

# AETK Newsletter

Vol. 12 The Association of English Teachers in Korea No. 1

## Looking to the future

KEYNOTE ADDRESS FOR THE AETK/KATE KOREA TESOL FALL CONFERENCE, TAEJON, KOREA, OCTOBER 25, 1992

Oryang Kwon

IN THE EARLY SPRING OF 1991, as the president of KATE for that year, I had a talk with Professor Dina Trapp, then president of AETK, about the possible unification of AETK and KATE under a new name. Later, in my letter to Professor Margaret Elliott (dated April 3, 1991), I suggested "KOTESOL" (to stand for Korean Organization of Teachers of English to Speakers of Other Languages) to be the name of the new umbrella association. Since then, discussion went on privately and publicly about the unification within AETK and KATE. As an important step toward the unification, the two organizations agreed to hold this year's annual conferences together. Also, a special committee was appointed to study the means and ways to bring the two associations together under the same umbrella. Now, thanks to the devotion and enthusiasm of Professor Jack Large, the committee chair, and the committee members, we are almost there to see the formation of Korea TESOL, which is to set its sail in the very near future.

### Looking to the future

As a past president of KATE, I am excited to see the birth of a new association. It is the offspring of cooperative spirit and academic enthusiasm. As an English teacher in Korea, I am excited to witness the beginning of a new era in the English language teaching profession in this country. I am certain that this new association will make innumerable and invaluable contributions to the development of language teaching and research not just in Korea but in the world. In fact, I am looking to a bright future, which seems to be extending its welcoming hands to us. Thus, today I would like to share with you some of my visions for the future of the new Korea TESOL. I would also like to invite you to put your shoulder to the wheel of this new organization so that we can successfully meet the challenges that we will encounter on our way.

**1. Solidifying the organization.** The first challenge for Korea TESOL will come from inside the organization. Emerging from two different associations, Korea TESOL will necessarily need some adjustments in its structure and operation.

Although AETK and KATE are not strangers to each other, the leaders and members will have to familiarize themselves with the new, expanded supra- and infrastructures and new operational mechanism. Thus it is at once apparent that the role of the first executive council of Korea TESOL is

(Continued on page 11)



December 1992

*KATE and AETK members approve proposal to bring the two associations together; see page 8.*



*Peace and Best Wishes at Christmas and throughout the New Year!*

The AETK Newsletter

*See the special section in this issue on the 1992 Fall Conference held in October at Han Nam University in Taejon.*

# The AETK Newsletter

EDITOR

John Holstein

STAFF

Christopher South, Troy Ottwell,  
Frank Tedesco

PRODUCTION AND DESIGN

Dwight Strawn

The AETK Newsletter is published as a service to members of both the Association of English Teachers in Korea and the Korea Association of Teachers of English. Viewpoints expressed in the Newsletter are those of the writers and do not necessarily reflect positions or policies of either Association.

This is the last issue of the AETK Newsletter, as plans are being made for a new publication to be sponsored by Korea TESOL, the new organization now being established by AETK and KATE. News items, announcements, letters and articles related to language teaching in Korea for the new publication should be sent to Steve Bagaason, who will be the Managing Editor. (His address is given in the AETK/KATE Council and Staff directory on the back cover.)

The new publication will be issued four times a year, in April, June, October and December. Publication deadlines are as follows:

April issue	Feb. 15
June issue	Apr. 15
October issue	Aug. 15
December issue	Oct. 15

The first AETK newsletter was published in January 1982 with the name *Teaching English in Korea*. There were five issues in Volume 1 (1982), three in Volume 2 (1983), and one in Volume 3 (1984). The name was changed to *AETK News* in 1985, and there were five issues in Volume 4 (1985-1986) and five in Volume 5 (1986-1987). In September 1987 the name was changed to *AETK Bulletin* and the use of volume numbers was discontinued. In December 1990 the name was changed again to *AETK Newsletter*, and in 1991 the use of volume numbers was resumed. Editors: Barbara Mintz (1982-1984), Dwight Strawn (1985-1989), R.A. Brown and Cha Kyung-Whan (1990), John Holstein (1991-1992).

## In this issue...

<i>Looking ahead: Events for language teachers in Korea</i> . . . . .	3
<i>In transition</i> . . . . .	4
<i>Letters to the Editor</i> . . . . .	6-7
<i>Association activities</i> . . . . .	8-13
<i>1992 Annual Conference</i> . . . . .	14-19
Reviews of fall conference presentations . . . . .	14
Impressions . . . . .	16
Coordination of efforts throughout the country brings success . . . . .	16
<i>Issues</i> . . . . .	20-24
John Holstein, Great expectations and the facts of life: Whither the language teacher? . . . . .	20
<i>Feature articles</i>	
Oryang Kwon, Looking to the future . . . . .	1
Barbara Enger, English language plays in Korean universities . . . . .	25
Greta J. Gorsuch, Teaching students to use clarification requests . . . . .	28
Bill Woodall, Learning and teaching in Korea . . . . .	29
Fionnuala Rosemary O'Connell, Which accent should we teach? . . . . .	33
Thomas S.C. Farrell, Teaching English composition in Korea: One approach for intermediate L2 learners . . . . .	34
John Holstein, ASCII Text: One step in getting your manuscript published . . . . .	39
<i>International</i> . . . . .	42
<i>Reviews</i> . . . . .	44
<i>Resources</i> . . . . .	45
<i>Techniques: Tips for the classroom</i> . . . . .	46
<i>Career moves</i> . . . . .	49
<i>After class</i> . . . . .	50
Membership Application / Change of Address Notice . . . . .	55
AETK/KATE Council and Staff . . . . .	56

### Return to sender. Address unknown.

FIVE October newsletters were returned to us undelivered. Faxes aren't getting through, and strangers are answering the phone. It can't be the ozone hole, October 28th has come and gone, the election is still a few days off...

Keep us in touch with you by letting us know of your change of address, fax or phone. Send in the membership form on page 55.

## Looking ahead...

### Events for language teachers in Korea

Because of the reorganization of our organizations, only the following information is available now. You will be notified of upcoming events by mail.

**December 19** Seoul Chapter meeting: Class Problems. Teachers will present problems in the classroom for group discussion and advice from a panel of experts. Here's your chance; note down that query now, before you forget it.

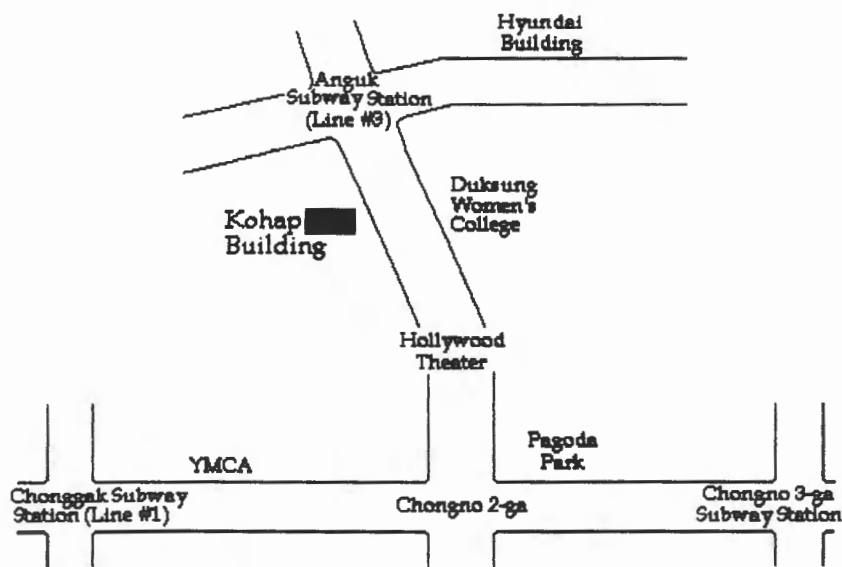
**January, February and March:** The Seoul Chapter will hold meetings on the third Saturday of each of these months; the topics, however, have not been decided. You will receive further notice in the mail.

Seoul Chapter meetings are held on the third Saturday of the month at the Fulbright Center in the Kohap Building. Take the #3 (orange) subway line to Anguk (Secret Gardens) station and walk toward Chongno, or walk from the Chonggak station on the #1 (red) line (see map below). For further information on activities in the Seoul area, call Greg Matheson (see "AETK/KATE Council and Staff" on page 56) or Christopher South at school (970-5285) or at home (971-1575).

Taejon Chapter meetings: Information will be sent in the mail. For information, call Carl Dusthimer or Tom Ellis (see "AETK/KATE Council and Staff" on page 56).

Please let us know when your organization is planning something, so we can help spread the word. Contact Steve Bagaason.

### Directions to the Kohap Building for Seoul Chapter Meetings



## AETK/KATE

The Association of English Teachers in Korea (AETK) was established in Seoul on November 6, 1981 and became a TESOL affiliate in 1982. The Korea Association of Teachers of English (KATE) was established in Taejon in April 1989. In October 1992, members of KATE and AETK agreed on principles for bringing the two organizations together under the name Korea TESOL and appointed a Steering Committee to manage affairs during the transition.

Members of AETK and KATE will automatically become members of Korea TESOL, and applications for new memberships and renewals are being accepted during the interim period (use the application form on page 56).

### AETK Officers

#### President

Ahn Jung Hun

#### Vice-President

Stephen A. Bagaason

#### Secretary-Treasurer/ Membership

Chuck Mason

#### Member-at-Large 1990-92

Gail Clarke

#### Member-at-Large 1991-93

Park Mae-Ran

#### Past President

Dina Trapp

### KATE Officers

#### President

Carl Dusthimer

#### Vice-President

Joo Hyun Chul

#### Secretary/Treasurer

Tom Ellis

**Dina Trapp** left Korea the beginning of this Korean academic year to be closer to her mother in Arizona. Many of us didn't think she'd really leave, but she surprised us!

