapter Conference – Andong. "Language Learning as Education, Learning for Life." Contact: Kevin Sampson, Submissions Coordinator Andong National University, Language Center. Songchon-dong 388, Andong, Kyoungbuk 760-749. (Email) <Kevin.Sampson@andong.ac.kr> (Tel) 0571 850-5815 (FAX) 0571 841-1629 (attn K. Sampson). (Web) <http://lc.andong.ac.kr/eng/2000/index.html>

**November 2 - 5, 2000** JALT 2000 Conference "Towards the New Millennium" Mt. Fuji, Shizuoka, Japan. Contact local site chair Amy Hawley <shortone@gol.com> or write JALT Central Office, Urban Edge Bldg. 5F, 1-37-9 Taito, Taitoku, Tokyo 110-0016 Japan.

**Nov. 22-25, 2001** Third Pan Asian Conference "JALT 2001: A Language Odyssey" Kitakyushu, Kyushu Island, Japan. Highlights six years of collaborative research and publications by members of KoreaTESOL, ThailandTESOL, ETA-Republic of China and JALT. Contact local site chair Peg Orleans <tomnpeg@interlink.or.jp> or program chair David McMurray <mcmurray@fpu.ac.jp> and be sure to visit the website at <http://server1.seafolk.ne.jp/kqjalt/>

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## CALL FOR PAPERS

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**Nov 13 '99 for Apr 17-19 2000** Southeast Asian Ministers of Education Organization Regional Language Centre (SEAMEO). 35th RELC International Seminar, "Language Curriculum & Instruction in Multicultural Societies," Singapore. Contact Seminar Secretariat, SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352. (Tel) +65-737-9044. (FAX) +65-734-2753. (Email) <admnl@relc.org.sg>. (Web) <http://www.relc.org.sg>.

**Due Nov 27 '99, for Feb 11 2000 (Friday)** KATE/YETA Winter Conference. "TEFL: New Era, New Directions, New Challenges." Topics: Language Acquisition, Curriculum, Materials Analysis and Development, Teaching and Methodology (elementary, secondary and college), Testing and Evaluation, Multimedia and CALL, and others. Korea Maritime University, Pusan. Contact: Prof Mae-Ran Park, Conference Coordinator. Dept. of English Literature and Language, Pukyong University, 599-1 Dae-yong 3 dong, Nam-gu, Pusan 608-739. (Email) <mrpark@pine.pknu.ac.kr> (Tel) 051-620-6820 (FAX) 051-628-2791.

**Due Unknown, for June 15-18 2000** "People, Languages and Cultures in the Third Millennium" FEELTA International Conference. Far Eastern State University, Vladivostok, Russia. Contact: Marina Rassokha, Far Eastern State University, English Dept, U1 Aleutskaya 56, Vladivostok 690002, Russia. (Email) <rassokha@ifl.hb.dvgu.ru> or

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## EMPLOYMENT OPPORTUNITIES

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Teaching Positions - Mar/2000. Min: BA + Cert. Or teaching license + 2yr. exp. Conversation - 22 hr/wk. Contract completion bonuses. Single accommodation. Pension/medical/dental. Vacation: 5 wk. + Korean holidays. Salary: W1,400,000 Rel. MA - W1,600,000. For further information contact: Yom Mun-sil, Director of English Language Faculty. Woo Song University. 196-5 Jayang Dong, Dongku, Taejon 300-100 (FAX): 042-624-7294 (Email) <wlj@soback.kornet21.net>

To post information on job opportunities, please contact Peter Nelson at (Email) <peternel@cau.ac.kr>

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## SUBMISSIONS

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All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: Robert Dickey, Kyongju University, School of Foreign Languages & Tourism, 42-1 Hyohyeon-dong, Kyongju 780-210 (Email) <rjdickey@soback.kornet21.net>, Tel 0561-770-5136

# *The* TEC *needs your help*

Writers, columnists, editors and reviewers  
are encouraged to volunteer

The  
English  
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**Jean Claude Boudreau, KTT Webmaster** (see listing under PAC2)

*Book Project*

**Gina Crocetti, Editor** (Email) <crocetti@harbomet.com>

**KOTESOL LEADERSHIP RETREAT**

**SCHEDULED DEC. 4-5**

Contact Gerry Lassche for further info.

