



The Newsletter of
Korea Teachers of English to Speakers of Other Languages July 1997 Volume 1 Issue 2

KOTESOL

Using Flexible Grouping Effectively in the EFL Classroom

*Prof. JoAnne D. Bradley,
Hoseo University Chonan, S. Korea*

We want to provide a comfortable and confident classroom atmosphere. It is a fallacy that the numbers should be few in the EFL classroom, particularly in Asia. The students' previous academic experience has been in large classroom groupings, which remove the individual pressure to be constantly speaking. In this environment, students have time to consider a response and to listen to others. To maximize student comfort and confidence, I suggest that larger general class sizes are a more favourable situation. This allows the instructor to form pairs, teams, or other flexible groupings according to the content and the skills to be encouraged. It requires accurate labeling of the skills emphasized in each lesson, and an understanding of the types and functions of groups in order to maximize confidence and comfort and, therefore, learning.

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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

The English Connection

Is a Publication of
Korea Teachers of English
to Speakers of Other Languages

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Kyongsang Printing, Masan, Republic of Korea

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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.

The English Connection welcomes any previously unpublished article in the following categories:

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

Reports; should be 500-1500 words and should highlight events of interest to TESL professionals. Commercial submissions are discouraged.

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 of a book of other material previously reviewed in *The English Connection*.

Calendar submissions should be less than 150 words for *Conferences* and *Calls for Papers*, less than 75 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 all submissions.

Submissions can not be returned. *The English Connection* retains the right to edit all submissions that are accepted for publication. Submissions will be acknowledged within two weeks of their receipt.



THE ENGLISH CONNECTION, published six times a year, bimonthly, is the official newsletter of Korea Teachers of English to Speakers of Other Languages (KOTESOL) (a membership organization) and is distributed as a service to the members of KOTESOL.

Advertising is arranged through Kim, Jeong-Ryeol at Korea National University of Education Department of Elementary Education Tarak-ri, Kangnae-myeon, Chungwon-gun, Chungbuk 363-890.(phone: 0431-230-3537) (fax: 0431-232-7174) (e-mail: jrkim@knuacc-sun.knu.ac.kr).

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The English Connection

Korea Teachers of English to Speakers of Other Languages

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Korea TESOL's Second Mission: Organizational Development

I should start this by giving kudos to the Pusan Chapter leaders and members for their success in hosting their first Mini-conference, held at Pusan University of Foreign Studies, on May 24, 1997. It was very exciting for me to see more than 300 faces at the conference beaming with joy and new hopes for their teaching. All three plenary speakers, Greta Gorsuch, Barbara Hoskins and David Paul, came in a timely manner to us with their wisdom to scratch our long-time itches of assessment and teaching English to children. Thank you, professors.

Along with the Cholla Chapter Annual Mini-conference which is held in January, the Pusan Chapter conference is one good example to show us the way an organization like Korea TESOL can achieve its organizational development. The power and the strength of an organization can be built only when the supporting system runs well top down and bottom up simultaneously. The national organization should support the local chapters to strengthen themselves and in return the local chapters should cooperate with one another to make their mother organization a solid one. And that's what we are pursuing now, I believe.

At several different events and conferences I attended during this spring semester, I have heard from many people that Korea TESOL is the most active organization for English teachers in Korea, and in short, it's ALIVE! I would like to take their comment as a genuine compliment, not as flattery made simply to make me happy. Yes, we are young and energetic, and restlessly hard working. We are also going through odds and ordeals, our growing pains. However, even that is good because that makes us challenged to think things out and make a difference.

In order to realize some organizational development, we are doing several projects: First, Korea TESOL publications, bi-monthly newsletters and an annual academic journal. The first issue of our newsletter has been sent out to the members in May and provided them with the updated news and information, an incentive and a pride for becoming a part of Korea TESOL. It was quite impressive. Thanks, publication folks! It will expand its contents and volume offering more issues and cures as it continues. I strongly encourage all of you to contribute your thoughts and ideas to the newsletter.

The journal is in the process of shaping itself in order to meet the needs and expectations of our members. We are aiming high to publish a quality journal and it requires highly-skilled ELT professionals. We have been fortunate

President's Message by Park Joo-kyung



to have Dr. Caroline Linse as our editor-in-chief and her task force. We published our first journal in January, which was a little light but showed great potential to become a good one. I am very sorry that she is leaving

her position (and this country) due to her new career back in the States. Best wishes to you, Caroline. Now Korea TESOL is searching for her successor who will have an expertise in editing an ELT journal and a willingness and dedication to share her or his expertise with us. Please nominate someone or yourself.

Our second project is to strengthen our existing chapters and Special Interest Groups (SIGs) and establish new chapters and SIGs upon our members' demands. We have six local chapters, including Seoul, Pusan, Cholla, Taejon, Taegu, and Cheju. According to the May issue of the Cheju Chapter Newsletter, they have outreached the number of members to be named as an official chapter of Korea TESOL. Congratulations to Cheju and thanks to the Cheju leaders for your hard work!

Not many national SIGs are actively working in Korea TESOL now, except the Teacher Ed/Development SIG thanks to ever-passionate Greg Matheson and his group members. However, I can easily anticipate that all our N-SIGs will fully blossom soon because people are talking about the needs and wants of sharing things with those who have common ground. Our profession, TESOL, continuously challenges us to develop our professionalism. Working in SIGs will give you an opportunity to expand your professional capacity.

Our last but not the least project is to make our annual conference a success. As I mentioned in our last newsletter, Korea TESOL is getting ready for two big events: First, the 1997 Korea TESOL International Conference with the theme "Technology in Education: Communicating beyond traditional networks". It will be held at Education and Cultural Center in Kyoung-ju, Korea, on October 3-5, 1997; Second, the 2nd Pan-Asia Conference in 1999, with the theme "Teaching English: Linking Asian Contexts and Cultures." The Pan-Asia venue will be announced shortly.

The annual conference serves as our final product of our work and efforts throughout the year as well as a new starting point for the next year. (The term of the Korea TESOL national officers and the fiscal term start and finish with the conference.) It reflects our current state of ELT in Korea and abroad, and provides a new direction for us to be geared toward, in order to better our research and teaching. You will not only have a great learning experience by attending others' presentations but also you can build your professional credentials by presenting your own perspectives, which is one of the things our demanding society wants us to do. Oh, well, after all, we are all professionals, aren't we!

Teacher Ed. group meets, discusses primary English education & training

by Greg Matheson,
Soonchunhyang University

The first cross-country meet of the Teacher Development/Teacher Education group was held at Hannam University on Sunday April 20 and featured a number of papers on the theme of the preparation of elementary school teachers for the teaching of English in the public school system from this year.

KOTESOL President Park, Joo-kyung's paper gave an overview of the situation and emphasized the importance of making goals clear and the need not to deskill the Limited English Proficiency teacher. She also called on parents to work with teachers rather than criticize them. She noted that teachers need to be able to maintain control of the anxiety levels to which they are subjected. Just as learners of English cannot learn if the affective filter is too high, teachers cannot become better teachers if they are too anxious. She also suggested appropriate methodology for the LEP teacher and discussed the importance of teachers' organizations like KOTESOL.

Hwang Pyung-young (Pusan National University) reported the answers to some sensitive questions that teachers on a training course with native speakers and bilingual teachers were asked. They said what they wanted was pronunciation, conversation, classroom English, a ridding of inhibitions, culture and teaching methods, among other things. Included among what was most useful were the games, conversation with NS, listening with the bilinguals, pronunciation and discussions. What they missed was actual teaching practice, classroom visits and greater understanding by the NS. She

also showed a video made for participants on the course featuring teachers as actors performing a drama. Peter Nelson of Chung Ang University (Seoul) spoke on the need for professional ESL training regardless of one's academic or teaching background. His presentation outlined the CELTA (Certificate of English Language

be expected to acquire their English skills outside the university and to show a certain level of skill in tests given when they seek certification.

Barbara Wright (Korea University) noted the current controversy in Korea about which methods are best for teaching foreign language to children.

It does not matter whether the teachers are native speakers themselves so long as they supply as much input as possible at the appropriate level for their students.

Teaching to Adults) program offered by International House in England, and in particular its emphasis on "hands on" teaching methods and the use of tutor feedback. Dr. Nelson presented a wide range of teaching materials used by IH and showed how they could be applied in the classroom. His talk was repeated in the Pusan mini-conference on Saturday, 24 May at 9:30 am.

Past President Kim Jeong-ryeol talked about the varying emphases which English departments at national uni-

versities of education are placing on traditional academic concerns, on methodological preparation and on language skill improvement in the pre-service training of elementary

After discussing her personal experience learning French as a child in America, teaching Spanish as a Second Language to American children in Mexico, and Training Elementary Teachers in America, the presenter concluded that the Natural Approach to language acquisition (Krashen and Terrell, 1983) is the best one for children under the age of 11 or 12. She showed a portion of a video entitled The Natural Approach (Brauer, 1995) which illustrates a multilevel foreign language classroom with students at various levels of language acquisition: Preproduction Stage, Early Production Stage, Speech Emergence Stage, Developing Fluency Stage. The film shows that it does not matter whether the teachers are native speakers themselves so long as they supply as much input as possible at the appropriate level for their students and so long as they do not force students to speak until they have reached their production level of acquisition.

What they wanted was pronunciation, conversation, classroom English,

school teachers, as the Ministry of Education seeks to lower credit hours from 150 to 140 to allow double majors in areas beside elementary education. The two poles appeared to be a continuation of traditional concerns and a progressive attempt to give new teachers the methodological tools to cope with the new demands. He also suggested teachers in the future may

Greg Matheson, former Seoul Chapter President, is a founding member of the Teacher Development and Education special interest group. He worked at the Korea Times for 10 years before joining Soonchunhyang University. He can be contacted by email at grr@chollian.dacom.co.kr.

National conference slated for Kyoungju; October 3-5

The 1997 Korea TESOL Conference, *Technology in Education: Communicating Beyond Traditional Networks*, will be held on the weekend of October 3-5, 1997 at the Educational and Cultural Center in the Pomun Lake Resort area in historic Kyoung-ju.

With this change in venue, the 1997 Korea TESOL Conference promises to provide greater opportunities to exchange ideas. In taking the conference out of a university in Seoul and having it at the world class Kyoung-ju Educational and Cultural Center, all conference participants will be spending two and a half days gathered together at one self-contained site. Participants will not have to fight Seoul traffic and the uncertainties of getting a yongwan or a hotel room. Members have requested more time at conferences for both structured and informal socializing and discussion with people having similar interests. The possibility for this will now be maximized as members will now be attending presentations and staying and eating in one central location.

The conference committee has agreed to rent a block of rooms from the center in exchange for free use of the conference rooms. Therefore members are asked to support the conference by taking a room at the conference site. And as transportation to Kyoung-ju is limited but in heavy demand on a holiday weekend, the conference co-chairs are currently negotiating with a travel agent to provide an economical, convenient and comfortable group package which will include transportation, lodging, meals and an optional tour of Kyoung-ju. Details on this will be forthcoming. Please wait to make travel plans until you receive this information.

The conference program will truly be international and will provide the finest opportunity for professional growth available in Korea. There will be notable speakers from thirteen countries: Singapore, Hong Kong, New Zealand, the USA, Canada, Mexico, Australia, China, Japan, Malaysia, Taiwan, Thailand and the UK. In keeping with the theme there will be technical presentations on using Internet and videos in the language classroom. There will also be numerous nontechnical presentations. For those teaching at the secondary, college and adult levels there will be presentations on the use of drama in the classroom and cross cultural communications. For those teaching at the elementary level there will be presentations on the use of games, motivational activities and communicative activities. You can be certain that this conference will stimulate you to try new ideas in your classroom this fall.

One of our plenary speakers will be Former IATEFL Chair

National Conference by Kari Kugler

Alan Maley (1988-1992) who teaches in the Master's Program at the National University of Singapore. He has been in the TESL field for over thirty years and worked for the British Council in six countries from 1963-

1988. He will deliver a paper entitled "Technology: Bane or Boon?" This presentation will examine the role of information technology in language learning and assess the viability of advanced technology in particular cases.

David Nunan, another plenary speaker will be sponsored by International Thomson Publishing. Perhaps best known in Korea as the author of the textbook series, *Atlas: Learning-Centered Communication* published by Heinle & Heinle, David Nunan is currently Professor of Applied Linguistics and Director of the English Centre at the University of Hong Kong. In 1995 he served on the Executive Board of TESOL International. In his presentation "Beyond Traditionalism: What We Have Learned from Twenty Years of Research and Practice in Foreign Language Teaching" he develops the idea that, "current trends are basically evolutionary rather than revolutionary in nature..."

The 1997 KOTESOL Conference will also have other exciting speakers. Jack Richards, author of the series *Interchange* will be presenting. The 1997 Conference will also feature Angela Llanas, co-author of the *Kid's Club* series. She is coming from the Anglo Mexican Cultural Institute in Mexico City, Mexico to do presentations on elementary classroom methodology. Julia ToDutka and Irwin Kirsch from Educational Testing Services, makers of the TOEFL Test will be coming to demonstrate TOEFL 2000. To address the need to develop an awareness of global issues in the language classroom, Kip Cates from Japan and Tim Grant, Co-Editor of *Green Teacher* will be giving presentations.

October 3-5 is a weekend in Kyoung-ju that you will not want to miss! At no other place or time this year in Korea will you have an equal opportunity for professional development! We look forward to seeing you in historic Kyoung-ju, capital of the Shilla Dynasty where the present exists side-by-side with a one thousand year old history!