Dina was teaching at Kangnung National University in 1990 when she was elected to the office of President of AETK. Her teaching post on the east coast, so distant from Seoul, opened AETK leadership to greater Korea-wide representation and gave it the impetus to become a de facto national organization. Far from the major English teaching metropolises of Seoul, Taejon, Pusan and Taegu, Dina had to make an extra effort to communicate with our membership. Her buoyant spirit and great energy, however, never flagged in her performance of this often frustrating, sometimes unrewarding job; she found time and resources to participate in meetings all around Korea.

Dina found the energy and possessed all the charm needed to be a good representative for AETK at international conferences. "A prolific networker" in the words of one of her admirers, Dina was instrumental in maintaining good relations with TESOL leaders overseas. Without continual contact with people outside the peninsula, English teachers here can quickly fall into unproductive habits. Dina was well aware of this and she proposed many ideas for local teachers to follow up on. She inspired some of us to do more to make our teaching activities more interesting and rewarding to both our students and ourselves.

Almost every conversation I had with Dina in past years led to discussions of our troubled world culture and environmental catastrophes everywhere. Dina inspired me to bring global issues into class and get my students talking about things they can do to protect the future of their

nation and our planet. As teachers of English, we are not only transmitters of a technical skill; we must remember that the values we transmit can affect our students in all aspects of their lives.

Dina's conversation book, *Korea in Focus*, which she co-authored with Cornelius Ceric, encourages Korean students to talk easily about Korea in English or German. Like Dina, it doesn't shy away from controversial topics—our college and university students are adults who must engage their full personalities to fulfill the responsibilities of global citizenship.

It is highly unlikely that Dina will forget Korea. I won't be surprised to hear that, once she takes care of business at home, she's back in Korea spreading more of her good feelings and indefatigable optimism.

**Frank Tedesco**

*Frank Tedesco teaches at the Ch'onan Campus of Dankook University.*

**The AETK Newsletter: Our last issue?** This is the last issue under the name *AETK Newsletter*. And it is the last issue of the Association of English Teachers in Korea. And it is my last issue as editor.

But it is not *our* last issue.

Sometime early next year we will launch a new organization, and this newsletter will continue, under a new name and new editorial staff, to serve that organization of English language teachers, as it has for the last eleven years.

There will be some changes, though, thanks to an enhanced consciousness about the publication among the members of the organization. The newsletter hopes to reorganize and add to its editorial staff; under serious consideration is a staff consisting of a senior editor and sev-

eral associate or department editors, a few of whom have already volunteered. Another possible change, in light of the increasing quantity and quality of contributions, is the role of this publication. Initially the publication will serve as the organization's newsletter; the new organization might just decide, however, to start a bi-annual journal in addition to a newsletter—if we can find people to handle it. Maybe we will even coordinate resources with other organizations. (See Professor Kwon's "Looking to the Future" in this issue.) It all depends, though, on you.

Realization of our hopes for these changes will be determined entirely by the degree to which the members of our new organization involve themselves. These days, especially since October's (and Patricia Hunt's and Carl "Dusty" Dusthimer's) immensely successful joint AETK/KATE Korea TESOL Conference in Taejon, it seems everything's comin' up' roses. But what in actuality is coming up? When our high from the conference wears off, will we find that we have laid a concrete foundation for continued and expanding involvement, or will we be nursing the blahs from a one-night stand?

A member of a huge organization like TESOL International can pay annual dues and sit back and enjoy the benefits. It does not work that way in an organization of our size. TESOL can draw from 20,000 members, among whom are those few who enjoy employment circumstances which allow them a light class schedule or even the perk of taking off a year to devote all their time and energy to top offices in the organization; and it has financial resources to automate and to hire professional services and secretaries and typists. None of the members in our organization can take off a year to serve in a top office. And our or-

---

ganization certainly does not have much in the way of financial resources. Proportionately, then, the individuals serving in and running our organization have less time to do more work. So every member has to give something more than annual dues. The alternative is the council and staff either burn out or do not accomplish their goals. (See "1992 Conference Co-Chairs Extend Thanks" in this issue for an idea of all the work required behind the scenes in conducting organizational affairs.)

Eleven years ago Dwight Strawn, with Barbara Mintz as first editor, got the *Newsletter* going when he brought AETK into existence. Then he produced the newsletter for years as its editor. A year ago he returned, this time to manage Production and Design, and gave the newsletter the professional look it has today; editorially, too, the newsletter benefitted from his knowledge and insight. Now Dwight has agreed to take my place as senior editor, and we are delighted that he will continue to devote his editorial and artistic abilities, his time and energy, and his wisdom to the new publication and the new organization.

The best thing about quitting this job is the realization that I have the good fortune to continue working in the next publication with the dear friends I have made in this one.

**John Holstein**

*Several persons have already volunteered to join the staff of the new publication, but more are needed. If you can help, please contact Steve Bagaason, who has agreed to serve as the Managing Editor. Also, until further announcements are made, please send all articles, reviews and other material for the new publication to Steve (see page 56). -DJS*

## *The addled adage...*

**You can lead a horse to water, but you can't make it write.**

**Don't give them a fish, teach them to write one themselves.**

**An article in print is worth two in the bush.**

**An idea saved from oblivion is a penny earned**

**Looking forward to receiving your two-cent contribution, I am**

**Whoops,**

**The editor**

**To submit your contribution please contact Steve Bagaason (contact information on the back cover).**

---

## *American expatriates and the IRS*

The U.S. Internal Revenue Service (IRS) has announced a campaign to get Americans living abroad to file their tax returns.

Many believe that they are not required to file if they earn under \$70,000 and pay local taxes. This is mandatory; in fact, those not filing can lose their eligibility for the \$70,000 exclusion. Other complications can be expected after returning to the States, in situations which require record of having filed with the IRS (inheritance, bank deposits, tax status, your presidential campaign...).

IRS is now offering assistance and other incentives to taxpayers who seek help; it is also stepping up efforts to enforce compliance with the tax law for expatriates.

One major reason expatriates do not file a tax return is ignorance of the law. Every U.S. citizen, regard-

less of income, must file. Another major reason some do not file is the notion that filing is a very complex matter of completing several forms with obscure directions. Not so. Get the help of friends who file; on your form just substitute your figures for theirs.

The IRS asks taxpayers to contact the IRS office in the American Embassy in Tokyo for information and/or help in filing a delinquent tax return. Either send a letter (American Embassy, Attention: IRS, 10-1 Akasaka 1 chome, Minato-ku 107 Tokyo, Japan) or fax the embassy (81-3-3224-5274).

Right now the American Embassy in Seoul cannot provide assistance, but it is expected that an IRS tax representative will be available for consultation here at the embassy from February 1 through 4, 1993.

## Letters to the Editor

Dear Editor,

At the Annual Meeting in Taejon, which I found to be greatly informative and useful, happened one 'incident.' I feel it is an important topic which needs addressing.

After members were urged to sign "Letters of Intent," I started one for the city of Kyongju. We already have almost enough members to have a chapter. Most of these members are teachers and professors, although there are three students and a couple of other interested people. One of the students is also my assistant at the university. This is where the problem starts.

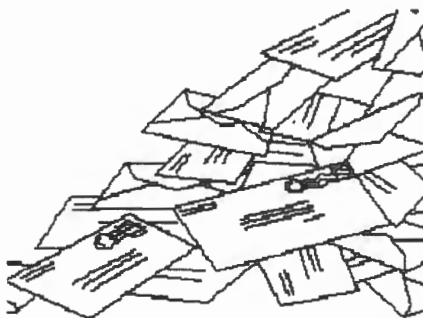
I asked him to sign the Letter of Intent. He told me he was turned away because he was *only* a student and that students are associate members. First, in actuality this is not true; he also teaches part time at an institute in Pohang. Second, being a student should have nothing to do with his signing the Letter. Third, I could find no place in the Constitution where students are referred to as associate members. As a matter of fact, the only place where I could find student member status directly addressed was on the application form where it states "Student members have the same entitlements as individual members." The only difference being that students are given a 50% discount off the individual membership dues. I believe this is done out of consideration for the students, not because they are less important.

On the contrary! Student members are invaluable to our organization. Who else can give us a true idea as to what works in a class and what doesn't? We need their input. Also, I have had many former students who became English teachers and many present ones who will; this organization is vitally important for them.

Students are voting members of

the organization. The only memberships in the Constitution referred to as non-voting are institutions, agencies, and commercial organizations. As voting members they have rights no different from individual members.

The Constitution clearly states that "Membership shall be open to any person interested in the teaching of English in Korea who supports the goals of the Association." I would like to draw your attention to the fact that it did not specify English teachers or professors, but *any person* who has an interest in the teaching of English in Korea. If only teachers and professors are allowed to sign a chapter's Letter of Intent,



there will probably be some people with individual memberships who would not be very happy.

My three students applied for membership before the Taejon conference, so they should be governed by the Constitution and bylaws of AETK. Whatever happens under a new Constitution should only affect students who apply after the dissolution of AETK. I sincerely hope that the Steering Committee, and whoever else is involved in the drafting of a new constitution, will seriously consider the status of student members. They are very important and need to be represented and heard. The only way I feel the quality of our organization will decrease is if we limit student participation. While I agree that most members in a chapter should be educators, we should

have representative voices from other people.

Thomas Duvernay  
Dong Guk University  
Kyongju

*The newsletter asked Chuck Mason, Membership Chair of AETK, to respond to your letter. Here's his reply:*

Dear John,

I just deleted a whole page response on Tom's letter to the editor. Although I appreciate the problem and the points he made, after discussing the problem with a few others I decided I cannot make any hard and fast rules regarding the letter of intent until the steering committee meets.

The question of who may sign the letter of intent used to form a chapter in the new joint organization, Korea TESOL, was brought up at the conference. Since the steering committee is meeting to decide policy on issues such as these, I would like to ask everyone to share your thoughts on this question. Please express your thoughts to the steering committee, so your ideas can be heard and implemented into the new constitution. We hope you will voice your opinions on any and all issues you believe relevant to the new Korea TESOL organization.