## Sookmyung University TESOL Center 3rd Open House

**November 22, 1999 6-9:30pm**

Sookmyung Women's University Auditorium

5th Floor, Main Building

Chungpa-dong, Yongsan-gu, Seoul

- Featured Presentation: Rebecca Oxford, Columbia University
- Student Display booths
- Teaching Demonstration and Analysis
- General Introduction to the Program

**Beginners  
Communication Games**

**Jill Hadfield**

**Longman: Harlow, England  
(1999).**

**Pp. 109.**

*reviewed by Patrick M. Guilfoyle  
EPIK teacher, Pusan*

*Beginners Communication Games* by Jill Hadfield is a good book for new and experienced teachers alike. The activities and games in the book assume a very limited knowledge of language from learners and require little preparation time from teachers.

**Book  
Reviews**

Hadfield's activities and games debunk the myth that one surely cannot be learning English if they are playing games! Hadfield's belief in using English games and activities is wisely illustrated by her personal philosophy: Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term (p. 8).

The games and activities in *Beginners Communication Games* are meant to practise, not to introduce new language, but should be used to consolidate what has been taught.

Most English teachers in Korea will find that *Beginners Communication Games* speaks for itself. The activities are suitable for beginners and elementary students of English, including fifth and sixth grade primary students if minor changes are made.

The book covers all four skill areas of English with emphasis being placed on listening and speaking.

The activities don't try to accomplish too much, since only one or two structures are covered per activity. Take for instance the concept of numbers, work routines, jobs, holidays and travel. In *Beginners Communication Games*, these structures are spread out over five games.

Vocabulary is presented in a clear and understandable way; only a clearly defined lexis is used in each activity.

The book lives up to its name through using co-operative communicative methods with students. Techniques such as information gap, guessing, search, matching, card games, problems and puzzles, role-play and simulation techniques are used in pair, small group and whole class activities. The activities in Hadfield's book are primarily co-operative; consistent with the philosophy that placing too much emphasis on a competitive approach would only discourage beginners of English.

There are perhaps several drawbacks to this book. First, the co-operative model inherent in the activities may be a little difficult for some Korean students to get accustomed to at first. The success of such communicative activities largely depends upon existing rapport between the teacher and students. Second, the vocabulary and pictures depict a British and European context. The vocabulary and pictures should better reflect the Korean situation. Finally, the activities are not suitable for upper level students in high school and above since they would be too easy. Teachers of such students could use *Elementary* and *Intermediate Communication Games* by Jill Hadfield, respectively.

How does *Beginners Communication Games* hold up to other comparable works? Two other books worth looking at are Hadfield's *Elementary Communication Games* (1984) and Lee, Graham and Proctor's *101 Games and Activities for Primary English* (1997).

At first sight, *Elementary Communication Games* looks exactly like *Beginners Communication Games*, but a closer sec-

ond look will reveal that the vocabulary is a little more advanced and that there are more structures to deal with in any given activity. These titles reflect the British system of distinguishing the "Elementary" level as following "Basic" and preceding "Pre-Intermediate". Basically, *Elementary Communication Games* is not meant for the beginner, hence the need for *Beginners Communication Games*.

Graham and Proctor's *101 Games and Activities for Primary English* is a good book for Korean teachers but is a little difficult for native English teachers to use since teaching instructions and tips are not bilingual. This book is best suited for level three and four elementary students.

*Beginners Communication Games* is one of the best books of its type-- communication activities requiring minimal preparation for the teachers - on the EFL market. The activities contained in the book are based on sound methodological principles and are easy to demonstrate and use. Best of all, the activities are flexible and can be adapted to fit almost any situation.

**REFERENCES**

Hadfield, Jill (1999) *Beginners Communication Games*. Longman: Harlow.

Hadfield, Jill (1984) *Elementary Communication Games*. Longman: Harlow.