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Getting Students to Speak English

by *Barbara Hoskins*

Getting students to speak in English class is rarely a problem. Students love to talk about school, about their clubs, about their friends, about their interests. Getting to speak English is sometimes more difficult. Students most often revert to their first language during activities and other less-structured language practice. They revert to their L1 when faced with activities that are beyond their language level, inadequately explained, or provide no real reason to speak.

We can not force our students to speak English. However, we can make it easier for them to stay in English by ensuring that students always 1) know the language necessary for the activity; 2) understand what they are expected to do in the activity; and 3) have a reason to speak.

To meet the first requirement, always examine activities before using them to see exactly what language will be necessary and be sure that students have already learned that language. Then, give students some sort of language reference (like a grammar box) to use during the activities. Activities are not a very good means of teaching new

all students understand what is expected of them can take a lot of time, at least the first time an activity is introduced. However, if you use the same types of activities often, to practice new language, then the time is well-spent.

To give our students a reason to speak, we need to make activities communicative, dividing information in such a way that students have to share their information in order to complete an activity or "task." There are three basic types of communicative activities, or ways of dividing information. The examples I have listed under each category are all activities taken from various *Let's Go* teacher's books, but as models for creating activities, they can be used with any textbook.

I. JIGSAW

In a jigsaw activity, every student has one piece of information. Students have to work together and share information in order to complete a task. Typical jigsaw activities include Living Sentences, Strip Stories and Find Your Partner.

LIVING SENTENCES.

The class is divided into groups of as many students as there are words in a sentence. Each student has one word of a sentence, and students may not

show each other their words. Students stand, and by repeating their words, put themselves in order to form a sentence. They may not speak except to repeat their words.

STRIP STORIES.

Each student gets a line of a dialog or reading passage, and the group works together to put the dialog or passage in order.

FIND YOUR PARTNER.

Students each receive half of a set: two identical pictures, two halves of a sentence, or a question and answer. By repeating the target question or sentence, students try to find their partners (the student holding the matching card).

II. TRANSFER

In a transfer activity, one student has all of the information and transfers it (usually by telling, or asking questions) to other students who then do something with the information. Typical activities include Bingo, Picture Game, and Charades.

PICTURE GAME.

Write 5-10 vocabulary words or phrases on a list (for younger children, use Student Cards or other picture cues). Divide the class into teams. Show the first item on the list to one student from each team. Check to make sure that all students understand the word or phrase. Then, students go back to their groups and try to get the other members to say the item. There are only two rules: stu-

dents can not use the target word and they cannot use their L1. For young children, let them draw pictures and use gestures to communicate the target word. For older children (and adults) allow them to also talk around the word, using other vocabulary to communicate the word.

CHARADES.

One team member uses gestures and actions to elicit a vocabulary word or phrase from his or her team. However, if you have students stop during their miming, you can also use charades to practice the past continuous (What was she doing? What is she doing now?

Living Sentences

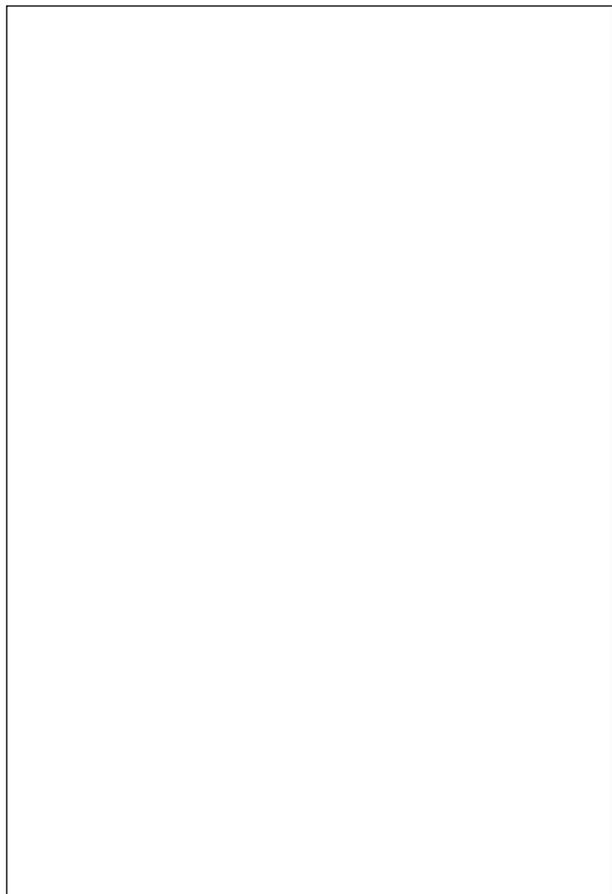
language. They work best in the practice that comes after students are comfortable using a new structure.

We can meet the second requirement by modelling activities before asking students to do them. Making sure that

What was she doing when I said "stop"?).

BINGO.

Each student has a nine-square grid,



three rows of three squares each (the traditional 25 square grid works fine, but takes more time). Students select nine Student Cards (based on the lesson) and arrange them at random on the grid, or write nine vocabulary words or phrases in the squares. The caller picks a card from a duplicate set of Student or word cards and calls out the vocabulary item. If the students have that item on their grids, they turn the card over, or cover it with a piece of paper. The winner is the first student to cover three squares across, down, or diagonally.

III. EXCHANGE

Each partner has half of the information, which must be exchanged in order to complete a task. Exchange activities include information gap, Back-to-Back Pictures, and File Grids.

INFORMATION GAP.

Information gaps are common in adult classes, but rarely used with children. They work equally well in children's

classes, if we make sure that our students have all the language necessary to complete the gap and that they clearly understand how to do it. This kind of activity is more complicated than some of the others, and may take more time for modeling, but the quality of the language practice makes it worth the extra time. To make an information gap activity, select 2-3 questions to be reviewed. Names go in the first column, and the answers to the questions are equally divided between Students A and B. To ensure that students have all of the lan-

guage necessary to do the activity, include a grammar box or language example with the information gap. Students take turns asking and answering questions to fill in their grids. For older children, it is also a great opportunity for spelling practice if they have to ask each other how to spell parts of the answer.

For younger children (non-readers), you can make an information gap using pictures and Student Cards. Make the information gap grid large enough to accommodate Student Cards. Place a notebook or some other object as a screen so that students can not see each other's grids. Student A places Student Cards on his or her grid for the first half of the information. Student B does the same for the second half. Then, students exchange information by telling or answering questions. They place Student

Cards in their open spaces based on the information they are given. Students check their answers by comparing the grids; they should be identical.

BACK-TO-BACK PICTURES.

Students first draw a simple picture using familiar vocabulary items. Students can also use simple pictures drawn by the teacher to speed up the activity. Sitting back-to-back, students take turns telling each other what to draw (and after they have learned prepositions, where to draw it) to duplicate the picture. Students check their accuracy by comparing drawings.

FILE GRIDS.

This activity uses a nine-square grid similar to the Bingo grid, but numbered 1-9. Students draw pictures or write words in each of the nine squares. Alternately, students place Student Cards in each of the squares. Then, students take turns telling their partners how to recreate the grid. (Number 1. Two trees. Or What's 1? It's two trees.)

Students compare grids to check their accuracy.

Whenever we use communicative activities with our students, we allow even beginning students to use language in the same way advanced speakers do. They stop thinking about the language and start using it as a means to do something. In fact, games and activities are probably the most real way students can use language in class. But in order to be effective and motivating, we must always be sure that students have all of the language necessary to complete the task, know clearly what to do, and feel that there is a real reason to speak. Do these three things, and you too will experience the day that you have to say "Please stop speaking English for just a moment!"

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Mini-conference brings maxi-confidence at Pusan KOTESOL

by *Cho, Sook Eun,*
Saemyung Institute

On the bright, breezy morning of May 24th, the Pusan Chapter of Korea TESOL started its first conference at Pusan University of Foreign Studies. Even before the opening address took place at 10:30, the classrooms of the University's Language Center were full for a set of concurrent sessions.

There were 5 presentations at 9:30, for the first session of the day. One of the presenters, Barbara Hoskins, co-author of *Let's Go*, was one of those early morning presenters. It worked out very successfully, as the book has already become one of the most popular English courses for children in Korea.

Most of the attendees knew about the book and responded perfectly to her guidance. She showed multiple ways of using her books, cards and even small details on each page. But because of the limited time, she concentrated on level 1, and couldn't spare much time on the higher levels. Anyway, her presentation was full of ideas with joyful methods, with many new ideas to try.

And an afternoon session by former Pusan Chapter President, Michael Duffy, was also joyful, with popular songs for the classroom. We learned vocabulary, idioms, grammar, and even culture in different songs, including a Korean one.

Barbara Hoskin's afternoon plenary entitled "Getting Children to Speak English" focused on ways of structuring tasks so as to steer young learners away from speaking Korean to get their point across.

The opening plenary talk was given by Greta Gorsuch of Mejiro University, Japan, co-author of the *Lingual House, Impact* series. Her subject was not the textbook, but student as-

essment. She argued that testing, rather than being just an unwelcome burden, should be a central part of teaching. She stressed the importance of testing students' mastery of what they have been taught, rather than their overall proficiency, as measured by TOEFL or TOEIC tests.

Another perspective on teaching children was offered by an old friend of the Chapter, David Paul, in the closing plenary. He stressed that one of the essential roles of the teacher is to create confusion in the mind of students, in order to ask questions. Drills

can be initiated by presenting a set of seemingly unrelated phrases, or by posing as an alien who needs to have even the most common place things explained.

All the attendees, teaching English in schools, colleges or institutes, showed an enthusiastic response to the various sessions. They seemed to be very pleased having a high level conference here in Pusan. The teachers I spoke to were interested above all in getting new materials, methods and guidance in using books from the authors.

Mood at Mini-conference Positive

by *Kimberlee Rasmusson,*
Kyungil University

Imagine the smell of fresh sea air, the touch of cool breezes, and the sight of sun and showers over green hillsides in . . . Pusan! First-timers coming to this port city in mid-May can't help but feel invigorated by the air, land, and sea. So it was for over 200 participants who came to the 1997 Pusan Chapter of Korea TESOL Mini-Conference on May 24th at Pusan University of Foreign Studies.

The Pusan Chapter representatives, namely Naun Hwang, Les Miller, Robert Dickey, Jeanne Martinelli, and Mike Hughes, along with the faculty, administrators, staff, and students of PUFSS could not have done a better job in organizing this event. From 8:30 a.m. to 8:30 p.m. teaching professionals from around the nation and from other countries spent time talking with old friends and making new friends. Attendees gleaned exciting new ideas for the classroom in between the catered lunch and dinner, drinks, raffle, and publishers' displays all for a fee of 5,000won per person.

At the center of this year's conference entitled, *Theory into Practice: Teaching English in the Asian Classroom*,

stood the three plenary presenters: Greta Gorsuch (Longman), Barbara Hoskins (Oxford University Press), and David Paul (Heinemann). Ms. Gorsuch succinctly described differences between testing methods and how knowing these differences can help make teaching English more intentional and goal driven. She strongly urged teachers to use pre-and post-tests designed to measure student achievement. Ms. Hoskins, on the other hand, demonstrated communicative classroom techniques for getting children to speak English. She believes that, "Children will use English in activities if they 1) know the language necessary for the activity, 2) understand what they are expected to do, and 3) have a reason to speak." Ms. Hoskins recommended specific activities. David Paul expounded his methods for teaching Asian students -- begin with a game, continue with games, and end with a game. For him, the role of the game is central when training students to speak out.

Of course, there wouldn't have been a 1997 Pusan Mini-Conference without the 23 session presenters who volunteered their time and expertise. The mood throughout the day was so positive that many sessions ran over. Overall, participants left the conference feeling enlightened and edified.

Cross-cultural couples: surprises? No surprises?

by Kang, Yun Jong;
Kim, Sun Jung;
Park, Eun Jung;
and Jung, Dong Ho



editor's note: *Cultural Corner* is a sharing corner: resources, comments, feedback to appearing articles, any passing thoughts or ideas that one KoTESOL member thinks might be helpful to another KoTESOL member. Be reflective. Hold cultural dialogues. . . Last issue we heard about *Humor in the Classroom*; this edition we look at cross-cultural love. Comments and column ideas to: jeanne@hyowon.cc.pusan.ac.kr

"Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard won communicative competence, challenging their ability to make sense of the world around them." --Claire Kramersch

As noted language and culture linguist expert, Claire Kramersch, points out above, we are becoming more and more aware of the influence (no matter how appearingly subtle) of culture in foreign language learning. What happens when these cross-cultural issues leave an academic realm, and enter matters closer to the heart: cross-cultural love relationships?

A group of students at Pusan National University wanted to find out just that. They developed a question-

naire which they used to interview eleven different "cross-cultural" married couples. Their subjects were a variety of Korean, Japanese, Australian, American, Canadian, and English mixed married folks. Following is a brief summary of some of their findings, which may not be surprising to those involved in bicultural communities for any length of time. But for these young adults, eager to define just what exactly "globalization" means in their country, on a personal romantic level, and for others equally curious, it's something to think about.

As the world gets smaller through globalization and more people travelling and living abroad, more people have opportunities to meet someone from a different cultural background. Today in Korea, we can see many cross-cultural couples. Only a few years ago, it was not uncommon that mixed

to discover how couples overcome and compromise cultural differences in order to understand each other.

BEFORE MARRIAGE

Initially, the main attraction for our couples was personality (and "lust" as one respondent said!), rather than cultural differences. But they admitted that cultural difference was the second leading factor in choosing their partners. Most of them met through mutual friends, except for one special case where one couple was fixed up by the wife's daughter (through a previous marriage).

For foreigner husbands there was no difficulty in getting permission from their parents, but for Koreans it was hard to persuade their parents. However, to our surprise, the parents allowed them to marry after meeting their "would be son-in-laws." Even though they had communication problems, they got along with each other very easily and quickly they said.