*The names and addresses of other steering committee members are on page 11.*

Dear John,

I was delighted to receive your letter of October 2, with the AETK/KATE Conference program, and also the two copies of the Newsletter. I haven't written to Elaine yet, to thank her for her kind words, but I will before too long.

I spent the first two months after I got home deciding where to put things in the house, getting the gar-

den ready for winter, traveling, and getting weaned away from my life in Korea. I haven't lived full time in this house for twenty years, so there are plenty of boxes that have been packed away, and still are, with things that I don't need very much.

Several things seemed to end this period of adjusting. I unpacked my desk clock, and had to reset it to Eastern Daylight Savings Time. My haircut by my favorite beauty salon operator had to be done again by someone who spoke English, but lacked the panache of my 'Mr. Beauty' in Taejon.

A nostalgic moment came when a 100-won piece fell out of a jacket pocket that I hadn't worn since last spring. I put it in my jewel box, a traditional Korean design, and went on with my day. But I will always cherish my memories of friends and students and of living in Korea.

In early October I got my new Mac working, and some system began to appear in my life. I have two ESL jobs, a total of five hours a week, both with Continuing Education of the County Board of Education. One is a morning class, with a group of twelve women from a number of European, South American, African and Asian countries. We meet in a seminar room adjoining the library in the High School. There is video equipment that I can reserve.

The second class has just begun, at the Atomic Energy Nuclear Research Center (Canada's KAERI), with seven scientists and engineers. A couple of them are the husbands of women in my morning class. The company has given them one hour during working hours, and we continue for another hour after that, once a week. The AECL class is quite advanced—I will have to dig deeply in my files—or create new things to challenge them.

I plan to attend the TESL Ontario

Conference, November 26-28 in Toronto, and will probably pick up some new ideas. I am presenting a paper, as well, "Building Confidence for the Non-Native Speaking EFL Teacher."

I forgot to mention that I have been asked to tutor two students who have recently come from Hong Kong to attend high school, with the possibility of continuing to university here.

And of course, all this time I have been working through the planning stages of my Summer Experiential English Program. I have someone helping me, now, not the same person as I anticipated. After a wide search, another excellent person came to my attention. She has taught accounting! For me it is imperative to have someone to toss ideas back and forth with, while planning something like this.

You kindly offered to circulate information about my school in the Newsletter, or whatever it is called nowadays. I would like to provide you with some details. The official brochure will be available soon.

The format of the Experiential Program that I will establish provides a dual approach to language learning. The morning activities will be in the classroom, with focus on the communicative approach. In the afternoon and evening, students will be expected to spend some time on class preparation, including group discussion, and use of resource materials including video and audio cassette tapes, and library facilities. In addition, each day there will be time allotted for organized and informal recreation activities, where practice in English can be pursued in a real-life setting.

I plan to have only a small group of students the first summer, in 1993, not more than ten, because of the difficulty in finding suitable host families. I hope to have students

from South Korea, Japan, and perhaps from Chile. I would appreciate it if KO-TESOL members would make this information available to students who might be interested.

Deep River was built to accommodate scientists and support staff working at the nearby world famous nuclear research center, the Chalk River Nuclear Laboratories. This lends a special element of interest, with a high intellectual level, and a diversity of interests more often found in an urban setting than in a small town.

I'd better sign off here, with the promise of writing soon to all my friends back in Korea. The best of everything to all of you, and to your new organization!

Yours,  
Margaret Elliott

*Margaret Elliott, who taught many years in Korea, most recently in the English Department at Han Nam University, is a former president of KATE. A flyer presenting more details on Margaret's "Experiential English Program" is enclosed with this issue.*

### **Jack Large wins Zero Defects Drive award!**

In the October issue we announced in our Zero Defects Campaign ad that a twenty-year free subscription to the Newsletter would be awarded to anyone who could find an error in the October issue.

Eagle-eye Jack Large discovered a flaw, and we are therefore delighted to announce that Jack, as long as he retains membership in AETK, will receive twenty years of the AETK Newsletter free of charge.

## Association activities

### *Minutes of the 1992 AETK/KATE Conference business meeting, October 24, 1992*

The AETK/KATE joint business meeting was opened by the executive councils of both organizations. Vice President Steve Bagaason presided for AETK, and Carl Dusthimer presided for KATE.

The results of the survey sent to the members of both organizations were reviewed and then Jack Large presented a synopsis of the results. The survey showed that both organizations were overwhelmingly in favor of joining forces and reorganizing under the name of "Korea TESOL." We even had votes coming in from our overseas members voicing their support.

Jack also introduced the "letter of intent" to the group and explained the steps necessary to start a local chapter. This was very exciting to most of the membership and one of the business issues that generated the most discussion. It seems many are interested in starting up a local chapter. Let's do it, and make sure you get as many of the local junior high and high school teachers involved as you can. We need more Korean representation.

A motion was made by Elaine Hayes to accept the results of the survey and move to set up Korea TESOL. The motion was seconded by Mary Anne Zabawa. The motion passed unanimously.

At this point in our meeting, Jack Large stepped down as the chair of the umbrella committee. Jack thanked all of the many members who helped by sharing ideas and lending advice to make our team even better.

KATE President Carl Dusthimer gave a brief report on KATE news. KATE had a successful spring con-

ference and Student Drama Festival. KATE's executive council attended the joint AETK/KATE reorganization meeting on September 26, 1992.

AETK Vice-President Steve Bagaason reported on AETK in behalf of President Ahn Jung Hun. (Dr. Ahn, who had been present all day, had to step out in the evening to meet Ambassador Gregg). Steve's report began by asking for support and help for our newsletter and its staff (basically John and Dwight). He also commented on the great job they are doing and thanked them for all their effort. Next, Steve reported on our spring conference at Sogang University and bid farewell to Robert Faldetta, whose untiring efforts helped to make the spring conference a success. The AETK council attended the joint AETK/KATE reorganization meeting on September 26, 1992.

Steve, speaking for both AETK and KATE, announced establishment of a steering committee, as mentioned in the survey, to work up a constitution, to determine how to handle financial matters, and to plan when and how to do reports for Korea TESOL, etc. Then Steve opened the floor to nominations for the steering committee.

The following were nominated: Brad Coty, Kwon O-ryang, Patricia Hunt, Scott Berlin, Elaine Hayes, Kim Jeong-yeol, Chuck Mason, Andy Kim, Chris South, Barbara Enger, Joo Hyun Cheol, Antony Jones (who declined the nomination, stating that there might be a conflict of interest, but volunteered to serve as a special advisor to the steering committee), Kirsten Reed-Perez, Tom Ellis, Steve Bagaason, Chuck Ertle, Mike Duffy (who declined due to a Saturday teaching load).

Motion was made to close the nominations and all in attendance were in favor. Nominations were

closed, with the results of the election to be announced Sunday morning, October 25.

Voting for those nominated took place after each nominee was introduced. The ballots were collected by Tom Ellis, to be tabulated that evening.

The Joint AETK/KATE 1992 Conference business meeting was closed.

And we partied!

Chuck Mason

### *Steering Committee for Korea TESOL*

Before I address the issue of the Steering Committee, I would like to thank all who participated in the Conference, especially those who helped in pulling it off. The spirit of cooperation was certainly there and it seems everyone—members new and old, publishers and speakers—were very pleased with the results. HURRAH!

Now for the business at hand. The business meeting at the conference proceeded smoothly and a Steering Committee was formed to replace the existing executive committees of AETK and KATE and to proceed with creating a constitution and laying the groundwork for the future of the new organization. An election was held at the business meeting and eleven members were chosen to sit on the committee. (Their names and contact information can be found on page 11.) It should be pointed out that, though these members will form the committee, any input from YOU will most welcome.

The first meeting of the Committee was scheduled for November 29 in Taegu, with discussion on setting



the committee's agenda for the upcoming months. That agenda included items such as:

1. Creating a constitution and deciding on a deadline for its submission to the general membership. The constitution will likely be modeled after the existing AETK and KATE documents, with modification primarily in the area of purpose, goals and formation of chapters.

2. Deciding on procedures for chapter formation and their relationship to the umbrella organization.

3. Setting up an interim accounting system to be headed by an interim Treasurer. This interim period should end when the new slate of officers is elected.

4. Working with the present production team of the *AETK Newsletter* in order to ensure its present quality and a smooth transition to next year's production team.

5. Determining a timetable and schedule for election of officers.

6. Determining a date for the first general meeting of the organization.

7. Determining the status and membership requirements for students.

8. Determining the degree of autonomy the organization's publication will have.

9. Exploring the possibilities of member involvement in more than one chapter affiliate.

10. Exploring future relationships to other organizations of English teachers in Korea.

This is a general list of the issues the Steering Committee decided to address. The meeting was held too close to publication of the newsletter for us to report what was decided. At this point these issues are still being discussed and we welcome your input. For information contact any of the Steering Committee members.

Dusty Dusthimer

## *Umbrella committee report*

Quite a number of tasks have been accomplished, and milestones passed, on the trek toward a robust official Korean national affiliate of Teachers of English to Speakers of Other Languages (see *AETK Newsletter*, Oct.'92). Chief among these has been the highly successful AETK/KATE joint conference in Taejon. Now that the conference is in the books, and with it the work of the umbrella committee, a summary of procedures leading to, and a description of the current state of the movement to reorganize and consolidate AETK and KATE under the banner, or umbrella, of Korea Teachers of English to Speakers of Other Languages (Korea TESOL) is appropriate.

I reported in the conference joint business meeting, without going into the details, that the result of the survey sent to the members of both associations was so decisive as to be termed unanimous. While no one has stated the obvious objection which might be put forward in the face of such a sweeping conclusion, still it seems best to make the actual figures public, and to offer a more evenly tempered interpretation of them.

The responses were opened and examined by an executive group representing both KATE and AETK, in a session held on Friday evening before the conference. There were 27 signed responses to the 2-page, 16-item survey. There were no negative responses to 6 of the 16 items:

**Item 1:** "A nationwide association should be established in Korea to serve and advance the scholarly and practical purposes, goals and needs of professional English teachers."