Lee Won-ki, Melanie A. Graham and Stanton H. Proctor (1997). *101 Games and Activities for Primary English*. Moonjinmedia: Seoul

**THE REVIEWER**

Mr. Guilfoyle is a 3rd year EPIK teacher in Pusan. He earned a Bachelor's degree in History and Education in 1994. He has five years of teaching experience (two in Canada and three in Korea). He is currently a Birmingham MA TEFL student. Mr. Guilfoyle is the membership coordinator of Pusan KOTESOL and is the column editor of "Culture Corner" in TEC.

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**KOTESOL's new website  
www.kotesol.org**

# Call for Papers

## The Korea TESOL Journal

### Information for Contributors

#### **EDITORIAL POLICY**

The *Korea TESOL Journal*, a refereed journal, welcomes previously unpublished practical and theoretical articles on topics of significance to individuals concerned with the teaching of English as a foreign language. Areas of interest include:

1. classroom centered research
2. second language acquisition
3. teacher training
4. cross-cultural studies
5. teaching and curriculum methods
6. testing and evaluation

Because the *Journal* is committed to publishing manuscripts that contribute to bridging theory and practice in our profession, it particularly welcomes submissions drawing on relevant research and addressing implications and applications of this research to issues in our profession.

"Action Research" -based papers, that is, those that arise from genuine issues in the English language teaching classroom, are welcomed. These pedagogically-oriented studies, along with case-studies/reports, displaying findings with applicability beyond the site of study, rightfully belong in a journal for teaching professionals.

The *Korea TESOL Journal* prefers that all submissions be written so that their content is accessible to a broad readership, including those individuals who may not have familiarity with the subject matter addressed. The *KOTESOL Journal* is an international journal. It welcomes submissions from English language contexts around the world, with particular reference to learners from northeast Asia.

#### **GENERAL INFORMATION FOR AUTHORS**

##### **Submission Categories**

The *KOTESOL Journal* invites submissions in four categories:

**I. Full-length articles.** Contributors are strongly encouraged to submit manuscripts of no more than 20-25 double-spaced pages or 8,500 words (including references, notes, and tables). Submit three copies plus three copies of an informative abstract of not more than 200 words. If possible, indicate the number of words at the end of the article.

To facilitate the blind review process, authors' names should appear only on a cover sheet, not on the title page; do not use running heads. Manuscripts should be submitted to the Editor of *KOTESOL Journal*:

Rodney Tyson, PhD  
Daejin University, English Department  
Pocheon, Kyeonggi, 487-711, South Korea

**II. Brief Reports and Summaries.** The *KOTESOL Journal* also invites short reports (less than 1,000 words), manuscripts that either present preliminary findings or focus on some aspect of a larger study. Papers written in pursuit of advanced education are appropriate for summarization. Send **two copies** of the manuscript to the Editor.

**III. Reviews.** The *KOTESOL Journal* invites succinct, evaluative reviews of professional books, classroom text, and other instructional resources (such as computer software, video- or audio-taped material, and tests). Reviews should provide a descriptive and evaluative summary and a brief discussion of the significance of the work in the context of current theory and practice. Submissions should generally be no longer than 700 words. Submit **two copies** of the review to the Editor.

**IV. The Forum.** The *KOTESOL Journal* welcomes comments and reactions from readers regarding specific aspects or practices of our profession. Contributions to The Forum should generally be no longer than 7-10 double-spaced pages or 3,500 words. If possible, indicate the number of words at the end of the contribution. Submit **two copies** to the Editor of the *KOTESOL Journal* at the address given above.

Brief discussions of qualitative and quantitative **Research Issues** and of **Teaching Issues** are also published in The Forum. Although these contributions are typically solicited, readers may send topic suggestions or make known their availability as contributors by writing directly to the Editor of these subsections.

*"The KOTESOL Journal accepts submissions on a continuous basis. However, because the review and printing process usually requires nine weeks or longer, we recommend that papers be submitted as early as possible in order to be considered for publication in the Fall 2000 issue."*

## 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 individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.
    2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.
    3. The dues for each category of membership shall be determined by the Council. The period of membership shall be 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.