DURING MARRIED LIFE

Throughout married life, couples experience each other's culture, which broadens their point of view about world affairs. However, because of different language and customs, they often must explain every detail. This can be a little frustrating. Some suggestions offered by some couples were that those who are afraid of the difficulties,

For foreigner husbands there was no difficulty in getting permission from their parents, but for Koreans it was hard to persuade their parents. However, to our surprise, the parents allowed them to marry after meeting their "would be son-in-laws."

couples were stared at and given dirty looks. But today people seem to accept such couples more and more.

Our questions were divided into three parts: before marriage, current marriage life, and children. Our goal was

keep communicating with each other in order to overcome the differences and try to see their partners as humans and not as foreigners. Most of the people we talked to have not yet had any serious arguments, but they do

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What does training do?

by William Snyder,
Korea University

Korea is awash with English teachers. You can meet people who are plying this trade every day, everywhere you go in Seoul. And every day, you can read and hear the complaints: the quality of English teaching is low; too many teachers aren't qualified to teach and don't know what they are doing in the classroom; too much money is being spent on too little value. These are genuine matters of concern, both for the sake of any students affected and for the reputation of the profession.

At the same time, we also have to clear up the difference between being qualified and being a good teacher. In Korea, the minimal qualification for a native speaker to receive a work visa for teaching English is a B.A.. I know many people who would argue that anyone without some kind of professional training is unqualified. But here's where things begin to get fuzzy for me. I've met a lot of people who only have B.A.'s, who don't have professional training, and who I think are good teachers. Not just here, but in America, as well. I'm sure the same situation exists in other places. All around the world, people without professional training are acting as English teachers. A number of them are good at it and make a career of teaching English. Some even go on to acquire professional training. If professional training isn't a prerequisite to being a good teacher, then why do it? The people who enter professional training programs generally expect that the process will make them better teachers, that it will add to or expand their ability to function in the classroom in some way. But how? What does training do? I'd like to present some ideas and put forth a proposal for research that may help us understand the role of training more clearly. Teachers' participation in the classroom is shaped by their frames of ref-

erence, the personal and professional experiences that affect how they approach the learning process. 1) The personal experiences are their life stories, especially their experiences as learners (of languages). Their professional experiences encompass both their experience in the classroom as teachers and any training they might have. Each of these influences the decisions individual teachers make in planning and managing the learning process; each of them teaches the teacher something about how to make learning possible.

The rest of this article will focus on the role of professional training alone, leaving classroom experiences, from both sides of the desk, aside. Professional training really comes in two parts: a theoretical education which provides teachers with background knowledge about their subject matter and practical training in methodology and classroom management. 2) While most American M.A. programs offer both kinds of training in a package, it is possible to separate them. For example, my degree is in linguistics, but I went through a program that did not provide teacher training courses. I have a good understanding of second language acquisition processes and of the structure of English as a result, but what I know of classroom management and teaching methodology has come through my experience as a teacher and searching by myself for answers to questions I had.

Here are some thoughts as to what each contributes to shaping a language teacher, based on my experiences and informal talks with other teachers. The theoretical education provides teachers with a richer understanding of what is happening to the learner. When teachers can recognize developmental patterns in their students' acquisition of language, they are better able to adapt the classroom process to the learner and provide them with focused lessons that build on what they have shown they know. Part of creating these lessons is mak-

ing use of the knowledge of language provided in the theoretical education. This knowledge also allows teachers to answer student questions about language with accuracy and confidence. The practical training expands the menu of choices teachers have for constructing lessons and presenting the language to the learner. When teachers have options, they can adjust their lessons to use methods that are most effective with their students, even during the course of a lesson. They also gain flexibility in the roles they can present themselves in to learners, being a facilitator of language use at one time, a resource for language structures another. Lastly, both education and training provide teachers with a professional vocabulary that allows them to communicate with one another and enhance their abilities through those interactions. As I said earlier, these are thoughts, best guesses, based only on informal self-observations of teachers. (And in presenting them, I want to make it clear that the results of professional training can only be wholly understood in terms of its interaction with the other types of experience that make up the teacher's frame of reference.) These observations are the foundation for a research project I am beginning in order to better understand the effects of professional training.

I would like to interview experienced teachers, who have worked at least one year, but do not have professional training, about their approaches to teaching, what they have learned from their experiences, and how they feel professional training might be of use to them. These teachers are a resource to help us begin to understand how experience and training shape teachers. If you meet these qualifications, please contact me via e-mail at wsnyder@net.co.kr or by phone at 2-920-2226 (work) or 2-921-4102 (home).

William Snyder has a PhD in Linguistics, specializing in Second Language Acquisition from Northwestern University. His current research focuses on non-professional teachers' theories of teaching and classroom communication.

Looking Forward to The Second Pan Asian Conference

The First Pan Asian Conference, the theme of which was "New Perspectives on Teaching and Learning English in Asia" ended on January 5, 1997. The conference was a success. Thai

TESOL gave an excellent demonstration on how to organize and host a conference. For three days, hundreds of English teachers from Thailand, Japan, Malaysia, Indonesia, Korea, Taiwan, Hong Kong, Singapore, and other Asian countries gathered together in Bangkok to discuss and define the common goals and issues of teaching and learning English in Asia.

The initial excitement resulting from this event has abated. The 45 participants from Korea have returned and are now completing another term of teaching. But as summer plans are firmed up, the term ends and another newsletter is published and distributed, two questions need to be asked. The first is how to maintain the momentum of discussing the issues that emerged from the First Pan Asian Conference? The second is what issues emerged from the first conference that need to be continued in the next conference? These are questions that need to be examined as plans are made for the Second Pan Asian Conference to be held in Korea in October 1999.

To answer these questions it is helpful to look back at the issues which were identified for the First Pan Asian Conference. The first issue was culturally relevant techniques and materials. The second was appropriate technology relating to education. And the last was the effective use of English throughout Asia.

The dialogue on culturally relevant teaching techniques and materials continued this spring at the Pusan Mini-Conference. Over two hundred English teachers from Korea and Japan heard presentations on testing, teaching techniques for the elemen-

Pan
Asia

by
Kari Kugler

tary classroom, the use of drama, teaching with songs and how imported teaching methods often fail Asian students. This conference demonstrated the interest that English teachers have in the identification of methods that are successful with Asian learners of English.

The 1997 Korea TESOL Conference with the theme "Technology in Education: Communicating Beyond Traditional Networks" promises to continue the debate on appropriate technology. Speakers from thirteen countries have submitted proposals. Alan Maley will do a plenary which was originally conceived of as an offshoot of his paper presented at the first Pan Asian Conference, "Myth, Mesmerism and Magic". The 1997 KoTESOL presentation, "Technology Bane or Boon?" examines the role of information technology and assesses its viability in particular cases of language learning. As planning for this conference continues, the momentum for a forum where the issues related to English teaching in Asia can be debated by English teachers from across Asia is clearly felt.

The third issue identified for the First Pan Asian Conference was the effective use of English throughout Asia. At the "Agenda 2000 Colloquium" Kim Jeong-Ryeol, as the Korean representative, called for the recognition of an Asian English. He asked in a very moving statement that what has been regarded as Konglish be reexamined as the acculturation of English to the culture where it is being used. He gave an example from his own experience in learning English in Korea. His first native speaker teacher corrected his use of such phrases as our mother, my alumni friend, my

junior and my senior. From a norm referenced point of these phrases could be regarded as abnormal or mistakes. But they reflect the reality of the life experiences of Korean learners of English. To

label these terms as mistakes to be corrected not only negates learner's experiences, but it also is a subtle way of implying to students that English cannot really be a language for them.

Kim Jeong-Ryeol's call for a recognition of Asian English must be seriously considered. My senior, my junior, our mother and alumni friend are not signs of carelessness or incorrect usage. Rather, they are terms that denote very fundamental cultural values which influence behavior. My senior and my junior are terms for relationships which entail specific duties, responsibilities and behaviors. Our mother reveals the importance of the group in Korean culture as opposed to the importance of the individual in western culture. Adherence to these values gives the individual a place and role in society. A language that does not evolve to encompass these values can only have limited relevance to our students.

The development, identification and documentation of the evolution of an Asian English is an issue that needs to be developed at the next Pan Asian Conference. Recognition of such terms as our mother, my alumni friend, my junior and my senior will enrich the language because a language evolves as users contribute their own cultural values and realities to the English language.

Kari Kugler teaches at Keimyung Junior College in Taegu. She is 1997 KoTESOL Conference Co-Chair and co-coordinator of the 1999 Pan-Asia conference to be held in Korea. She can be contacted by fax 53-628-3340 at or via e-mail at haceta@bora.dacom.co.kr

Trends and Transitions: JALT97 Trends Lead Us to Explore. Transitions Lead Us to Change

by Jane Hoelker, JALT National Public Relations Chair

JALT97, the 23rd Annual JALT International Conference on Language Teaching/Learning and Educational Materials Exposition, will take place October 9-12th. The venue is the new, exciting ACT City in Hamamatsu which is less than an hour by train from Tokyo Station. The conference theme is "Trends and Transitions." Main Speakers include Penny Ur sponsored by the British Council, Chris Candlin sponsored by the Australian International Educational Foundation and Dr. Devon Woods of Carleton University sponsored by the Canadian Embassy who will also join the 4Corners of Japan Tour.

In addition, Alastair Pennycook of the University of Melbourne is sponsored by AIEF as a 4Corners of Japan Tour Speaker. The 4Corners of Japan Tour is a two-week pre-conference tour. The AIEF-sponsored Speaker and the Canadian Embassy-sponsored Speaker will be joined by Dr. Lilia F. Realubit of the University of The Philippines, recipient of the JALT Annual Asian Educator Scholarship. The Tour has brought the Speakers into more intimate contact with JALT members. This contact adds, as Julian Edge 1996 Tour-Conference Speaker and Sandra Savignon 1995 Tour-Conference Speaker said, a special and rich dimension to their contributions two weeks later at the conference.

The Conference starts Thursday, October 9th, with a special program of Featured Speaker Workshops lead by these respected language educators: Dave Willis, Adrian Underhill, Aleda Krause, Michael Swan, David Nunan and Jack Richards. Each speaker has been sponsored by one of the Associate Members of JALT. For more information on these exciting workshops, see the June issue of *The Language Teacher*.

During the next three days there will be more than 400 hours of plenary speeches, workshops, lectures, demonstrations, colloquia, roundtable discussions, and poster sessions. In the exhibition area the Associate Members will display the most recent texts, software, and services to help you in your classes. The extensive "Australian Fair," a special event for 1997, will have the latest in educational materials from Australia. The N-SIG exhibitions will show you the research and other activities they are involved in. In addition, there will be a host of social events such as the traditional Conference Banquet and the Prentice Hall "One-Can-Party."

For updated information about JALT97 check conference information at
<<http://www.miyazaki-mic.ac.jp/JALT/JALT97.html>>.

The JALT World Wide Web page is at
<<http://langue.hyper.chubu.ac.jp/jalt>>.

The Language Teacher is on-line at <<http://langue.hyper.chubu.ac.jp/jalt/pub/tlt>>.

Information and application forms can be found with the June issue of *The Language Teacher*.

See You^{est} in Hamamatsu^{est}!

If you have any questions about JALT97, please contact the JALT Central Office, Urban Edge Bldg, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110, JAPAN Tel: +81-3-3837-1630 Fax: +81-3-3837-1631

Introducing: Taejon Chapter Vice-President, Mr. TOEFL; and Cholla founding member now info guru

Remember: This column is for celebrating the diversity of our KoTESOL membership-body! You may see a bit of yourself in someone else, or you may learn something new about someone here! If you've got members you'd like to see featured, send in information, including a photo. To: jeanne@hyowon.cc.pusan.ac.kr Or: Jeanne E. Martinelli, Pusan National University, Department of English Education, San 30 J a n g j e o n - d o n g , Kumjeong-gu Pusan 609-735.

Name that Member edited by Jeanne E. Martinelli



Carol Bender



Jack Large

This month's "Name That Member!" column looks at a couple of faces who have been around for a loooooong time in KoTESOL; from its founding days. Both are actively working to make KoTESOL a "happening" kind of professional teaching organization for all its members today.

But, first, a reminder of a face that goes with one of the names of the two members highlighted in last month's edition: from Cheju: Carol A. Binder.

And now for this June/July's Members Feature. He's fondly known as "Mr. TOEFL" by those who have known him over 14 years of teaching TOEFL, and 10 years of teaching English.

He firmly believes that middle and high school teachers in Korea need more involvement in an "integrated" approach: reading, grammar, listening, speaking, and conversation.

Currently the administrator at Young Mi Foreign Language Institute in Taejon, he attended Yongsei University in Seoul. "I love scholarship," he says, and "I'm interested in methods". So he searched for a method to care-

fully explain TOEFL to his students, who "liked me, stayed with me, and learned English."

He was a missionary for four years, and travelled to Canada, the United States, and parts of Asia. He went to Australia in 1995 for ten weeks to observe teachers at the Melbourne English Center.

A former Vice-President of KATE (Korea Association of Teachers of English), and Vice-President of the Taejon Chapter, he is currently again the Vice-President of the Taejon Chapter and he is hard at work as Commercial Liaison for KoTESOL. He negotiates with the publishers concerning displays at the national conference, and advertisement placement in publications.

"This new commercial policy is different from what we've had before," he says, "it may fail or it may succeed." But, with this KoTESOL member behind it, we're sure it will SUCCEED!

Name That Member!: Joo Hyun Chul; Tony Joo.

He's another long-termer of KoTESOL, there from the start, working with KATE, as the Chairman of the "Umbrella" Committee to find ways to merge with AETK (Association of English Teachers in Korea) and become KoTESOL.