Items 4,10,13,14 and 15 likewise were unanimously given approval

by respondents, and action was taken on three of them at the conference:

**Item 4:** "Elections for the AETK and KATE Executive slates at the joint conference should be replaced by a single election of a steering committee and a constitution committee to serve in the interim between the conference and the first general meeting of the new association. Election of a national officer slate and ratification of a constitution for the new association should take place at the first general meeting." (See "Minutes of the 1992 AETK/KATE Conference business meeting, October 24, 1992" and "Steering Committee for Korea TESOL," this issue.)

**Item 10:** "Dues paid by members of KATE and AETK should henceforth be deposited into a common treasury account to be used to retire all financial debt incurred by AETK and/or KATE prior to and including the joint conference. All funds remaining in the AETK and KATE treasuries should be transferred to the joint account. All who are KATE and AETK members at the time of the '92 joint conference should be considered founding members of the new association, and exempted from any additional fees, such as initiation fees, as might be assessed upon future new members." (One respondent did split his "yes" response to suggest that the new treasury should "start from scratch.")

**Item 13:** "Local chapter affiliates of the Korean association should incorporate themselves by the method of submitting a 'letter of intent' to form a chapter, signed by 20 members of good standing in the national association. Local chapters should be established within parameters of geographical propinquity." I took the liberty of preparing samples of the letter of intent and circulated them among participants at the con-

ference. The warm response, in the form of rapid circulation and signing of the Seoul, Taejon, Taegu, Pusan and Chonju groups was most heartening.

Since then, requests for forms from the Kyongju and Suwon areas have been answered. The letter of intent appears as follows:

**Korea Teachers of English to Speakers of Other Languages**

It is the intention of the undersigned individual members of Korea Teachers of English to Speakers of Other Languages (KOTESOL) to establish a local chapter affiliate to be centered in the locality of \_\_\_\_\_, Republic of Korea.

It is understood that this local chapter will, like all chapters thus chartered, be governed according to the articles and bylaws of the KOTESOL Constitution, once it has been ratified.

First signed. \_\_\_\_\_ (Date)

Filed. \_\_\_\_\_ (Date)

Chartered. \_\_\_\_\_ (Date)

Print Name \_\_\_\_\_

Signature \_\_\_\_\_  
Address: \_\_\_\_\_

(20 blank lines for signatures follow)

**Item 14**, "An individual member should be a voting member of only one local chapter affiliate," and **Item 15**, "All members of local chapter affiliates should first be enrolled as members of the national association," were without objection or comment. However, it is presumed that when local members submit their letters of intent in a petition for a local charter, the valid paid-up status of all those whose names are included will have been verified.

One negative response each was recorded for items 6 and 16.

**Item 6**: "A voting seat should be reserved on the steering committee for a current editorial representative

of the *AETK Newsletter*."

**Item 16**: "The *AETK Newsletter*, renamed, should become the official publication of the new association, care being taken to maintain or enhance present quality. No major changes of style or substance should be undertaken without careful study and consideration by a publication subcommittee authorized for the purpose by the steering committee."

Two negative responses each were recorded for five items.

**Item 2**: "The purpose of the association should reflect a determination to serve the career needs of Korean nationals and expatriates equally, both their professional preoccupations and pedagogical concerns which are chiefly, but not exclusively, relevant to the Korean context."

**Item 7**: "Steering committee members may be represented by a self-designated proxy in official meetings, so long as the designee is acceptable to other members of the committee, and is a member in good standing in the association."

**Item 8**: "The Steering Committee should meet within 30 days after the 1992 Joint Conference, to prepare documentary instruments of founding, to establish internal committee structure, and to set an agenda, delineate goals and assign tasks.

**Item 11**: "Members of the Korean association should not be required to subscribe membership in international TESOL, nor should membership in international TESOL be sufficient to subscribe membership in the Korean affiliate association."

**Item 12**: "Annual dues in the new association should be 20,000 won per year, payable at the annual conference meeting, and conferring membership for the ensuing twelve (12) months, or portion thereof in the case of new members, between annual conferences."

Three negative responses were recorded for **Item 5**: "Monthly progress reports should be prepared by the steering committee and mailed to the members." Two of these felt monthly was too often.

Four negative responses were recorded for **Item 3**: "The new association should be linked in name, structure and function to the administrative framework of TESOL (Teachers of English to Speakers of Other Languages) and authorized to represent the interests of Korean local chapter affiliates to international TESOL, and vice-versa."

Curiously enough, the greatest number of negative responses (5) to any item were recorded for **Item 9**: "The name (acronym) of the new organization should reflect its ties to international TESOL, (e.g., Korea-TESOL and HANTESOL, which have been suggested thus far)." I can't help wondering to what extent my remarks about the name in the December issue of this newsletter may have skewed the response to this item. Of the five, two detailed their reservations; they were generally opposed on the grounds that the TESOL connection would preclude affiliation with other organizations. Specifically mentioned by British Council representative Antony Jones in this context was IATEFL, based in Great Britain. Presumably the question will be thoroughly discussed by the steering and constitution committees.

In conclusion, I would like to thank all those whose input has made the work of the umbrella committee a rewarding task. We all look forward to bigger and better things for English teachers in Korea, and especially their students, as the result of this movement to consolidate our efforts and talents.

**Jack Large,**  
**Umbrella Committee**

## Looking to the future

(Continued from page 1)

truly critical for the future of this association, as they are going to point the direction for us and show an example of effective operation. Although they will be correctly guided by the guidelines provided by TESOL International and other TESOL affiliates, the support of the members given to the leaders will be essential for our success.

**2. Expanding and reaching out beyond our boundaries.** Once Korea TESOL establishes its new identity, it should reach out its helping hands to as many teachers as possible. Of course, Korea TESOL will have its distinct identity as an important professional association from which expatriate teachers of English may find help. However, it is my estimation that there are more non-member expatriate teachers in Korea than there are expatriate members. Korea TESOL should set its goal to reach out to these non-member expatriate teachers and provide professional guidance and assistance where needed; and it should enlist the expertise and experience of the teachers who have them.

At the same time, Korea TESOL will need to communicate with other professional associations in Korea. At present there are two major nation-wide associations of English teachers in Korea: the College English Teachers Association of Korea (CETA) and the Korea Secondary English Teachers Association (KOSETA). As the names indicate, the two organizations maintain fairly distinct identities. CETA is mainly for Korean professors whose special interests are in English teaching. Started 28 years ago in 1964 by college professors who were in charge of language laboratories,

CETA now has about 300 members and publishes two professional journals and three newsletters a year. For the past 28 years, CETA has played the key role in policy making and academic training for the teaching of English in this country.

KOSETA, on the other hand, is exclusively for secondary school English teachers and administrators and is by nature classroom technique oriented. It has regional chapters in all of the provinces and major cities, and boasts a membership list of over 5,000 teachers, with about 1,000 members in Seoul alone. It is an affiliate of IATEFL (International Association of Teachers of English as a Foreign Language) and publishes four newsletters a year and one annual workshop report based on the annual 4-day workshop, held during the summer vacation. About 100 members of KOSETA belong to the IATEFL Korea branch and send about 4 members each year to the IATEFL's annual conference.

While I can see the distinct identities of Korea TESOL and the two other associations, I can also see the common goals they are pursuing and the common problems they are facing, since they are all concerned with the teaching of English to Korean students in this particular setting called Korea. Thus, it will be profitable for the three associations to establish some type of organizational linkage and find ways to orchestrate our efforts and share our experiences. CETA can provide us with academic knowledge and practical information regarding job opportunities for expatriate teachers. KOSETA can provide us with insights into the problems of secondary school English teaching and learning. Korea TESOL, on the other hand, can contribute to the Korean organizations with the native speakers' perspectives, which are

### Steering Committee for Korea TESOL

*Ahn Jung Hun* (see AETK Council and Staff, page 56)

*Bagaason, Steve* (see AETK Council and Staff)

*Berlin, Scott.* Tourism and English Department, Korea Tourism University, Kyong-ju; Tel: (H) 0561-748-5454; (W) 0561-748-5557; Fax: 0561-748-5553

*Dusthimer, Carl.* (see KATE Council, page 56)

*Hayes, Elaine.* Sogang Institute for English as an International Language, 1 Shinsu-dong, Mapo-ku, Seoul 121-742; Tel: (H) 02-790-9284; (W) 02-714-5103; Fax: 02-701-6692.

*Hunt, Patricia* (see AETK Council and Staff)

*Kim, Andy* (see AETK Council and Staff)

*Kim Jeong-Ryeol.* Korea Maritime University, Pusan; Tel: (H) 051-241-7118; Fax: 051-414-2475

*Kwon Oryang.* Department of English Education, Seoul National University, 58-1 Shinrim-dong, Kwanak-ku, Seoul 151-742; Tel: (H) 02-888-5215; (W) 02-880-7674; Fax: 02-889-8791.