He organized the first Cholla (and KoTESOL) chapter. He wrote the original financial policy papers and chapter elections guidelines for KoTESOL.

He's an assistant professor in the Department of English Education at Wonkwang University in Iksan and has been bringing drama teams

regularly to the annual Taejon Drama Festival. His six year old daughter is AeRa Lee, and his wife Ae Kyoung was KoTESOL treasurer for three years, and is currently the Finance Committee Chair.

He has a MA degree in Anthropology, with an emphasis in linguistics, from Idaho State University. His publications include the article "A Paradigm Shift for English Teaching Associations," and a textbook on video English. He was the managing editor of *Language Teaching: the Korea TESOL Journal* from 1994-95.

He's currently the KoTESOL Information Systems Management Chair, and is organizing the membership list.

"I've been one of the strongest proponents of a cross-cultural balance in KoTESOL," he says, and continues to work towards his goal of KoTESOL positively meeting BOTH expatriate and Korean teacher English teaching needs.

Name That Member!: Jack Large

An Interview with *Let's Go* Author, Barbara Hoskins

by, *Jeanne E. Martinelli*

Barbara Hoskins is co-author of the very popular children's series *Let's Go* (teacher's book, levels 1-4; students' book, levels 5-6). She gave a workshop and was a featured plenary speaker at the very successful Pusan Chapter Mini-Conference held recently at the Pusan University of Foreign Studies, May 24, 1997. Pusan Chapter Secretary, Jeanne E. Martinelli, asks her a few questions by email:

Jeanne Martinelli; Barbara, how did you first become involved in the English as a Foreign Language Teaching field? Why Asia?

Barbara Hoskins; As far back as I can remember I wanted to be a teacher. My Bachelor's degree was in Secondary English Education (Western Oregon State College), and then I went on to get a MATESOL at Northern Arizona University. The best job that I was offered happened to be in Sendai, Japan, so that is where I went. I'm afraid I didn't have any burning desire to be in Asia--I didn't even know much about this part of the world. But, I ended up in the right place for me. I'm still around after 12 years, and still enjoying myself, and still proud to be part of the EFL profession.

J. M.; Your very captivating plenary address encouraged and illustrated the use of "communicative activities" to get children talking in ENGLISH in the classroom. Would you please define exactly what you mean by a "communicative activity?" And explain this a little more.

B. H.; Simply put, I think that the best activities are designed so that students want to, or have to talk to each other in order to complete the activity. When students stop focusing on language as a subject, and start using it to do something (e.g., get information, give information, complete a task), they are communicating. For example, on my first

night in Pusan, I went out with three friends, who were also presenting at the conference. We wanted to eat Korean food and go shopping. Unfortunately, our combined knowledge of Korean was way below the survival level. But, with a map and a small phrasebook, we set out. Our goal was not to produce perfect Korean sentences, but simply to be understood. We were using a foreign language to do something. (And yes, we did actually get some food, delicious. And bought a few things!) Activities with some built-in goal recreate this situation to some extent. Especially for our lower level students, being able to use English to do something is a great feeling.

J. M.; What would you define as the number one obstacle to teachers and children using "communicative activities" in the classroom today?

B. H.; Lack of understanding and lack of time. First, there's some perception that activities take away from actual time spent learning (e.g., "Activities are fun, but don't actually teach anything"). To some degree, this perception comes from teachers who try to use activities to teach new language. Communicative activities are a very inefficient way of introducing new language; however, they are one of the most efficient ways of practicing it. For example, in a typical five minute Find Your Partner activity, students will repeat the target structures at least 20 times. Since students are up and moving around, the teacher is also free to move around and listen in and identify problem areas. When a teacher can show supervisors, parents and even students that activities are an effective way to acquire fluency, there is usually more support.

The second major obstacle is lack of time. Activities take time to plan, and time is the one thing most teachers lack. That's why I recommend using a few types of activities over and over. The first time you introduce an activity, it takes longer, as you have to teach students how to do the activity. The second time, you don't have to re-teach the

activity; they already know what to do. I also recommend limiting activities to the practice part of the lesson, after students already can use the target structures easily and fairly accurately. More bang for your buck, so to speak.

J. M.; Barbara, when we spoke briefly at the conference, you mentioned that you were quite excited by what you saw in Korea, and quite impressed by the efforts being made here. Would you please expand on that now?

B. H.; In the short time I was in Korea, I saw an amazing amount of enthusiasm and energy, from teachers, students, and publishers. The few children that I met were quite eager to use their limited English, but I was most impressed with the teachers. There was so much energy from teachers looking for new ideas for their own classes. And, everyone was also willing to share ideas, activities, and advice. I'm always touched when teachers take a precious weekend to invest in professional training, and usually pay for it themselves. It says a lot for the professionalism of our field.

J. M.; Any other thoughts or comments for our KoTESOL TEC (*The English Connection*) readers?

B. H.; I think we have one of the best jobs in the world (and at times, the hardest). Our students form opinions about English, and in some cases about our home countries, based on their experiences with us. I don't know how many times I've met an adult who either learned to love English or hate it because of one English class attended as a child. It's a fairly awesome responsibility. But if the enthusiasm I felt in Pusan is any indication of effort, I would say that a lot of Korean children will grow up enjoying English. Keep up the good work.

Jeanne E. Martinelli, Pusan Chapter Secretary, earned her MA from the School for International Training in Battleboro, Vermont and teaches at Pusan National University.

Chapter Reports

edited by
Carl Dusthimer

Taejon

by Jim Query

It's been an event-filled month at the Taejon KOTESOL chapter. In April, Kirsten Reitan gave an informative presentation on discussions using a talk show format that she has found successful with her Reading Classes. We all benefited from our participation in the activity which gave us fresh ideas as to how to involve our students in a participatory learning exercise that is relevant to everyone who tunes in to daytime T.V., and who doesn't?! Thanks Kirsten for a top-rated production. I'm still getting requests for copies of your presentation hand out.

Serge Babin, who teaches at Sisa Language Institute, shared a number of games and other activities that he likes to use in class.

And speaking of handouts, we all got more from Mr. Kim, Won Myung, who informed us about the Korean Education during his presentation. Everyone concerned with the current changes in Korean Education came away well-informed. Along with that we all got a nifty little idea of something we could use in class. Mr. Kim's "Exercises that Work for Me" was a presentation of how Korean English teachers and native speaking English

teachers can complement each other.

The annual KOTESOL Drama Festival hosted by

Han Nam University turned out to be the big event of the month. Mr. Joo, Hyun Chul and Carl Dusthimer presided. Five dramas were presented, each with its own colorful theme presented by enthusiastic and talented casts. In addition to the excellent performances was

Forever a solo by La, Sung Chul accompanied on the guitar by Kim, Jin Ho, both of Han Nam University. Even Yanni made an appearance and was interviewed by anchorman Carl Dusthimer. The dramas were entertaining, earning prizes from Ms. Kim, Mi Soo, Kidari English Shop and Oxford University Press. A good time was had by all.

We are looking forward to a presentation from the always exciting and informative Andrew Todd on June 21st at Hannam University. See you there.

Cheju

by Carol Binder

The Cheju Chapter is small, but it is growing! We have decided at this point mostly to focus in using our own talent for presentations and other activities, and we have had a good variety of presentations the past two months.

At our April meeting in Cheju-shi,

Serge Babin, who teaches at Sisa Language Institute, shared a number of games and other activities that he likes to use in class. In particular, he shared a game called Tic-Tac-Tense, which he adapted from the book *Games Language People Play* by Jerry Steinberg. He also led a spirited discussion on the use of English names in our classrooms. In addition to Serge's presentation, Oh Eun Ja, who teaches at Kyoyuksarang Institute, presented a version of the Rock, Scissors, Paper game that she uses for demonstration.

Kirsten Reitan gave an informative presentation on discussions using a talk show format that she has found successful with her Reading Classes.

In May, we met at Namju High School in Sogwipo. Our first presentation was by Jeong Won-seok, who teaches 3rd grade at Kwang Yang Elementary School. He shared a TPR activity that he often uses in the first class of the year called The Frog Family. Then William Tweedie gave us some of the highlights from the Pan Asia TESOL conference and the international TESOL conference, both of which he attended. He also shared part of his own presentation from the Pan Asia conference. Finally, he demonstrated two computer programs that he uses in class, Triple Play Plus! and English Discoveries.

Our second newsletter came out in the middle of May. Oh Eun Ja is the leading force behind our newsletter, but she has had plenty of assistance from Juhn Ostapeic, a teacher at Sehwa Middle and High School, and the editor of *The Islander*, Cheju National University's English language newspaper. Our newsletter is bi-monthly and is sent to all public and private schools and institutes on Cheju-do free of charge with the goal of shar-

ing information and increasing interest in our KOTESOL chapter.

Taegu

by *Steve Garrigues*

The May speaker for the Taegu TESOL Chapter was Prof. Robert Dickey from Miryang National University, who presented a workshop on the subject of "What are we doing and why? Goals and objectives for teachers of English in Korea." His presentation opened with a series of self-reflective questions which all English teachers, whether Korean or foreign native speakers, should ask themselves, focusing on the teacher's own strengths and goals, as well as the relationship between the teacher's objectives and those of the students and their educational institution. The audience was then divided up into small groups to consider the questions in detail. Each group became so enthusiastically involved in their discussions that it was difficult to get everyone back together again for a closing summary. Everyone agreed that this approach would be ideal for a weekend workshop sometime.

Ms. Autumn Riddle, a teacher-trainer at Kyongbuk Teachers Training Institute in Kumi, was the featured speaker at the June meeting. She spoke about her experiences, both funny and frustrating, working with Korean elementary and secondary school teachers. Provincial school teachers who come to the Training Institute for a three-week in-service training session often find themselves interacting with a "native" speaker for the first time. Some are nervous and reluctant to speak, and others are especially worried about "failure". Issues of cultural differences in learning styles and teaching methods surface quickly in such a context. Ms. Riddle shared her experiences and insights in hopes of shedding light on some of the problems that others may encounter. Her presentation included not only illumi-

nating and entertaining "war stories" but also helpful materials and methods she has developed in her work.

Pusan

by *Jeanne E. Martinelli*

April was a challenging chapter meeting, as Jon Marshall shared some insights on "discipline" in the hagwons. "Setting limits", and "being consistent" were a couple of main points made. Attendees entered into lively discussion regarding these concerns. Jon had kindly stepped in at the last minute to present at this April 26 meeting, after learning of a conflict for our previously scheduled session on Elementary Education for April 26, with the government who was running an all day conference on that same day, and our two elementary teachers who would have presented as part of a panel, were unable to attend (as well as other elementary teachers being unable to attend).

And then in May, Pusan was a mecca of English Teachers and related professionals, as approximately two hundred attendees (and more, counting student volunteers and publishers) swamped the Pusan University of Foreign Studies on May 24th for the Pusan Chapter Mini-Conference "*Theory into Practice: Teaching English in the Asian Classroom*". The day's events included three plenary sessions (Greta Gorsuch, *High Impact Series*; Barbara Hoskins, *Let's Go Series*; and David Paul, *Finding Out Series*), a complimentary lunch, and

concurrent sessions running from 9:30 a.m. until 5:15p.m. A lavish reception, sponsored by the Pusan University of Foreign Studies, closed the day's festivities, at 6:30 p.m. And that was after the exciting raffle where lucky winners walked away with fabulous prizes!

From there many KoTESOLers and friends went out to more informally solidify their new or re-acquainted friendships made with colleagues who had also participated in the stimulating sessions of the day. Topics ranged from reading, writing, pop songs, video, drama and discipline. From all accounts heard, and the enthusiasm charging the air, participants and presenters alike were pleased with the day, and happy to have been a part of such a smoothly run event. A huge and gracious THANKS! goes out to all the student volunteers, presiders, publishers, participants, and presenters who made the day what it was! A follow-up evaluation of the conference will be going out to attendees,

so we can share information with national conference planners about the mini-conference workshop sessions (presenters) especially liked by participants, and we can continue to work for an even better conference next year.

June and July promise to be interesting meetings as well, held as

usual, on the last Saturday of the month at ESS Institute in Nampodong. Doors open at 2:30, and the meeting begins at 3:00. August will be "summer break", no meeting held, so we'll see you again then in September!

Each group became so enthusiastically involved in their discussions that it was difficult to get everyone back together again for a closing summary.

Recycle!
Give *The English Connection* to a colleague.

Students win at '97 drama fest

by *Kirsten B. Reitan*

On Saturday, May 17th, the Taejon KOTESOL chapter held their annual Drama festival. Five groups from all over Korea competed for various honors.

We were treated to performances by two young groups. Goldilocks and the Three Bears was performed by English Land Drama Club, an elementary school group from Chongju. The group Sweet Dreamers, from Naju Girls' Middle School, acted out a tra-

ditional Korean folktale, The Rabbit's Judgement.

We also had three university groups: Waterfall from Wonkwang University in Iksan, who performed Aliens Live Among Us (an adaptation of the US TV show, Third Rock from the Sun); ET(English Training) from Taejon Junior College, who performed Two Happy Brothers (an original script set in old Korea that tells the story of two brothers); and 015's from Pusan National University, who performed Beyond the Culture (an original script telling the story of cross-cultural romance and family values).

"Tony" Hyun Chul Joo was the master of ceremonies, and the team of Carl "Dusty" Dusthimer, Jim Query, Jin-ho Kim, and Sung-chul La provided special entertainment after the groups had performed.

The judges, Shaun Ruse, Deanna Fuhlman, Chulwoong Bag, Dr. Nam Soon Kim, and Kirsten Reitan, had some very difficult decisions to make. Overall, more than 30 prizes were awarded thanks to the generosity of Oxford University Press and Kim and Johnson's Kidari Book store, who both donated textbooks and dictionaries.