*Mason, Chuck* (see AETK Council and Staff)

*Schuck, Elizabeth A.* Kookmin University, 861-1 Jeongnung-Dong, Seongbuk-Gu, Seoul 132-702; (H) 02-998-9070; (W) 02-910-4354; Fax: 02-779-5279.

different from those of the Korean teachers of English. Therefore, if the three associations establish communication channels, they will all benefit from such cooperation. In fact, CETA and KOSETA already have at

(Continued on page 53)

Korea TESOL  
1993 Fall Conference

*"Narrowing the Gap Between  
Theory and Practice"*

October 16-17, 1993  
Wongwang University, Iri

**Call for Papers**  
**Deadline: April 30, 1993**

- ✓ The following topics are invited for presentation:
  - Methods and techniques for preparing Korean students for study abroad
  - Methods for promoting intercultural communication in the ESL classroom
  - Application of linguistic theories to L2 acquisition
  - CALL (computer assisted language learning) software: technical reports, demonstrations, program design
  
- ✓ Please send two copies of your presentation proposal, one each to the following (see form on page 13):
  - Korea TESOL 1993 Conference Co-Chair  
Carl Dusthimer  
Department of Tourism Interpretation  
Kijeon Women's Junior College  
Junghwasan-dong 1-ga 177-1  
Chonju City, Chonbuk 560-701  
Tel: (H) 0652-82-3494; (W) 0652-80-5225  
Fax: 0653-54-8529
  
  - Korea TESOL 1993 Conference Co-Chair  
Jeong-Ryeol Kim  
Faculty of Liberal Arts and Sciences  
Korea Maritime University  
Dongsam-dong 1 Penji Yeongdo-ku  
Pusan 606-791  
Tel: (H) 051-241-7118; (W) 051-414-0031-8 x473  
Fax: 051-414-2475

Please post this in your department office or faculty room

# Reviews of fall conference presentations

## **Marc Helgesen: Fluency to Accuracy and Back Again—English Firsthand**

by Chris South,  
Seoul Woman's University

On Saturday, October 24, Marc Helgesen, principle author of *New English Firsthand*, gave his first of two presentations during the conference. In this talk Helgesen attempted to clear up misconceptions about the terms accuracy and fluency.

Contrary to the images conjured up by such terms as drills and dialogues, Helgesen stated that accuracy and fluency are "exciting" and basic to language study. He defined accuracy as "focus on form," rather than simply drill work. And while recognizing the merits of drill work for improving accuracy, Helgesen emphasized the need for making drills task oriented and interesting. He defined fluency as "focus on meaning," adding, "form is not prescribed" when students are working on productive fluency, and that correction should be done at the end, if done at all. More importantly, he emphasized his "A+ method" for getting students to be communicative. The A+ method requires that students do not answer with a simple "Yes" or "No," but that they add a fact, question or opinion, or give some kind of feedback to any Yes/No question.

Summarizing points made earlier, Helgesen pointed out the need for giving support to students for whom, as it is for many, communicative learning is a new experience. He mentioned three elements that should be contained in activities for these students.

The first is "linguistic/language support," which simply means that the students have at hand the language forms (grammar) and vocabulary they need to do the activity. Additionally, students need to be given a "task" so that they have a clear target to help them understand what they have to do, and can tell when the task has been completed. Finally, but not least in significance, is activating the affective domain in language study. As Helgesen mentioned, "Students need to see the activities are interesting and worth doing. Otherwise only the stronger, more motivated students will make full use of them."

To do this, Helgesen suggests (a) personalizing the activity, that is, get the students talking about their own experiences and ideas; and (b) turning the activity into a game. Ignoring the affective factors in language learning can amount to trudging through the same kind of boring, tedious drill work that they have done in the past.

Helgesen concluded his presentation with some suggestions for making pairwork more interesting. For example, he recommended that "display questions," which are questions that students already know the answer to (such as, "How many fingers do you have?"), not be used. He suggests, if they must be used, two techniques for making the work more challenging and interesting. The first is to have the pairs look at the page for two minutes, and then close the book and see how many questions they can remember. The other is to have one student pantomime the question while the other attempts to guess the question. Other suggestions for getting the most out of pairwork include: having students design their own ques-

tions, having students intentionally make mistakes in context (others must identify the mistake), or having them cover half of the page so that they must depend on their partner to tell the other half of the lesson.

Some other tips from Marc Helgesen for using pairwork were printed in the June 1992 edition of the *AETK Newsletter*. Anyone who missed this presentation and who desires more information about pairwork may contact Christopher South at 02-970-5285 (Seoul), or Marc Helgesen at Miyagi Gakuin Women's College, 9-1-1 Sakuragaoka, Aoba-ku, Sendai, Japan 981. (Tel: 022-277-6204; Fax: 022-279-7566.) ■

## **Arunee Wiriyachitra: Teaching conversation skills: What are they?**

by Bill Woodall,  
Han Nam University

Ms. Wiriyachitra gave a seminar for teaching advanced conversation skills on Saturday. In a brief introduction she divided those skills into three areas in which teachers can help students to move beyond vocabulary building and correct grammar. These three general areas are feedback, cooperative behavior, and appropriate and accurate verbal and non-verbal language.

She defined feedback as "the receiver's response as perceived by the sender." Such feedback may be a nod, a smile, or simple phrases like "Yes" or "Uh-huh" accompanied by a nod. Feedback completes the circle of communication and encourages the "sender" to continue speaking.

Students should also be taught how to verify their understanding of the message they've received, by paraphrasing or asking questions that relate to some part of the material. Ms. Wiriyachitra said that these latter skills are important for her Thai students because their tendency is simply to smile, whether they understand or not.

For her presentation on cooperative behavior she quoted four maxims taken from a book by Grice, published in 1975. (She didn't give the name of the book.) Here is a summary of these four rules that students need to understand and practice.

1. Quality. Speak honestly and have adequate evidence to support or explain your comments.
2. Quantity. Provide only the required information.
3. Relation. Make certain that remarks are relevant and timely.
4. Manner. To ensure clarity, be brief and orderly; use simple words.

She supported and illustrated these four points with good examples from her experiences in the classroom in Thailand.

In her remarks on appropriate verbal and non-verbal language, she emphasized the need to help students understand the differences in style between written and spoken English, and in both cases, between what is formal and informal. With enthusiasm and energy she demonstrated some non-verbal language, as she stressed the need to help non-native speakers understand both the cultural and the communicative differences.

Ms. Wiriyachitra handled the discussion period well. She answered questions with clarity and directness, and she provided more good examples to help us under-

stand her ideas. The give and take capped off a professionally prepared and delivered seminar. ■

**William Burns:  
"Narrative is for  
Everyone: Storytelling in  
EFL Classes"**

by Robert K. Fritz,  
visiting exchange professor from  
Ball State University in Indiana  
teaching in the Department of English  
Language Education at  
Yeungnam University

Professor Burns feels that narrative is an "ideal...format for language acquisition" since, in his view, it is "a universal phenomenon, present in every culture and observable among every social status and every age group." His point of view seems to be in consonance with much current thinking about the "acquisition" of language as opposed to the "learning" of language (as I understand Stephen Krashen to define these terms).

Professor Burns was able to show, as a part of his presentation, a portion of one of a series of video tapes produced on site. The tape aptly illustrated what I took to be the "naturalness" (to manipulate a phrase "the natural approach" from Krashen's colleague, Tracy Terrell) of its subjects "spinning their tales."

Before playing the tape, Professor Burns gave us some background. He drew his examples from an experience he had had in the Philippines in a project to improve Vietnamese refugees' English language abilities in order to better pre-

pare them for their imminent immigration to the USA.

In his explanation he reviewed what immigrant camps are perceived to be in general in the world and the differences between them and this camp in the Philippines. An emphasis he made concerned the fact that the attitude of these refugees was quite positive since they were being groomed for a new life in a country which held out great promise to them as opposed to the plight of other refugees that "makes the news" and who apparently have virtually no hope to improve their situation. On the other hand I did not derive the impression that he meant this observation to reflect a caveat regarding the appropriateness of using narrative to help acquire a second language. In fact, it would seem to me that it might even be of wider benefit to give a hearing of some sort to the stories of these latter refugees.

Furthermore, a reminder which Professor Burns made was that although the subjects of the tape were children, the technique is applicable to all ages. What was evident in the tape was the attitude of the teachers, which showed itself to be tolerant of "error" and focus on "content." Although I am new to TESOL, I am under the impression that this is an attitude that, to one degree or another, is being accepted and practiced by "TESOLers" in many corners of the world and which may be gaining advocates in the teaching of various other languages.

I believe that Professor Burns' presentation was warmly received and appreciated by his audience. He impressed me as a compassionate professional who must have made a very positive impact on this program in the Philippines. ■

## Impressions

Marion Ertle, Chonju

WHEN WE LIVED in the State of Vermont we found that every town holds a meeting of all its citizens once a year in early March, just when winter starts to loosen its hold on the land. At this meeting town officials are elected, the budget is discussed, appropriations are made, and problems are thrashed out.

Winters are very hard and very long in Vermont, so Town Meeting is not only for business, but is also a time of awakening from the winter's hibernation; it's a time to renew friendships with neighbors and acquaintances whom you haven't seen for months and to meet with the new folks in town. Friendships and commonalities are reaffirmed and the vibrant ties that make the town a community are re-established.

The TESOL Conference also was a chance to settle the business of our new "community." Many people have worked long and hard to successfully meld our twin organizations—AETK and KATE—into a single strong unit; they spent many months preparing for our "town meeting." It also was a chance to renew old friendships and to greet the "new folks in town." The organizational skills and hard work of many people made it a successful conference.

The workshops and seminars showed us ways to be more effective teachers as well as open our minds to new ways of thinking and new techniques for solving problems. Concentrating on our own community and our own affairs is not enough anymore. We are connected by many ties to every country on earth, and our daily lives should reflect our global connections. Only through a global effort will our mas-

sive world problems be alleviated, and this can happen only with effective communication disseminated throughout every country. As representatives of many different countries, we have the chance to dissolve some of the prejudices that divide nations and to set an example by our actions.

No longer can we "hibernate" in our own cozy niches; we must work together to solve our problems, and doing this requires hard work and cooperation from everyone in our community. Only with grass roots movements in many places will we succeed, and our "town meetings" help us achieve these goals.

TESOL gives us a forum to educate and communicate, and a chance to become responsible citizens in our community and in our world. We have the ability to change our part of the world, and in so doing, help change the whole world for the better. ■

### *Coordination of efforts throughout the country brings success*

1992 CONFERENCE CO-CHAIRS  
EXTEND THANKS

Patricia Hunt and  
Carl Dusthimer

AS PLANS FOR 1993's conference begin, the conference co-chairs for 1992 wish to extend a warm thanks to all of you who helped make 1992's conference a success. Across the country, in most cities and every province, there have been people working before, during,

and after the conference—helping to pull together this annual event which promotes our professional interests and personal contacts.