What's in a Speech Contest? Something new.

by *Carl Dusthimer*

Have you ever witnessed or participated in a speech contest? If you have, you know all too well the pressure there is to memorize the speech, word for word, pause for pause, and gesture for gesture. When all is said and done however, what one has is a speech in one's brain with no realistic place to put it to good use. This is not to say that one does not learn something in an academic sense, as the material studied in preparation may be intrinsically valuable. But the usefulness of the contest to one's foreign language development and one's ability to function in an environment where the foreign language is the primary language of communication is questionable.

What if, on the other hand, someone developed a contest that would call upon, reveal the contestant's ability to function in a realistic environment; a situation that we all, as foreign language learners face (hope to face): that is using the target language in real world situations. It is virtually impossible to one hundred percent accurately measure a contestant's ability to speak the target language in an authentic environment. Perhaps it is the same idea we find in

the Heisenberg Uncertainty Principle, where the act of measuring something inherently causes inaccuracy in the measurement. In the case of English contests, we shouldn't just give up the ghost though. We should strive to develop a contest that approximates as close a natural environment as possible.

There is such a contest that attempts just this. It is the IPEC (International Practical English Contest). Here contestants are put in practical situations with native speakers and must initiate and carry on a conversation for three minutes. The contestants are then evaluated according to certain criteria such as involvement, fluency, accuracy, pronunciation, gesturing and others. The prizes that are awarded also reflect an emphasis on furthering one's language development; study trips to the US and Canada.

All in all it is a very positive development to reach beyond rote memorization and make the time and energy spent in preparation pay off in a practical way: increased functional language ability.

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In the various traditional categories, 052's Won for best senior performance and Sweet Dreamers won the grand prize for best performance. Best actor went to Dong-ho Go who played Hyun-ju in Beyond the Culture. For best actress, Seo-hui Na, won for her roles as the tiger from The Rabbit's Wisdom. English Land Drama Club won awards for best stage set and excellent pronunciation, Waterfall won awards for most original performance. We had a tie for funniest actor: Hui-jung Kim, the rabbit in The Rabbit's Judgment, and Su-yeon Kim, the rabbit in Two Happy Brothers. One special category award was given for best macarena, performed by the members of Sweet Dreamers.

Overall, the performances were wonderful and impressive. A lot of hard work had been put into all five performances and the audience really enjoyed the show.

The next KOTESOL drama contest will be held in Kwangju sometime in the fall. If you missed the Taejon drama festival, make sure you don't miss the next one. We're sure it will be just as wonderful. Look for details in the next edition of *The English Connection*.

Using Flexible Grouping Effectively in the EFL Classroom

-continued from front cover

CONCERNS IN EFL

1. Reticence: Shyness or "unforthcomingness" may be a cultural pattern.
2. Confidence: Students may have had few chances to speak so their self-esteem is low in this regard.
3. Previous "programming": previous educational experiences may be in conflict with a classroom for conversation and "unlearning" may be needed.
4. "Unlearning": prior to the university level, students have prepared for perfect grammar (TOEIC, etc), whereas conversation taps a different process requiring fluency first, perfection later.
5. Learning-to-learn: It is possible to learn various useful strategies to facilitate EFL learning.

EMPHASIS

Conversational emphasis should not be on grammar or even perfect diction initially but on:

1. Fluency / pace: ease and speed of expression should aim to be as natural as possible without pauses and terminations.
2. Confidence: students should come to feel comfortable expressing their own ideas even though they may not be perfectly spoken... and HAVE FUN! At first corrections should be held to a minimum.
3. "Gross" meaning: encourage students to find a way to communicate their ideas and worry about fine points later.
4. Tone/intonation/body language: these are as much a part of language acquisition as speech itself so that students can be coached to notice these aspects of language and to develop an intuitive "feel."

GROUPS

There are two general types of groups:

1. Fixed groups: Students are placed in an established order or grouping which will not change over the semester. An example of this type is the use of a seating plan for attendance purposes, or study team groups.

2. Flexible groups: As the name indicates, the size will vary from pairs to ten (maximum). The location will vary depending on the activity. For example, groups practicing drama may be dispersed to corners or hallways so they do not interfere with each other. The instructors' skill comes into play here in sensing how big the group should be for each task. For most tasks, five to seven is ideal.

One person is chosen as leader to report to the instructor or to the class. The group can rotate leadership if they so desire.

USING FLEXIBLE GROUPING EFFECTIVELY

In most courses there are several levels of goals knowledge, critical thinking, and attitudes toward learning. A professor's task is to find methods that will achieve an optimal balance of all these. Different methods are effective for different objectives so that professors need to be able to use an optimal combination of these methods. More time is often devoted to lecturing, particularly in larger classes, but this may be a major way in which large classes are likely to sabotage education. Goals such as higher level thinking, application, motivation, and attitude change are most likely to be achieved in smaller groups. Moreover, both students and

faculty members may feel that teaching is more effective in smaller groups. Of even more significance than class size is its relation to the teaching method used. For example, class size is of minimal relevance in television teaching, of slight importance in lecturing, and of much importance for discussion. In general!

Larger classes are simply not as effective as smaller ones for retention of knowledge, critical thinking, and attitude change.

More time is often devoted to lecturing, particularly in larger classes, but this may be a major way in which large classes are likely to sabotage education.

In lower level courses, economics and feasibility usually dictate larger classes. As a compromise solution, large courses can be split into a lecture to the group as a whole, and a small group discussion. The assumption here is that lectures are valuable for certain purposes, such as communicating

information, and that the effectiveness of the lecture method is not greatly affected by class size. Further, larger group class meetings are economical for test administration, guest lectures, and films. By teaching the students in large sections part of the time, it becomes economically feasible to keep the discussion sections small enough to permit wide student participation. Examples of such techniques might include learning "cells," problem posting, role playing, study teams, and other forms of flexible grouping that will vary in size, function, and composition according to goals. Better success is assured if the professor prepares and supervises the student-led discussion groups.

A highly structured approach would be the ETSI (Education Through Student Interaction) method to render student-led discussion groups more effective. A student manual guides

students through three phases of the discussion. In the overview the students are asked to define essential terms or vocabulary and state the main theme of the assignment or the lecture to be discussed. The discussion includes the following four steps: analysis of the content, critique, integration, and application. The last phase is an evaluation of the group discussion with respect to the content (task orientation and understanding material) and the process (responsible participation, climate of relationship, communication of feelings). The first two phases must be completed before the session by completing the study guide. The evaluation takes place after the session.

Team learning can induce greater student involvement and motivation in large classes. In this method the groups are formed so that each group of six or seven students contains a variety of skills and backgrounds. In the team learning approach, individual study is followed by testing, group discussion, group exam, group activities (role playing, etc), and finally a lecture by the professor. This se-

learning cell must be highly structured for effective learning to occur. The usual steps would be as follows:

1. students prepare by reading a given assignment and writing questions dealing with the major points raised in the material.
2. students are randomly assigned to a partner and A asks the first question.
3. B answers the question and perhaps gives additional information, then asks A a question and so on.

4. The instructor goes from dyad to dyad giving feedback, asking, and answering questions. (McKeachie, P. 197)

Learning cells work because they include both motivational and cognitive assets. Motivationally, the method provides the advantage of interaction with a peer -- an opportunity for mutual support and stimulation. Cognitively, it provides an opportu-

ingful experience. Students must actively organize and recognize their own learning in order to explain it so that they themselves learn from teaching.

To take this concept further, if students are to achieve application, critical thinking, or most higher cognitive

Team learning can induce greater student involvement and motivation in large classes.

outcomes, they should have an opportunity to practice application and critical thinking and to receive feedback on the results. Group discussion provides an opportunity to do this. Lectures place the learner in a passive role, whereas discussions promote more active learning.

Many labels have been applied to this method, such as: student-centered, nondirective, group-centered, or democratic discussion. A goal of developing skills in group membership and leadership is not usually considered in traditional classes. Even if group-centered teaching were no more effective than traditional methods in achieving the usual course objectives, it is so important that students learn to work effectively in groups that it may seem worth sacrificing some other objectives in order to promote this kind of growth. However, it is not safe to assume that a cohesive group will be a productive one. Cohesive groups are effective in maintaining group standards, but may set either high or low standards of productivity. Since cohesive groups feel less threatened by management than less cohesive groups, it may be difficult to change their standards. Thus, in creating "groupy" classes professors may be sometimes helping their students develop strength to set low standards of achievement and maintain them against instructor pressures, or to set group goals different from their normal academic goals.

As students teach each other, they must actively organize and recognize their own learning in order to explain it so that they themselves learn from teaching.

quence has a number of desirable features: the responsibility for studying the assignments rests with the individual students; individual and group tests provide feedback to the instructor about where the students are having difficulty; and students teach other students (which is an exceptionally effective learning device).

Also effective is having students work in pairs. This technique has good educational justification as well as the economic one of saving equipment. The learning "cell," or student dyad, refers to a cooperative form of learning in pairs in which students alternate asking and answering questions on commonly read materials. The

nity for elaboration-putting material into one's own words -- and for stimulating students to look for main points and for monitoring their own learning.

There are several advantage to the well-planned use of students as teachers of one another. If students are to learn to form new ways of organizing ideas in their minds it is important that misunderstanding, emotional biases, and barriers be revealed and dealt with students are more likely to talk in small groups than large, ask questions, or share difficulties among each other. Also, remembering and using learning depends upon re-structuring and relating it to other mean-

Students taught by this participative-action method can be significantly superior to those taught by traditional lecture-discussion methods in role-flexibility and self-insight. The professor plays a constantly diminishing role in the decisions and activities of

Study teams are long-term fixed groups over the course of a semester with a stable membership of students who support, encourage, and assist each other in completing course requirements and assignments. Study teams also inform their members

8. Allow for a fair division of labour so that each group member can make an equal contribution.

9. Set up "competitions" among groups and consider awarding prizes in various categories: most original, most comprehensive, etc.

10. Offer group-taking exams where each member receives the score of the group.

Role-play works best when the situation involves some choice, decision, or conflict of motives. Draw situations from interpersonal conflicts, intergroup relations, individual dilemmas, or historical or contemporary social problems.

The last group technique to be considered, and perhaps the most effective and fun, is role-playing. This gives students a chance to apply what they are learning. In role-playing activities, the instructor presents to the students a realistic or hypothetical situation and a cast of characters. The students then improvise dialogue and actions to fit their views of the situation and the characters they are playing. Students can play the role of people in everyday situations such as someone ordering in a restaurant.

the group. He gives training in, and strategies for, learning how to learn: role-playing, group goal-setting, problem-centering, distributive leadership, evaluation of individual performance by intra-group ratings, process observing, and group selection, evaluation, and revision of class activities. As well, members of student centered groups are characterized by positive attitudes towards themselves as participants.

about lectures and assignments when someone has missed a session. Ten general strategies to make the most effective use of these techniques are as follows:

1. Plan for each stage of group work to decide on topics, themes, or projects.

2. Explain how the group will operate and how students will be graded.

3. Give students the skills they need to succeed in groups such as active and tolerant listening, helping each other to master content, giving and receiving constructive criticism, and managing disagreements.

4. Consider written contracts listing members obligations and task deadlines.

5. Create tasks requiring inter-dependence so that group members feel they "sink or swim" together.

6. Make the group work relevant so that students perceive the group tasks as integral to the course objectives.

7. Create assignments that fit the students' skills, interests, and abilities beginning early in the term with relatively easy tasks, increasing the difficulty as students become more fluent and knowledgeable and learn-how-to learn.

Often students need some assistance in maximizing their involvement in role-playing. At first, the class can be divided into pairs with all the pairs working simultaneously. As students become more comfortable, some students can observe others. Role-playing works best when this situation involves some choice, decision, or conflict of motives. Draw situations from interpersonal conflicts, intergroup relations, individual dilemmas, or historical or contemporary social problems. Inexperienced students need more detail and structure, but all students should be given some latitude in how they portray the character.

There are three general types of work-groups: informal, formal, and study teams. Informal learning groups are ad-hoc clustering of students within a class session. For example, they can be initiated by asking students to turn to a neighbour and spend a few minutes discussing a question the instructor has posed. Groups of three to five can solve a problem or pose a question. Informal groups can be organized at any time to check on student understanding of the material, to give students an opportunity to apply what they are learning, or to provide a change of pace.

Formal groups are teams established to complete a specific task such as doing a lab project, writing a report, or preparing a position paper. Work may be completed in a single task, or over several weeks. Students typically work together until the task is finished and their project is graded.

In all cases, it is helpful if the professor can adopt a nondirective, facilitative role. You will want to plan, pose questions, and guide discussions but avoid telling students the "right" answers. Probes, questions, challenges, and rephrasing help students analyze their own progress. As with all discussion and group activities, students should feel comfortable in openly speaking their mind.

We can briefly mention learning styles

in this discussion because using groups can easily facilitate the variety of individual characteristics and preferred ways of gathering, interpreting, organizing, and thinking about information. Learning style models can be grouped into four general categories:

- 1) Personality models refer to basic personality characteristics such as extrovert versus introvert.
- 2) Information-processing models reflect how people take in and process information, either holistically or serially.
- 3) Instructional-preference models focus on the medium in which learning is best enabled, e.g.: listening to lectures, reading materials, or direct experience.
- 4) Social-interaction models focus on how students interact and behave in the classroom, such as learning-oriented versus grade-oriented behaviour.

An understanding of learning styles

and orientations may enhance your teaching effectiveness and students may be more satisfied and productive if they are studying with methods compatible with their styles.

Four phases of learning in an information-processing model have been identified, each entailing different processes and abilities in acquiring new information or skills:

1. Concrete experience, or feeling: becoming fully involved in a new activity in order to understand it firsthand.
2. Reflective observation, or watching: viewing experiences impartially or from many different perspectives.
3. Abstract conceptualization, or thinking: creating concepts that integrate observations and experiences into theories and developing generalizations.
4. Active experimentation, or doing: using theories to make decisions and solve problems. (Davis, p.185-6)

New information is more meaningful and is retained longer when students work through all four phases of the learning cycle for each major concept or idea. Activities for each phase might include: films, games, fieldwork, lab work, and observation for concrete experience; journals, discussion, and questioning for reflective observation; building models, writing papers, and creating analogies for abstract conceptualization; and case studies, projects, and simulations for active experimentation.

In considering learning styles, skills levels, and grouping techniques as discussed, as well as our own role as a facilitator in the classroom, we can provide a comfortable and confident atmosphere in the EFL classroom. The individual pressure to speak and to always be "on" is removed. Students then have the time and relative leisure to consider their responses and to listen to others actively and tolerantly. The professor as facilitator must accurately label the skills to be emphasized in each lesson, and gain an understanding of groups, in order to maximize confidence and comfort, and therefore learning.

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Korean High School Teachers' Workshop in Reading

by **Barbara Wright,**
Korea University

Abstract: The author discusses the success and problems with the one week workshops in reading for Korean high school and middle school teachers conducted at her university in January 1997. The purpose of the workshops was to enhance the English skills and teaching techniques of non-native English teachers. In the workshop, the presenter described some of the innovative activities and allowed participants to try out some of their more successful techniques: schema building, graphic representations, strategic reading, alternative assessment.

Do Korean high school teachers need language skills practice or training in teaching methods? When I was first asked to teach in the High School Teachers' Workshop at my university last January, I was not sure if I was going to offer advice on teaching methods or



practice with English skills. I was assigned to conduct a five hour workshop in reading for the high school and middle school teachers and so I decided to do something that would be both informative and fun. For the workshop I chose the title, "Reading for Fun," because my aim was to present reading as an activity that

could be enjoyable and at the same time help students to acquire English. But I realized that the way reading is often taught to the foreign language student, it becomes tedious and boring because the students are forced to look up long lists of vocabulary words in the dictionary, write them in notebooks, and then memorize them. I wanted to show the teachers in the workshop that reading does not have to be taught this way. In order to make the reading in the workshop more enjoyable, I ordered some simplified texts from several book publishers (Longman and Oxford University Press). I did not really think that the teachers would need to read simplified versions of great books but I thought that they would enjoy evaluating the books for use with their pupils. These books contained the essential plots of many famous books but the vocabulary had been simplified and the texts had been abridged. Very soon, I had more than twenty different books from many different American and British authors and was ready to begin the workshop.

READING

How do Korean high school teachers feel about reading? On the first day of the workshop, I asked the teachers about their attitudes concerning reading and informally assessed their English skills. I asked them what they wanted to do in the workshop and how they usually taught reading to their students. The following are some of the questions I asked the high school teachers concerning their own reading: 1. Do you think there is a best way to read? What is it? (expectations) 2. In your free time would you rather read or watch TV? (leisure time) 3. Do you feel comfortable reading an English language newspaper without a dictionary? (comfort level) I discovered that in their answers the teachers tended to agree with each other more often than not. For example they seemed to think that the best way to read was to begin with the first sentence and to look up any words that they did not know in the

dictionary as they went along. Most of the teachers said that they would rather watch TV in their free time than read. They said that they could read a newspaper in English without a dictionary but usually did not have time to read the paper on a regular basis.

What motivated high school teachers to take the workshop? The teachers indicated that they were taking the

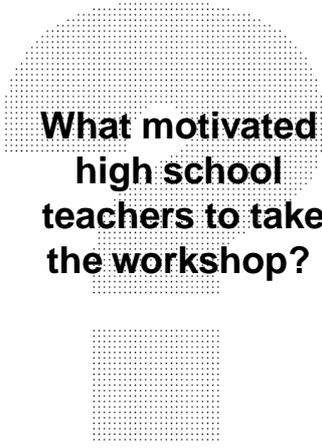


workshop to sharpen their English conversation skills with native speakers but also to get some pointers on how to deal with the main problems of their classroom: too many students, not enough time to cover the required curriculum, discipline problems among students, and problems with motivating students. I told them that I would try to help them resolve some of these conflicts by helping them to look at reading in a new way and to use different methods to teach it.

METHODS

What methods were suggested? Many of the teacher participants pointed out that they had been concentrating on the grammar translation method of teaching English because they were preparing their students for the rigorous university entrance exams. This involved having the students start with the first sentence and look up each word they were not familiar with in order to translate the

sentence into Korean. Although this may be an effective way to train translators, it rarely leads to the development of good reading skills. One's reading becomes slow and laborious. Often EFL students don't read more



What motivated high school teachers to take the workshop?

than 50 to 100 words per minute anyway and it is very discouraging for them to try to finish a whole book or article. Getting rid of the dictionary leads to better skill at guessing word meaning from context. Our reading portion of the workshop focused on the process rather than product of reading. As an alternative to the grammar translation method, I encouraged the teachers to read extensively (Krashen 1993) rather than intensively. I motivated the teachers by getting them involved and committed to the task. They went through the available books I had ordered from the publishers and were asked to choose one text to use for the week. I asked them to read the book they had chosen and plan some activities around that book that would be appropriate for their own classroom. We prepared prereading, reading, postreading and assessment activities. In order to demonstrate the method, I used the Longman's edition of Mark Twain's *The Adventures of Tom Sawyer* with a vocabulary of 2000 words at an upper intermediate level.

PREREADING

What are some prereading activities? We began with prereading activities before we even looked at our texts. We assessed the students' prior

knowledge of the subject/author/setting of the story by asking questions and discussing the answers as a class. We could also have a set of discussion questions for students to discuss in small groups if large group discussions proved to be too difficult. Knowing what the students already know about the subject allows us to help students to build schema or framework to better understand what they are going to read (Grabe 1986, Mahon 1986). One way to do this is to use a graphic organizer such as a web. Another way is to use pictures or a video. For my first prereading activity, I showed a video of a chapter from the Mark Twain classic, *The Adventures of Tom Sawyer*. After dividing the class into two groups, I let the first group watch a video of the Aunt Polly's fence episode without any sound. Then the first group explained what they had seen to the second group in English as the events unfolded. In the video, Tom Sawyer was preparing to paint Aunt Polly's fence. He took a bucket of paint and a brush,



How can we approach the task of reading a text?

looked at the fence and then approached it hesitantly. The non-viewing participants said they could visualize what was happening partly because they had already read or seen the story in Korean and partly because their classmates had described it accurately in English. While some people prefer to show the video after reading a book, the video may serve as a prereading motivator which could get students more interested in the reading activity particularly when

their reading skills and vocabulary are low. Also, with the video we are able to elicit a good deal of conversation about the text so as to introduce any necessary vocabulary in a natural way before it is encountered in writing. For a second prereading activity, I taught the teachers how to preview the text using a web graphic organizer which is a series of circles or boxes containing connected ideas about the story or subject (Walter 1996). For example we could write Tom Sawyer in the central circle and then have students write descriptive vocabulary words in the surrounding circles: a book by Mark Twain, a freckle faced boy, troublesome, lazy, inventive, friendly, brave etc. This helps students to confirm what they already know about the subject. They can construct schema for understanding what they are going to read.

READING

How can we approach the task of reading a text? There are many ways to read a text depending on what our goals are. In this case our goal was to understand as much as possible and enjoy reading it. We wanted to do extensive rather than intensive reading (Krashen 1993). We wanted to read without a dictionary and guess the meaning of the word from context. We did not plan to translate into Korean. I suggested using the top down rather than the bottom up method of reading (Dever 1986). This means that we would talk about ideas first, details, words after.

Because we were using simplified texts we were able to do this without using a dictionary or pointing out difficult vocabulary ahead of time. However, I tried to preview the text for the students pointing out structure. I told them that they would often find the main point of a story either near the beginning or near the end of a text. In our story, Aunt Polly's Fence in the Longman's simplified version of *The Adventures of Tom Sawyer*, we looked for this main idea sentence and found it on page 8 at the end: "He had discovered, without knowing it, this great law of human behaviour: in order to

make a man or a boy desire a thing, it is only necessary to make the thing difficult to obtain." When we began to read the story we decided not to read silently but to do choral reading with different students taking parts and reading out loud. A narrator read the descriptions and students played various roles in the story. If a non-native speaking teacher had wanted to emphasize the correct pronunciation of the words he or she might have found a recording of the text to play; however, our goal was rather to have maximum participation so as to motivate the class and get them more involved.

POSTREADING

What activities can be used in the postreading follow up? The purpose of postreading: is to find out what the students understood but also to see what they can do with the information. A common way to assess comprehension is to have students retell the story either out loud or in writing. (see pyramid story) Students may also be asked to talk about the characters or role play them, recall the main ideas or draw a picture of what happened, recall the supporting detail or make up a trivia quiz, demonstrate an understanding of the story sequence or structure. A popular way of finding out if students have understood a text is to use the cloze test. In this method students are asked to supply missing words in the text which the teacher has deleted. If a student gets 50% of the answers right, the text is appropriate for independent reading, 35 to 50% right for the instructional level of reading and below 35% is too difficult for the student and will lead to frustration (Allerson and Grabe 1986) The teachers in the workshop were surprised when I told them that we require our students to use critical thinking skills in a foreign language. I told them that students need to be able to make inferences about the story using evidence from the text.

The students should show that they can develop the themes by comparing and contrasting ideas with other stories they have read. Teachers can ask "what if" questions or ask stu-

dent role play or write and act in their own play about the story. Also, students can create a trivia game and ask each other questions about the story. It is important to go beyond mere

Tom Sawyer
white fence. Aunt Polly Said "Paint!"
"Who me?", asked Tom His friends wanted to paint.
Life was fun again for Tom. Even Aunt Polly was happy with Tom.

dents to give opinions on the events of the story and ask open-ended questions which have no right or wrong answers. They might also enjoy asking students to write a new ending for the story. Finally, after talking about the themes, we can tell students to look more closely at vocabulary words. Then we can ask why the author chose particular descriptive words rather than others. The following is a sample pyramid story retelling the plot of Aunt Polly's Fence from *The Adventures of Tom Sawyer* by Mark Twain. To write a pyramid story, retell the story by writing one word or phrase on the first line, two words on the second line and so on until you run out of things to say. (*figure above*) To make this game harder, the writer might have to write only nouns or only verbs or only adjectives. Perhaps students could be told to use each word only once.

ASSESSMENT

What kinds of alternative assessment can we use for reading? Instead of a written test, we might have the students draw a picture of what happened. A teacher might make up a crossword puzzle to find out how much the students understood about the story. Students could work as teams to solve it. Another way is to ask students to submit their own questions and answers for the examination and choose the best questions to ask. Perhaps we can have the stu-

comprehension questions by asking the student to apply his or her understanding to other situations. Some examples of this are questions such as: If you were Tom what would you have done? or What do you think Tom learned from painting the fence? or What do you think happened afterwards? When they were given the option, most participants expressed a preference for alternative assessment techniques after seeing such techniques as asking open ended questions, critical thinking questions and questions that stimulated creative thinking.

EFFECTIVE TEACHING

What are some other hints for teaching more effectively? Teachers are encouraged to try to call on each student every day to measure students' progress. They should also make good use of technology including videos, tape players, and multimedia computers. If we can make our teaching relevant to the students' skills and their interests, they are more likely to be motivated than if we make threats about punishment and lower grades. Also we should not forget to vary our teaching methods because not everyone learns in the same way. A good way to deal with large classes is to use many group activities because students will have more opportunity to participate in groups of three to five students.

CONCLUSIONS

What conclusions can we draw from this workshop experience? I think that the teacher workshop for high school and middle school teachers was a very interesting and rewarding experience for everyone concerned. As a university teacher, it was very important for me to have contact with high school teachers who are teaching future college students. I was impressed with the quality and dedication of Korean teachers. They share many of the same concerns as teachers in the United States: motivating students, lack of time, large classes, and so on. However the methods that we use in teaching are very different. Whereas American teachers stress critical thinking and creative activities, the Korean teachers are convinced of their need to prepare their students for university entrance exams. Clearly,



the teachers who participated in the workshop did not need much help with their personal reading skills but rather they needed some new ideas for how to teach reading to their students. They already realized that the grammar and translation methods they had been using were boring for their students and for themselves as well. From this workshop they got some new ways to approach teaching reading and they began thinking about developing their teaching in other ways as well. One teacher told me she would like to incorporate more creative activities into her classroom and she thought that this would mo-

tivate her students to learn more English. Another teacher noted that he had never thought about assessing students' prior knowledge and now he realized that his students probably had extensive knowledge that they could use in their reading assignments. Finally, one teacher expressed frustration that she was learning so many new ways to teach and she wanted her students to use critical thinking skills but did not have the time for these techniques because she was already short of time due to the required curriculum. Any changes she could make would have to wait until the curriculum is changed or until college entrance exams are revised.

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Alphabet clap; chanting minimal pairs

By *Kiama Robinson*

I picked up this WARM-UP activity up several years ago from Ritsuko Nakata and have used it in four countries with success. This can be used for any age group, and any number of students as the only restrictions are good visibility of the poster, paper, pencil crayons, and tolerance for a lot of chanting and clapping sounds. This is excellent for working on letter differences: e.g. "she/c", "g/z", "b/p".