In a booklet published by Georgia TESOL, *How to Plan an Affiliate Conference—And Live to Tell the Tale*, the authors state that conference planners, like hosts and hostesses, should be "like ducks on the water: calm and serene above—and paddling like hell underneath." So many people paddled to plan this conference and paddled hard to keep us from being swept away by the currents. It's amazing to consider how many people were working, independently—and yet together—to make the various bits and pieces of the conference a whole.

First, there are the scholars and Korean educators who have made a lifetime commitment to improving English education in Korea, Ahn Jung Hun and Kwon Oryang. Throughout the stages of conference planning they were always there, offering their expertise and insight, their friendship, and their help and practical suggestions. They advised us and they paddled with us, often on less than a minute's notice.

Second, there are the long range planners, Margaret Elliott, Dina Trapp and Marie Fellbaum. The efforts of these three towards this conference began more than two years ago. Margaret was a mentor for both of us, training and supporting us without our realizing what was happening. Dina was a catalyst; she worked to strengthen national and international connections and represented us at TESOL and JALT, establishing vital connections with international speakers and commercial members. Marie was the visionary; she saw the need for Korea TESOL to begin planning, and officially organizing, two years ahead for a conference.

---

Teresa O'Donnell, our international TESOL field services representative, was there to guide us through grant and funding deadlines, offering advice, service and information. We have TESOL to thank for an \$800 speakers grant which enabled us to bring Kip Cates to Korea as a featured speaker.

At a point where there was simply no one else to carry the ball of Korea TESOL negotiations, Jack Large stepped in to enable conference planners to focus on the tasks at hand. Due to his time and thoughtful effort, surveys and suggestions about unifying AETK and KATE were solicited from all members. Thanks to Jack's efforts, the groundwork is in place for strong local chapters to form across the country; a spirit of energy and enthusiasm prevailed at our conference business meeting (cheers, chants, clapping) as "the umbrella" was officially unfolded.

Chuck Mason helped us with conference preparations in so many capacities it's hard to name them. He interfaced with everyone and was vital for our communication. Chuck was the conference contact person this summer when both conference chairs were out of the country. Chuck worked actively with the umbrella committee, always making careful and thoughtful decisions. Chuck's humor, energy, unbeatable efficiency and incredible bilingual skills carried us through. Chuck handled major decisions and minor details with equal ease. Most importantly, however, Chuck convinced everyone involved that we were having fun. His enthusiasm for bringing the best to Korea is undeniably contagious.

John Holstein, Robert Faldetta and Dwight Strawn also played essential roles in long term conference planning, offering their support and skill to ensure that appropriate pub-

licity went out in each newsletter. John's help went beyond his role as newsletter editor, however. He was there to brainstorm and advise. He was there to pick up the pieces of national and international conference communication at a point last summer when both conference chairs were amidst household moves and visa renewal trips. John was always there as a stable link and sounding board for us.

For the tasks that were accomplished the month before the conference, we have so many people to thank. There were emergencies and there were deadlines. We were faced with the national spirit of an ever-changing reality. We were advised by Korean colleagues two years ago that if we planned too far ahead our efforts might be lost because everything could change. Indeed, everything did change and only in Korea could all the changes have been dealt with on such short notice. Without the critical help of those of you who spontaneously chipped in and offered your time and service in the weeks preceding the conference, there would not have been a conference.

TESOL enthusiast Kirsten Reed-Perez did the layout, design, typing and editing of the initial mailings and the conference program on incredibly short notice (she's only been in Korea a few months). She worked from 10 p.m. until 4 and 5 a.m. for a week or more to help us make our deadline. Was it ginseng, garlic or coffee that kept her going and enabled her to teach her 33-hour week and do the program? We are indebted.

While Kirsten was working with Pat on the program in Taegu, Chuck Ertle was sharing his computer expertise and time with Dusty in Chonju. Chuck did our name tags and registration forms, also putting in hours of work on short notice.

Our complete mailing list for AETK and KATE was input and updated on Chuck's computer. A lot more goes into making name tags and registration forms than meets the eye. Chuck and Kirsten were there for us when we were, for good reason, panicking. Their cheerful, positive dispositions were reassuring, as we watched them whip through their computer graphics and word processing programs with ease and skill—midnights before the conference.

In addition to the work being done in Chonju and Taegu, last minute whirlwinds of activity were simultaneously talking place in Taejon, Seoul, Pusan, Iri and Kyongju.

Phone lines were buzzing with our publishers liaison committee as Gail Clarke (Seoul), Barbara Enger (Taejon) and Kirsten Reed-Perez (Taegu) organized the publishers' displays with floor plan layouts and meetings. Barbara Enger worked endlessly trying to secure tables and make sure everyone's needs were met, actively interfacing between the people who needed tables and the people who had tables. Barbara's business experience and organizational skills were a great help to us.

We are grateful to the members in Seoul who scrambled around on short notice to help us secure train or bus tickets for conference participants from overseas. We didn't realize that tickets for a weekend had to be purchased a week or two in advance. Ticket purchasing and delivering and airport meetings had to be arranged for eleven people. Complete information on flight schedules and arrival times had not been secured ahead. There was a last minute rush of fax and phone communications and details were changing minute by minute. AETK/KATE has always had featured speakers from overseas, but this is the first



year we have had proposals submitted by our colleagues from overseas. We were not prepared. Thanks to Steve Bagaason, Myra Ingmanson, Kwon Oryang, Christopher South, Bob Fauser, Elizabeth Schuck and Y.S. Park's efforts, there were no casualties of overseas conference participants lost in Seoul.

While people in Seoul were coordinating travel arrangements, our members in Taejon were taking care of a myriad of other details.

Park Chan Seok, the Associate Director of Han Nam University's Foreign Language Education Center (FLEC), worked closely with Dusty to make sure site accommodations and equipment needs were met. The conference was held in the FLEC building, and thanks to Mr. Park's efforts, all site arrangements went smoothly.

Kim Nam Soon of Han Nam's English Education Department went out of her way to act as a liaison between university officials and conference planners and helped us throughout with last-minute details and emergencies. She did more than we can say and most likely more than we even know.

Han Nam's President, Dr. Chong Min-Pak, graciously arranged for a complimentary lunch on Saturday to welcome all conference participants.

Demetra Gates helped in several ways and was someone we counted on from the beginning for quiet, solid, reliable support. Demetra also acted as a strong link with Han Nam faculty and staff. Demetra arranged for signs and banners to be made and posted, she organized and supervised the registration procedures and was in charge of a speakers' hospitality room which was open and staffed all day Saturday and Sunday. Demetra coordinated 25 to 30 student volunteers from Han Nam University, who helped with

registration, the hospitality room and a variety of other tasks. Demetra, like many of us, was very tired on Sunday!

Marion Ertle organized student volunteers for the cloak room on literally a minute's notice. She was recruited to do this as she was walking down the hall between sessions.

Frank and Elizabeth McAnear, for the third year in a row, hosted and staffed a refreshment table for all conference participants in the publishers' display area. Thanks to them, coffee, tea, hot chocolate and snacks were available to everyone.

Professor Ju Yang Don of Taejon Junior College and his students helped us in many ways. He coordinated the duplication of speakers' handouts and his students helped us with the purchase of train and bus tickets for our international speakers. Mr. Ju, like many people, was always there to do whatever needed doing at the time.

Joo Hyun Chul, the amazingly efficient Past Vice-President for KATE, coordinated the conference hospitality/social committee. He negotiated arrangements with the conference hotel and organized the Saturday evening banquet and bus transportation to and from the banquet, and to the conference site from the hotel.

Tom Ellis worked with four Han Nam alumni to pull off an incredible "Final Bash" on Sunday, consisting of champagne (and wine, beer, soda) and western style finger foods. The bash was held in the publishers' area and Scott Berlin, Brad Coty and Chuck Mason entertained us all with the Publishers' Lottery. Thanks to the generosity of the publishers, more than 60 books were given away. Fifty percent of the people who purchased a lottery ticket won a prize.

Scott Berlin (Kyongju), Faraydum Mithaq (Taejon) and Elaine

Hayes (Seoul) made themselves and their homes available to the featured speakers after the conference.

Charles Hill offered escape and refreshment for the conference planners before, during and after the conference. He also helped with site arrangements at Han Nam University.

Elizabeth Schuck organized an employment table for the conference; it was the first time for AETK or KATE to provide such a service. Elizabeth (Seoul) and Ko Kyung-hee (Cheju) made arrangements for presents for the guest speakers.

As Public Relations Chair, Kwon Oryang sent conference notices to public school officials and Korean professors interested in TESOL. He also had certificates printed for our student volunteers.

Ahn Jung Hun, Steve Bagaason, Chuck Mason, Jack Large and Dusty worked together to plan the joint AETK/KATE business meeting and missed out on Friday night's opening reception, which was organized by Dina Trapp. Dina arrived Friday morning and, with the help of twelve students from Cheju National University and Yeungnam University, she coordinated shopping trips for food and flowers, arranged the reception room, and worked with the students to prepare the food—all from hotel rooms on the 7th floor (the reception was on the 6th floor). Dina was recruited to help with this task a week before the conference. She had just come back to Korea from her new home in Washington for a visit.

We thank Yeom Ji Sook for videotaping sessions at the conference to provide us with a record of presentations.

We are grateful for the generous donations to our conference from Kim Dae Chul, Director of Pusan's ESS Foreign Language Institute, Min Byun Chul, Director of BCM

English Education Center, Pusan, Ahn Jung Hun and Kwon Oryang. We thank Dr. Ahn for his fund raising efforts and help with our budget.

Paek Ja Won, Cheju photographer, and Mok Suk Won contributed presents for our featured speakers from abroad.

Pat would like to thank Professors Byun Mung Sup, Lee Ki Suk, and Choung Chang Cho of Cheju National University for their support and encouragement during all stages of the last two years of conference planning. CNU's President Kim Hyeong Ok was also extremely supportive of conference plans.