PURPOSE:

For students to become more than familiar with the alphabet, and the colours used to fill in the letters (see also extension activities)

MATERIALS:

*One large sheet of paper with the letters of the alphabet drawn very large, in either upper or lower case letters, and filled in with bright colours. *Tape or thumbtacks to display it

PROCEDURE:

*Before class, prepare the poster. This could take at least an hour to sketch, outline, and colour in the letters. *Explain briefly, and model how to do this activity: 1. "Tell me the alphabet from the beginning. Now, say it backwards." 2. Review the colours used in the poster. 3. "Tell me one colour." (from the poster!) "Now, tell me only the letters that are (sky blue) from the beginning." 4. "Tell me the alphabet from the beginning, but do not say the (sky blue) letters. Clap for the (sky blue) letters." 5. "Tell me another colour. Tell me the (orange) letters from the beginning. Tell me the (orange and sky blue) letters now from the beginning." 6. "Tell me the alphabet from the beginning, but clap for the (orange) and (sky blue) letters." *It is not necessary to repeat the whole sequence every time, or even the first time. *To make it a

Techniques

edited by
Kiama Robinson

little more challenging, use "backwards" instead of "from the beginning" at later stages.

EXTENSION ACTIVITIES:

*Make a second poster using more colours, and do not use the same colour sequence. (This is more difficult.) *Spelling Bee: Spell out words which the students transcribe, and dictate back to the teacher/writer at the board. (These could be review items, or things that will be introduced soon.) *Give students four or so words to put into alphabetical order,

starting with easy (e.g. door, frog, help, tomato...) and working up to more difficult (e.g. door, dream, fresh, frog...) in later installments. (This helps students locate words in the dictionary more effectively.)

NOTE:

This sounds dead easy, doesn't it? It's not! Try it yourself!

The author is currently teaching at a public middle school in Pusan. Her five years of teaching experience span five countries. She is hard at work on her Master's thesis in TESL from the School for International Training. Comments about this or other "Techniques" are welcomed: KATKIM@HOTMAIL.COM

Cross-cultural couples

-continued from page 10

have fights "like any other married couple". Like most couples, the husband and wife share household chores together. But, compared with Korean husbands, foreign husbands are more attentive and caring towards the family.

ABOUT THE CHILDREN

Only a few couples we interviewed had children. According to Korean law, their children follow their father's family name and nationality, which, they say, gives more benefit to the kids. The children automatically become bilingual and gain a greater understanding of diverse cultures.

While some parents worry that their children will never really feel a part of either culture, the inter-racial couples we interviewed felt that raising bi-racial children can be an asset to a global world society. They believe their children are more open to new worlds and various cultures.

They easily learn new languages in addition to their two mother tongues and are able to better assimilate into our multi-cultural world.

CONCLUSION

The point we would like to make is that, as the married couples we interviewed also stressed, the way we view inter-racial couples must be changed. We should no longer view such relationships as strange and abnormal, but rather we should view such relationships as normal and healthy. Of course, there will be confusion and difficulty caused by the different language and social values in cross-cultural relationships. However, we have found that cross-cultural relationships have nothing substantially different from a relationship within one culture in general. The choice must be up to individuals, whether he or she chooses a partner from a different cultural background or not.

We would like to thank all the cross-cultural couples from KoTESOL who helped us out with this survey.

How is the money spent by KOTESOL?

One of the great things about having an "English Connection" in Korea is being able to find answers to those puzzles, mysteries and conundrums which arise through living and working here. Whatever question or problem I might be facing at the moment, I should know that I am not alone, and out there somewhere there must be someone who has the answers that I need. Some of us may be fairly new to teaching in Korea, while others are "old Korea hands". Whoever we are, we all we have had experiences and insights which might be helpful to others. The aim of this column is to provide a forum for our TESOL members to share their questions, and especially their answers, with each other.

These days there is a tremendous boom in "kiddie English" in Korea, and consequently many teachers find themselves facing a room full of very active little individuals who don't show the least bit of interest in learning English. The following question, from Christa Caputa, may sound familiar to many of you.

QUESTION: I am "teaching" in Korea at present and am really struggling with one class in particular. The students are approximately 9 years old (all boys, by the way) and they really have no motivation to learn English. My director has us using Chatterbox as a text but it is rare that I can execute any activity that I have planned. Emotionally I am beginning to react like they do and I am becoming a successful failure at teaching. There is NO discipline in the classroom and my director is upset at me, I'm upset at them and no teaching is happening. What can I do? Any ideas or support will be greatly appreciated.

If you would like to respond for inclusion in the next issue of The English Connection, please send your comments to me (Steve Garrigues) by email (steve@bh.kyungpook.ac.kr) or fax (053-950-5133).

FAQs edited by Steve Garrigues

Q: How is the money spent by KOTESOL that is received from member's dues payments.

answered by Jack Large

All of the funds received by KOTESOL go into the treasury account, with the elected treasurer being the only individual authorized to make withdrawals. Withdrawals are authorized once a request or

A portion of the travel costs of executive committee members is paid, usually 30,000 won per meeting for each of 4 meetings, and members must attend the meeting in order to be so compensated. This sum has

not changed in 5 years of KOTESOL existence, while the costs of travel and lodging have seen multiple increases.

Additional costs are incurred by the various standing and temporary committees of KOTESOL, and do not include any personal compensation for the great number of voluntary hours of service committee members contribute. They are compensated for expenses incurred in the process of record-keeping, database

Individual members benefit from dues paid by participating in the many various activities and adjuncts.

budget proposal has been thoroughly reviewed by the finance committee, and committed to a vote in the executive business meeting. Once passed, a form called the "authorization and request for disbursement" (A&R) containing details of the approved expense payment and the signature of 3 executive committee members present and voting.

Chapters (there are six) are entitled to up to 50% of the dues paid by members within their geographical sphere of influence, unless otherwise requested by the member. To receive the funds, chapter officials prepare a budget for the coming years activities and associated expenses. These include items such as the costs of printing and mailing announcements and newsletters; meeting-related expenses such as guest speakers and refreshments; special activities for teachers and/or students such as the drama events hosted by the Taejon and Cholla chapters, mini-conferences or presentations of the special interest groups (SIGs).

maintenance, communications (phone, fax, supplies, postage, etc.) and a long line of individuals over the years have simply donated many of the costs from their pockets, in the interest and spirit of service to the idea of KOTESOL.

In summary, an individual member benefits from dues payments to KOTESOL by participating in, and contributing time and energy (as well as dues) to the many various activities and adjuncts established by their colleague members. These benefits are led by the strong teacher support represented by regular chapter meetings and mini-conferences, and by the publications (newsletter, journal) produced. The opportunity to be part of a teacher network, with the support it implies, as well as being connected to a group actively courted by materials providers, employment opportunities, professional advancement pools and other adjuncts of association membership all combine to ensure that membership in KOTESOL is a wise investment.

Roleplay By Gillian Porter Ladousse

reviewed by
Gina Crocetti

Bookreviews

edited by
Gina Crocetti

Roleplay is one in a well-known and growing series of teacher resource books edited by Alan Maley. The book offers 60 roleplay activities and suggestions for further adaptation. These are organized into five sections beginning with "Preparing the ground." This section introduces highly-controlled, teacher directed activities to build students' confidence in experimenting with language in real world situations. Roleplays in the second section, "Off the cuff," provide the student with vocabulary and functional language for use in their roles. Thus while the activities require creativity with language, students are not at a loss for words. The activities in the third section, "Now tell me ..." operate on information gaps where students are provided with different roles and information they must communicate to each other. The final two sections, "Make up your mind" and "Simula-

tions," offer improvised dramas and simulations for students to continue to develop their ability to interact with other people. These activities are less structured and thus call on students to use their existing knowledge of English in unique and creative ways. Within each section, roleplays that are easy to use are presented first and become more challenging in order to address the needs of teachers and students as they become more familiar with the use of roleplay.

Using roleplay in the classroom is a fun, enjoyable means of motivation for both the students and the teacher. It provides students with experience in speaking in a wide variety of situations and gives them continual practice with phatic forms of language through the small talk that naturally occurs in conversations. The roleplay

can be geared and adapted for students to practice communicating in the particular work, travel, or study situations they are preparing to meet. Through taking on a role, students don a mask of

safety in their character and their own personality is safe from being implicated in the dialogue.

In her introduction, the author gives practical guidance on how to use roleplay to develop fluency, as well as how to conduct feedback sessions, involve shy and reticent students, and how and when to correct mistakes. The extensive, easy to use table of contents enables users to quickly identify activities to address focal points in lessons and integrate the four skill areas. This book is ideal for inexperienced teachers wishing to use the technique because it provides practical step-by-step guidance on how to structure the activities. Experienced teachers looking for new ideas will find it a welcome addition to their resource materials.

Calendar

edited by
Robert J. Dickey

CONFERENCES

Jul 5-6 '97 The 3rd Conference on Phonetic Sciences Main Theme: English Phonetics and Teaching English Pronunciation THE PHONETIC SOCIETY OF KOREA, In cooperation with the Foreign Language Education Centre, PKNU, Sponsored by the British Council and Korea TESOL Pukyong National University (PKNU) This conference aims to provide a forum for presenting research and teaching experience on teaching English pronunciation and developing listening skills. The official languages of the conference are Korean and English. Professor Hyunbok Lee, Dept. of Linguistics, Seoul National University Shillim Dong, Kwanak Gu, Seoul, Korea
(Tel) 02-880-6173 (Fax) 02-877-0946 (e-mail) sicops96@plaza.snu.ac.kr
Dr. Ho-Young Lee, Department of Korean, Pukyong National University, 599-1 Daeyon Dong, Nam Gu, Pusan, Korea (Tel) 051-620-6616 (Fax) 051-621-8167 (e-mail) leehy@dolphin.pknu.ac.kr Fee: 30,000 Won if registered by 28 June, 40,000 Won after Keynote Speakers: Prof. H.B. Lee (Seoul National University) Mr. Michael Ashby (University College London) Prof. Masaki Tsuzuki (Aichi-Gakuin University)

Jul 8-10 '97 The 26th Workshop on English Phonetics THE PHONETIC SOCIETY OF KOREA, Sponsored by the British Council and Korea TESOL Seoul National University This workshop aims to provide professors, English Teachers and students with materials and methodology for teaching English Pronunciation. In this workshop, Mr. Michael Ashby, Senior Lecturer at University College London, and Professor Masaki Tsuzuki, President of the English Phonetic Society of Japan, will give special lectures. Fee: 30,000 Won if registered by 30 June, 40,000 Won after. Mr. Il-Jin Chung, Dept. of Linguistics, Seoul National Univer-

sity Shillim Dong, Kwanak Gu, Seoul, Korea (Tel) 02-880-6173 (Fax) 02-877-0946 (e-mail) sicops96@plaza.snu.ac.kr

Aug 11-15 '97 SICOL '97 The Fourth Seoul International Conference on Linguistics "The Prospect of Language Studies in the 21st Century." THE LINGUISTIC SOCIETY OF KOREA Sogang University The conference will consist of (1) a series of forum lectures for the plenary session by invited leading scholars, (2) general sessions for presentation of submitted papers, and (3) special sessions focusing on the following topics: (i) Space Semantics, (ii) Phonetics in Phonology, (iii) Ellipsis in Syntax and Semantics.

INVITED SPEAKERS: Robert Freidin (Princeton U.) Ronald W. Langacker (USCD) Edward Keenan (UCLA) Susumo Kuno (Harvard U.) Donca Steriade (UCLA) For Further information, please contact: Prof. Ki-jeong Lee Dept of English, Hanyang Univ. (Tel) (02) 290-0777 (Fax) (02) 290-0741 (e-mail) kjlee@email.hanyang.ac.kr OR Prof. Jong-Yurl Yoon Dept of English, Kookmin Univ. (Tel) (02) 910-4378 (Fax) (02) 910-4229 (e-mail) liku@kmu.kookmin.ac.kr

Aug 13-16 '97 International Young/School Age Learner's Conference "Exploring the best techniques of teaching and learning English in Primary and Secondary Schools in the Korean Situation." KOSETA / PETA / British Council / IATEFL / TTI TTI International Conference Center, Seoul, Korea KOSETA #1 Yongsan-Dong, Yongsan-Gu, Seoul 140-02 (Tel) (02) 754-6319 (Fax) (02) 774-1368

Aug 15-16, '97 First International Conference on Cognitive Science The Korean Society for Cognitive Science Seoul National University Convention Center

Aug 22-24, '97 ROCLING X (1997) International Conference Research on Computational Linguistics Academia Sinica, Taipei, Taiwan Official Conference Language: English Additional Conference Language: Chinese

(Mandarin) Invited Speakers: Janet D. Fodor, CUNY, President of the Linguistic Society of America (1997) Beth Levin, Northwestern University Ovid T.L. Tzeng, National Chung Cheng University, Member of Academia Sinica Contact: ROCLING X c/o Dr. Keh-Jiann Chen Institute of Information Science, Academia Sinica Nankang, Taipei 115 Taiwan (Tel/Fax) +886-2-788-1638.

Aug 27-8, '97 Session 1 of the 5th International Symposium of the (Japanese) National Language Research Institute "Language Study and Thesaurus of the World." Tokyo, Japan Preceding the symposium there will be an open session about thesaurus. Secretariat: Hiroshi Nakano, National Language Research Institute 3-9-14 Nishigaoka, Kita-Ku, Tokyo JAPAN 115 (e-mail) nakano@kokken.go.jp

Oct 3-5, '97 THE 1997 KOREA TESOL CONFERENCE "Technology in Education: Communicating Beyond Traditional Networks" Kyoung-Ju Education and Culture Center Kyoungju, Kyungbuk (see page display in this issue) Contact: Demetra E. Gates, Taegu National University of Education, Dept of English Educ., 1797-6 Daemyung 2 Dong, Nam-ku, Taegu, 705-715 S.KOREA (Tel-w) (053) 620-1426 (Fax-w) (053) 622-8270 (Tel-h) (053) 559-4292 (Fax-h) (053) 559-4293 (e-mail) gates@taekyo.taegu-e.ac.kr OR Kari Kugler, Keimyung Jr. College, Dept. of Tourism and English Interpretation, 2139 Daemyung-dong, Nam-ku, Taegu, 705-037, S.KOREA (Tel-w) (053) 620-2663 (Fax-w) (053) 627-0413 (Tel-h) (053) 653-5416 (Fax-h) (053) 628-3340 (e-mail) haceta@bora.dacom.co.kr

Oct 9-12 '97 JALT '97 "Trends and Transitions" Hamamatsu City, Shizuoka Prefecture, Japan (see page display in this issue) Manager, JALT Central Office / Urban Edge Building 5th Floor 1-37-9 Taito, Taito-ku, Tokyo 110 JAPAN (Tel) +81-3-3837-1630 (office hours, M-F) (Fax) +81-3-3837-1631 (e-mail) lbd@gol.com will be routed properly (Web Site) <http://langue.hyper.chubu.ac.jp/jalt/JALT97> conference information at <<http://www.miyazaki-mic.ac.jp/JALT/JALT97.html>>.

Nov 7-9, '97 TESL/Canada '97 "World Skills: Language and Living" Victoria, British Columbia

Nov 14-16 '97 6th International Symposium and Book Fair on English Teaching English Teachers' Association of Taiwan (ETA-ROC) National Taiwan Normal Univ., Taipei, Taiwan. Contact: Kari Kugler (Tel-w) (053) 620-2663 (Fax-w) (053) 627-0413 (Tel-h) (053) 653-5416 (Fax-h) (053) 628-3340 (e-mail) haceta@bora.dacom.co.kr OR Prof. Hohanna E. Katchen, Dept. of Foreign Languages, National Tsing Hua Univ., Hsinchu 30043 TAIWAN (Fax-w) +886-3-571-8977. (e-mail) katchen@FL.nthu.edu.tw

Nov 18-20 '97 "English for Specific Purposes: Meeting the Challenges of Today and Tomorrow" Puteri Pan Pacific Hotel, Johor Bahru, Malaysia Fees: presenters, US\$130 or RM 320; participants, US \$150 or RM 370 Chairperson ESP '97 Dept. of Modern Languages Faculty of Management and Human Resource Development Universiti Teknologi Malaysia, Locked Bay 791, 80990 Johor Bahru, Johor Darul Takzim, Malaysia (e-mail)m-nabida@utmjb.utm.my or Barbara Dobson. <bdobson@umich.edu>

Nov 21-22 '97 Motivation in language learning Novotel, York, England

Nov 21-23 '97 AATG-ACTFL (American Council on Teaching of Foreign Languages) Nashville, TN

Dec 2-4 '97 Natural Language Processing Pacific Rim Symposium 1997 (NLPRS'97) (Incorporating SNLP'97) Phuket, Thailand

Jan 22-24 '98 18th Annual Thai TESOL Conference "Maximizing Learning Potentials" J.B. Hotel, Hat Yai, Songkhla, Thailand Pre-Registration Deadline: Nov 1 '97 Fees: Presenters US\$60, Non-Thai TESOL Members Pre-Reg: US\$105 On-Site Registration: US\$120 Contact: Naraporn Chan-ocha, Chulalongkorn Univ. Language Institute, Phaya Thai Road, Bangkok, 10330, Thailand (Tel) +66-2-218-6027 (Fax) +66-2-252-5978 (e-mail) fflnco@chulkn.car.chula.ac.th

Mar 14-17 '98 American Assn of Applied

Linguistics Annual Conference Seattle, WA

Mar 17-21 '98 TESOL '98 "Connecting Our Global Community" Seattle, WA (USA) TESOL, Inc., 1600 Cameron St., Suite 300, Alexandria, VA 22314-2751 USA (Tel) +1-703-836-0774 (Fax) +1-703-836-6447 (e-mail) mbr@tesol.edu (Web Site) <http://www.tesol.edu>

April 14-18 '98 32nd IATEFL International Conference Venue: UMIST, Manchester

CALLS FOR PAPERS

Jul 5-6 '97 The 3rd Conference on Phonetic Sciences Main Theme: English Phonetics and Teaching English Pronunciation THE PHONETIC SOCIETY OF KOREA Deadline for Submitting Abstracts: 12 June (Thur) Deadline for Submitting Papers: 25 June (Wed) Abstract and paper submissions should be sent to the addresses below. Professor Hyunbok Lee, Dept. of Linguistics, Seoul National University Shillim Dong, Kwanak Gu, Seoul, Korea (Tel) 02-880-6173 (Fax) 02-877-0946 (e-mail) sicops96@plaza.snu.ac.kr Dr. Ho-Young Lee, Department of Korean, Pukyong National University, 599-1 Daeyon Dong, Nam Gu, Pusan, Korea (Tel) 051-620-6616 (Fax) 051-621-8167 (e-mail) leehy@dolphin.pknu.ac.kr

Aug 13-16 '97 International Young/School Age Learner's Conference "Exploring the best techniques of teaching and learning English in Primary and Secondary Schools in the Korean Situation." KOSETA / PETA / British Council / IATEFL / TTI TTI International Conference Center, Seoul, Korea Call For Papers -- Application due by June 10, 1997 KOSETA #1 Yongsan-Dong, Yongsan-Gu, Seoul 140-02 (Tel) (02) 754-6319 (Fax) (02) 774-1368

Aug 22-24, '97 ROCLING X (1997) International Conference Research on Computational Linguistics Academia Sinica, Taipei, Taiwan Call for Papers Topics of Interest: All areas of Computational Linguistics and Natural Language Processing, including, but not limited to: natural language

understanding, machine translation, parsing, spoken language processing, corpus linguistics, language-based information retrieval, text processing, electronic lexicon and lexical semantics, speech recognition/synthesis. Submission: ROCLING X c/o Dr. Keh-Jiann Chen Institute of Information Science, Academia Sinica Nankang, Taipei 115 TAIWAN (Tel/Fax) 886-2-788-1638 Types: a) Regular Paper [max. 25pp., double-spaced,] b) Short Paper, and c) Project Notes [both max. 10pp., double-spaced] Copies: Send four (4) copies of full paper. Format: The title page should indicate submission type(s), and contain abstract (less than 200 words), name, affiliation, address, and e-mail address of the author(s). Papers should follow either the ACL or the LSA stylesheet. Strongly Recommended: Electronic submission of the title page at the same time of sending the paper. Electronic Submission: [plain text files only] Accepted at rocling@hp.iis.sinica.edu.tw OR rocling@research.bell-labs.com Submission Deadline: June 16, 1997 (Monday) Final Version of Paper Due: August 1, 1997 (Friday)

Jan 22-24 '98 18th Annual Thai TESOL Conference "Maximizing Learning Potentials" J.B. Hotel, Hat Yai, Songkhla, Thailand Proposals Due Date: Aug 17 '97 Relevance to the theme of the conference, to English Language Teaching in Thailand and the Asia Pacific Region, and originality of approach are among the major considerations in acceptance of papers.

Mar 14-17 '98 American Assn of Applied Linguistics Annual Conference Seattle, WA proposal due date: August 1997

Mar 17-21 '98 TESOL '98 "Connecting Our Global Community" Seattle, WA (USA) TESOL, Inc., 1600 Cameron St., Suite 300, Alexandria, VA 22314-2751 USA (Tel) +1-703-836-0774 (Fax) +1-703-836-6447 (e-mail) mbr@tesol.edu (Web Site) <http://www.tesol.edu> Calls for Participation avail - call R. Dickey in Korea at (0527) 52-1962 or e-mail <rjdickey@soback.kornet.nm.kr> Proposals due August 29, 1997

Nominations for Annual Elections - 1997

Notice is hereby given that nominations for the following positions on the National Executive Council of Korea TESOL, to assume office from the Annual Business Meeting at the National Conference on October 4, 1997, are now open and will close at 5:00 p.m., Monday August 25, 1997.

In accordance with the Constitution the following positions are subject to annual election:

- First Vice President (President-elect)
- Second Vice-President
- Secretary
- Treasurer

Nominations may be submitted by mail or facsimile to the Search Committee Chair, Rodney Gillett, by the due date. Nominations should include the name and contact details of the proposer and seconder, as well as notification of acceptance by the nominee.

A postal ballot shall be conducted from September 1, 1997, and close at 12 noon on October 4, 1997. All nominees will be requested to submit a statement of qualification for distribution with the postal ballot.

For information about the election please contact Rodney Gillett by telephone (0431) 53-8527 or by e-mail at rodney@alpha94.chongju.ac.kr

The address and fax number for nominations are as follows:

Rodney Gillett, Search Committee Chair
c/o Department of English Language and Literature
Chongju University
Naedok Dong Chongju 360-764
Chungbuk Province

Fax#: (0431) 53-8527

KOTESOL Conference 1997 Pre-registration Procedure

Step 1: Go to any bank and Transfer 70,000 won "On-line" to:
KOTESOL treasury account (Treasurer-Kim Young Mi):
Korea Exchange Bank: #283-18-01616-1

(Koreans should include their full name in Hangul; Non-Koreans should use their family name, followed by first initial, in English).

SAVE THE ON-LINE TRANSFER RECEIPT!! It is proof of payment and backup admission ticket.

Step 2: Photocopy the receipt, together with the words: KOTESOL '97 and your name, address and phone number clearly and legibly printed in strong black letters on the same page (English or Hangul).

Step 3: Fax the photocopy to: **(0653) 834-9170** Or **Mail** it to:

Jack Large
English Education Department Wonkwang University
Iksan, Chonbuk 570-749
Korea

The cutoff date is September 1. Deposits made after Sept. 1 will be accepted, **IF** preregistration form is received by the cutoff date.

In case of late fee deposit, include a **late processing fee of 10,000 won (total 80,000 won)**.

Forms received late, regardless of time of payment, will be forwarded to registration desk for normal processing and the difference between the pre-registration amount and the full amount will be collected.

Refund policy: Conference pre-registration is non-refundable, except in verifiable cases of dire personal emergency.

In pre-arranged cases, fees paid by non-attending persons may be applied to registration for KOTESOL '98. Dues for 1997 membership (30,000 won) will be deducted in that case.

NOTE: Membership is automatically conferred on all who pay to attend the KOTESOL annual conference. It is not optional, and cannot be waived for a discount on registration.

Who's Where in KOTESOL

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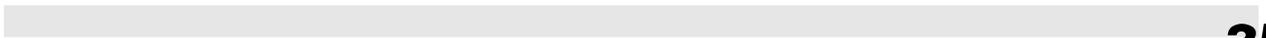
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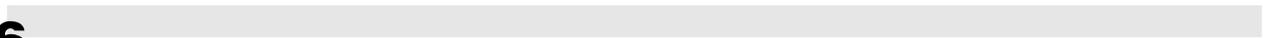
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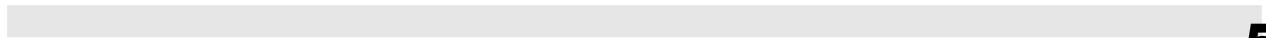
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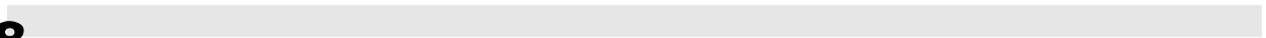
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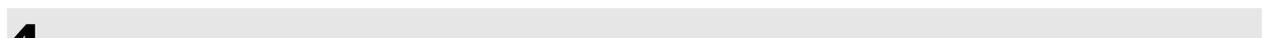
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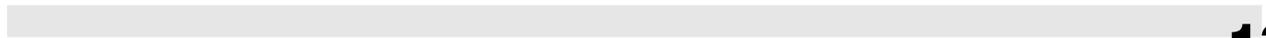
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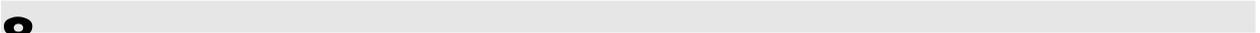
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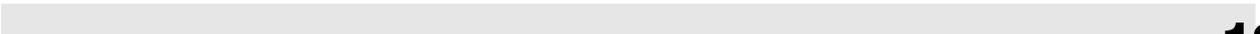
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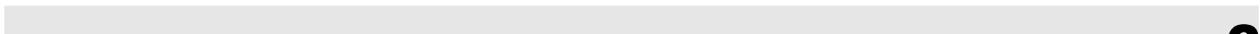
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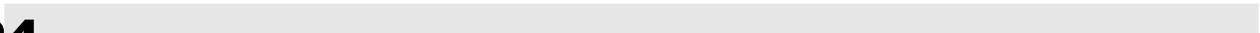
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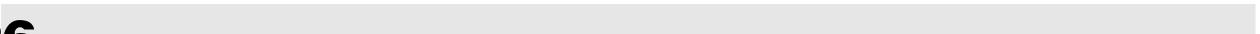
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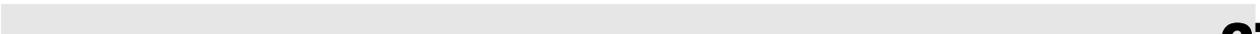
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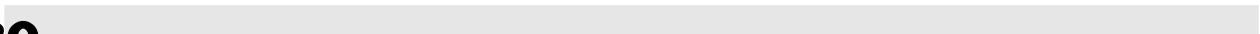
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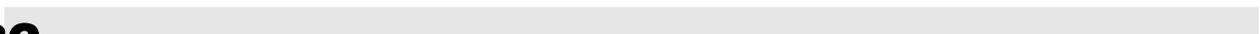
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