We also want to thank Miyagi Gakuin Women's College of Sendai, Japan for funding Marc Helgesen's trip to Korea, as well as Lee Jung Ja and Dugald Cameron of Longman for their help in making Marc's travel arrangements.

Karen Chiang of Simon and Schuster/Prentice-Hall also went out of her way to help find funding and bring quality speakers to Korea.

Kari Kugler (Taegu) and Troy Ottwell (Seoul) arrived at the conference hotel on Thursday night and helped us with more tasks than we can remember. Both of them were available and working with us from 6 a.m. till well past midnight for three days, helping to pick up all the pieces. All day Friday, Kari and Troy alternated at the hotel reservation desk and the reception. Kari was also invaluable at the conference site, acting as an extension of both of us. She knew what was going on and she knew where and how to get things done. She was the first person we saw every morning and the last person we saw at night.

Andy Kim also jumped right in and started helping us as soon as he arrived. Our thanks to Andy for showing our student volunteers a good time Saturday night and to Park Mae Ran for taking a group of

students to lunch on Sunday.

For our students, and for all the students who helped us, we are immensely grateful. They worked as hard as, if not harder than anyone, and without their help the conference would have been impossible. They were our arms and legs and they kept so many things going. More than sixty students were at the conference helping us. In addition to the thirty students from Han Nam and six students from Taejon Junior College, we had five students from Cheju National University, four from Kijeon Junior College, eight from Yeungnam University, two from Seoul, and one from Kongju University. The students took charge at the Friday night reception, they worked at the registration and membership tables, they made and posted signs and stood at the front gate of the university to direct people to the conference site, they sold lottery tickets and dinner tickets, they signed people up for Sunday's lunch, they staffed the cloak room and speakers' hospitality room, they helped with Sunday's final bash, and they were available throughout the conference to run errands for copies or pick up train and bus tickets or... Since we had enough student volunteers, they worked in shifts and were able to attend sessions and enjoy the conference, too.

We must thank Bob Fritz, visiting exchange professor from Ball State University, and his daughter Hannelle for their help this semester. Bob offered encouragement and practical suggestions and both Bob and Hannelle, as Pat's neighbors, were simply there to help with anything that needed to be done in the six weeks preceding the conference.

All the people mentioned so far were functioning behind the scenes to make the stage for our speakers and publishers. It is the quality presentations and exchange of books

and materials we all gather for in the first place, however. To the twenty-one of you who gave presentations and to the fourteen of you who presided at those presentations, we extend a hearty thanks. We also appreciate the support of our publishers, who work hard to bring the best of teaching materials to us.

Without participants there would also be no conference. Many of you within Korea traveled four or five hours each way to attend. We had participants from every major city and from every province in Korea. It was wonderful to see and feel the energy and spirit of people who had come from overseas (England, Thailand, Japan and the U.S.) and those of you who had traveled from various parts of Korea. The conference, in that sense, was a kind of celebration and an indication of what can happen when AETK and KATE pool their energy.

So many people worked together for the success of this conference. As 1992 conference co-chairs we were grateful for the chance to work together and the chance to work with all of you. We learned a lot. We had fun. And we thank you for your help. ■

***And now, looking to the future, volunteers are needed for our 1993 annual conference!***

- Can you make a presentation?
- Would you like to volunteer for a committee?
- Can you help behind the scenes?
- Would you like to organize your students as official conference volunteers?

Contact conference co-chairs Carl Dusthimer and Kim Jeong Ryeol. (Contact info on page 12.)

## Great expectations and the facts of life: Whither the

John Holstein

THE ISSUE OF ATTITUDES toward and expectations of language teachers has received a lot of attention in the last four issues of our newsletter (Kwon: December '91; Kim: April '92; Large, Gilchrist: June '92; Martin, Brown: October '92). And here is some more attention, from both teacher and student. I trust it is not beating a dead horse, since this horse is not going to die soon.

### *The teacher's perspective...*

The factors responsible for the adverse employment conditions many experience in the field of language teaching are inherent in the nature of education and of language teaching, and in human nature. They exist in Korea, "back home" and in other countries. Closer consideration of the factors will show they are so deeply entrenched that we should not have any great expectations that this basic fact of life will change substantially or generally in the foreseeable future, and that the general situation therefore must be dealt with on an individual basis.

One of these factors is the way our education systems east and west have divided education into two broad but circumscribed fields, ideas and practice. Conventionally, those who deal with ideas are regarded as "scholars," and those who perform directly in practice, developing people's skills, are regarded as "teachers." In the field of language, the customary role of scholars is to research and impart the principles of language and language learning/teaching; that of language teachers is only to provide modeling and exercise.

Modeling and providing exercise are commonly thought to require little more than the ability to handle the language as a native speaker. This faulty premise begets the mistaken notion that the teachers who perform these tasks do not have to attend to theory or formal structure. (They certainly should and some do, but many of the faculty and students in our institutions, along with many language teachers, think otherwise.) So these language teachers do not have to know much. If they do not have to know much, they do not need to invest the same money, time or effort in building expertise as do scholars. Thus the value of these teachers amounts to less than the value of the scholar. And the

only conclusion left is that language teachers deserve less recognition than "real faculty."

Relatively recent approaches in language teaching have unwittingly become another factor, more because of the way humans have of abusing what they do not understand than because of problems inherent in these approaches. The behaviorists with their drills opened the teaching door to anyone willing to act like a parrot trainer for an hour or two. The Communicative Approach so much in vogue these days started off as a good idea, but has suffered over the years at the hands of those who ignore its basic principles. One of Krashen's principles was twofold: meaningful input and meaningful output. Too many "practitioners" of this method, however, minimize or simply ignore the input element and focus on output, which they view as calling for fun and games. Laugh-a-minute-Last-minute Larry at the activities file: "Now let's see, what shall we try today...? Ah yes! No, no time to xerox it... Oh, here's one they ought to like! But what does 'future perfect' mean...?" Unconsidered activity after uncoordinated activity, to no rhyme or reason, no priming with input before or at the beginning of class, no homework, no follow-up in the next class. "They learned all the grammar and vocabulary in high school; anyway, the bottom line is fluency." The natural bias in our education system is not the only reason our colleagues on the faculty regard the parrot trainers and the game show hosts as something short of professional.

Another reason for language teachers' second-class status is their low value on the market. The education market, like any other, runs on the principle of supply and demand. Here the demand is high but the supply is even higher. One language institute in Seoul, for example, has over one hundred unsolicited applications from overseas. Given the common attitude toward language learning—that students do not really need to be taught by those who study methodology or devote time to preparing classes—any native speaker with a BA in anything qualifies for a position at some universities and most institutes. That makes it easier for the language teacher to get a job, but we all know the salary and status of a job which almost anyone can get. There are many who use language teaching to work their way around the world, many using it to sustain themselves until they

---

## language teacher?

decide on a career, and many young people with boundless energy and relatively few financial responsibilities just beginning what they plan as a career in language teaching. These people are willing to teach a few months or a year or two at whatever hours and benefits they can get. The greater the supply of labor, the lower the value of the laborer, and the lower the status of the professional language teacher. And the greater the temptation to an administration to offer less than fair conditions of employment.

A factor closely related to the market value of language teachers is their negative stereotype, prevalent because it is too often true. Many language teachers do not perform as professionals. I have already mentioned the transients, but they are not the only ones responsible for the negative stereotype. Even among those who consider language teaching a career we find those who do not read the professional literature for new ideas, others who devote less time to planning their classes than they do to networking, and still others who fly the coop as soon as they turn in their semester grades.

Given the poor performance of so many language teachers, at the time of hiring employers and colleagues, even if they did try to look beyond the stereotype, would have to make an unaccustomed effort to distinguish the real professional from the others. "The other" will just as easily be hired because many in charge of hiring know nothing of what is—or should be—involved in language teaching, some do not really care whether their students get good quality language teaching, and many simply want to get away with providing as little as possible in both recognition and benefits.

It is a vicious circle, and in no circle can the beginning be determined. Nor should we try to, because assigning blame onto one element in this circle can only aggravate the situation.

There is, however, one additional element in the situation, which should be outside the circle. The most important of all those factors involved in the treatment which language teachers receive is the *individual* language teacher. The individual is necessarily the only constant factor in any situation; other factors (mentioned previously) are variables. This factor—one's self—is the factor over which the teacher has greatest control. The individual teacher must therefore take cen-

tral responsibility for the development of a situation. In order to make this work, she must be the professional she expects others to regard her as. She must use her savvy in negotiating a position, diplomatic strength in maintaining it, and dedication in filling it.

We have all seen the teachers who experience the vicious circle and conclude, "I try, but they don't recognize it. Okay, it's fun and games from now on if that's all they see in my efforts." This reinforces the other factors, which in turn reinforce the teacher's negative attitude toward the job, which in turn, to complete the circle, validates in the mind of colleagues the stereotype they have of this teacher and other language teachers.

We all know of teachers who, to a reasonably satisfying degree, enjoy a situation in which they are able to perform as a professional and receive the recognition which a professional deserves. These situations did not just fall out of the blue and into their laps one sunny day. The real professional chooses a teaching position carefully, negotiates and defines it clearly with the school authorities, and diplomatically but tenaciously maintains the important elements of the contract. At the same time, the professional considers this position as more than a six-month-a-year job, and devotes much time outside semesters to developing professional qualities and much time during semesters to program and class preparation.

This is not to say that every teacher who regards his situation as his individual responsibility and performs as a professional will in every situation be regarded as a professional. The other factors will sometimes overwhelm. The alternative, though, is sure defeat.

Professor Kwon is right: The expat language teacher here should know what students and colleagues expect. Carol Kim is right: Students and colleagues should not have unreasonable expectations nor expect more from this language teacher than they can expect of each other. Jack Large and Arch Gilchrist are right: If you do your job people here will get around to recognizing it. Virginia Martin is right: A professional should be expected and encouraged to perform as a professional.

And James Brown is right in his identification of language teachers' major problems. In his hope that the TESOL leadership will "better understand the problems and concerns that TESOL members perceive in their

---

professional lives," however, he may be hoping up the wrong tree. The leadership may one day understand. But we should not entertain great expectations of TESOL actually doing much about changing either human nature or the facts of life. It's up to the individual.

### *...and the student's perspective*

We teachers have been expressing our reactions to Professor Kwon's "Koreans' Expectations of Native-Speaker Teachers of English" throughout this last year. Now it is time we heard from our students.

I asked the students in my freshman composition class to let us know in one paragraph what they expect of their native-speaker (NS) English teacher. They were told that there was a discussion in "my English teachers' organization" about what Koreans expect of NS English teachers. The topic for the paragraph was presented to them as "my expectations of a native-speaker English teacher," to paraphrase the title of Professor Kwon's article. The students were told that some of their paragraphs would appear in this newsletter.

The range in nature of expectations expressed in the students' compositions brought me to the realization that their responses were based on different understandings of the word 'expectation.' Some of the students discussed qualities of the nature which Professor Kwon presented; some of them discussed preferences in methodology, such as the best way to teach pronunciation. So I took a survey in the next class, presenting the students with the several senses of 'expectation' I found in the dictionary. *Webster's Ninth New Collegiate Dictionary* (1991) bases its definition on *expect*. "2: suppose, think 3: to anticipate or look forward to... 4a: to consider probable or certain b: to consider reasonable, due or necessary c: to consider bound in duty or obligated." (Sense 1 is archaic and therefore not presented here.) The results of this survey are presented after more discussion on the cross-cultural nature of the word 'expectation.'

How we understand Professor Kwon's use of the word will strongly influence our reaction to his presentation of what Koreans expect of the NS teacher. If Professor Kwon used the word in its third sense ("4" above), he is implying some degree of obligation to fulfill the expectations; expat teachers might react to this with some resentment, as Carol Kim did (*AETK Newsletter*, April 1992). If he used the word in its second sense ("3"), desire or wish, he is implying nothing of obligation; the teachers might then react more positively, as Jack Large and Arch Gilchrist did.

Then how did Professor Kwon use the word? The conventional equivalent of 'expectation' in Korean is *ki-dae*, and this word has two senses (according to Lee Hui-sung's *kuk-o-dae-sa-jon*): (1) anticipated and (2) desired, looked forward to. Korean informants tell me that this is not a complete representation of all of the Korean word's features. A Korean-American professor of English told me that the Korean understanding of the word 'expectation' is not precisely represented in any of *Webster's* definitions. Cautioning that it was his personal opinion, he offered that a Korean may think of an expectation as something regarded as due or obliged, but in *ideal* circumstances; the expecting person's conscious or subconscious recognition of circumstances in the real world would render the expectation more a wish than an assignment of obligation. For example, a Korean professor, not only the NS teacher, might be 'expected' by some students to give freely of personal time; but these same students know that circumstances do not allow this and they therefore do not think the professor derelict in his duty when the professor does not afford them personal time. My informant sees the Korean sense of 'expectation' as "looser" and more idealistic, therefore connoting less sense of compunction than there is in NS English speakers' understanding of the word.

Now, back to the survey of the students' understanding of the word. The survey showed general preference for two senses of the word, desire (sense 2) and due or obligated (sense 4), but sense 2 was heavily favored (by an approximate ratio of 3 to 1). Although there is some difference in the students' understanding of 'expectation,' we can at least get a clear idea from their compositions of some of the qualities they *would like* to see in the NS teacher. Here is a sampling of ten compositions which relate to Professor Kwon's first three expectations, the ones which students have to do with; each expectation is presented in Professor Kwon's words at the head of its corresponding group of paragraphs. These paragraphs are generally representative of the wide range of opinions expressed in this class of forty students. I have added one last paragraph simply for your reference.

These paragraphs were written in the seventh week of the composition course. Except for one (part of which is deleted), they have not been edited.

#### *1. The teacher's positive appraisal of student performance*

I think that native speaker teachers should treat excellent students and shy students differently. When they treat excellent students, it is important to consider their ability. Most of excellent students want to learn new knowledge. Therefore, teachers must give more difficult

---

and new assignment to them. Next is not to praise their ability. If teachers praise their ability too much, they will be arrogant. If they have an arrogance, they won't develop any more. The second group that we can think is shy students. They don't have courage to speak in the class. Therefore, teachers must point them frequently in the class and give a chance to speak. The most important thing is that teachers encourage them. They need courage, and teachers must give them it through discussing with them. Discussion with the native speaker teachers is efficient for shy students to process their foreign language. Finally, teachers must know about students' difference and give them suitable treatment.

*Cheong Myoung-jin*

You, as a native-speaker language teacher, should be used to saying "O.W.L." "O.W.L." is initial of three sentences: 'O.k., that's no problem', 'What's the matter?', 'Let's do it together'. Say 'O.k., That's no problem'. You should be generous to any mistake that your students make saying this frequently. It will make your students feel comfortable and can encourage them. Say "What's the matter?" often. You should have interest in your students' affairs and problems. It will make you more familiar to your students and then your students will ask or reply without any fear or hesitation. And, say "Let's do it together", and join with your students not as a teacher but as a student also. By putting yourself in your students' places and thinking in terms of them, you will understand your students and probably they can understand you, too. Say "O.W.L." as frequently as you can.

*Ahn Jin-young*

English teacher should be strict and at the same time should be broad-minded to understand his students. We Korean students have a tendency to come to the class late and submit our task ex, report, homework late too. Most of us think that is natural and that is our habit. So the English teacher should be strict in time and task us not to relax our life. And he should correct and make clear our English whenever we mistake in pronunciations, grammar and using of words and phrases. If he doesn't correct just that time, we shouldn't know what is our problem. On the other hand he should have the power of understanding and forgiving to the students who study foreign language when they mistake. Because most of the mistakes derive from the difference of culture. Like these, the harmony of his strictness and tolerance would make his students' English much better.

*Park Un-kyoung*

My English would improve with teacher's individual and repetitive care. If my native speaker English teacher corrected all the errors that I made in my writing and speaking, my English would improve much sooner. From those days when we begin to study English, we have been experiencing one same difficulty. That is, we have so many students in a class that the teacher can't take care them all individually. If the errors could get checked and corrected by the teacher each and every time, including the slightest mistakes, we can expect more improvement in a short time. It is true that many mistakes are made by our carelessness, not by the lack of grammatical knowledge. Therefore, pointing out the same problem again and again may bother the teacher. I believe, however, the more informed, the sooner improved. The more mistakes corrected, the sooner my English will improve.

*Doh Ju-hyeon*

I will be pleased to learn English if my native speaker teacher treats me with generous aspects and strict aspects like my father. So far I have been disappointed at my speaking in English. Because of this reason I expect my native speaker to counsel my problem as familiar as my father. If he hears my problem and he helps me to improve my speaking in English in generous way, I will be able to be a good English speaker. Besides I wish my native speaker teacher has humor sense like my father, because teacher's humor sense plays an important role in students' studying English with delight. It is effective for students to study English with delight. On the other hand, I expect my native speaker teacher to teach English in strict way. For example, if I don't do my homework he has to give me proper penalty. Unless he gives my proper penalty, I will be a student who isn't sincere more and more. So I think proper penalty is necessary to make students study hard. Also I want he should compel me to study hard as strict as my father, if I don't study hard. This is important for me, too. In conclusion, my speaking in English will be developed if my native speaker teacher teaches me both in generous way and in strict way.

*Lee Yong-jun*

## *2. Learning the Korean language*

My ideal native-speaker language teacher should satisfy some desirable qualities as foreigners and teachers. First, they should satisfy some desirable qualities as foreigners. They should try to understand the culture of Korean as fully as possible. If they fail to apprehend that sufficiently, they will feel some alienation and desolation so terribly that they will feel like returning to their home country. They should endeavor to master Korean

language that they successfully comprehend Korean also. In doing so, they will not feel Korea as a strange country. It can't be better if they try to find and appreciate Korean nationality in addition. Second, they should meet some desirable qualities as teachers. Most of all, they must be free from predilection that they should provide their students with equal opportunity. Of course, some students are so introvert that they seem to be timid mouses, but they have some infinite abilities to develop, so teachers should tenaciously excite them to speak foreign language without reluctance. They should be magnanimous in order to induce students into speaking foreign language unreluctantly, also. Their value can be satisfactory to not only me but also all of Korean if they meet these desirable qualities. *Lee Jeong-won*

I expect that the native speaker English teacher will try to get the knowledge about Korea to help improve the students' English. First I expect that the native speaker English teacher will try to get the knowledge of Korean culture for example customs, manner or public morals. If he knows a lot about students' culture, he can improve mutual communication and understanding between students and himself. And it is very good to students' interest in English. Second I expect that he will try to learn students' mother language Korean. If he has some knowledge of Korean, he can find difference in nuance, structure, grammar, or something like that between English and Korean. Then he can teach students English more effectively. Finally I hope that he will try to find the problems of English education and of students in Korea. For example there's no speaking and listening test in entrance exams. So Korean students are very poor in speaking and listening compared to reading. And if he knows this problem, he can correct this kind of imbalance through oral and listening test. More knowledge of English teacher about Korea will be more helpful to students' English. *Lee Jun-seo*

We expect native English teacher to be a doctor of Korean language in a sense. If he doesn't understand it very well, many problems will happen. First of all, he won't teach students suitable expressions in every case because each language has its properties which are related to culture. Second, there will be many misunderstandings between teacher and students in class. Finally, we dare not to invite and talk with him privately because we will be upset, if we don't remember words or phrases in English. We learn English from him for the purpose of being a good English speaker. Only when he understands Korean language very well, we can accomplish English. *Cheong Ki-taek*

### 3. Availability of the teacher to the students

I have some special expectations of a native speaker English teacher outside of regular class. I expect him to give me an opportunity for counselling. I have studied English over 10 years but I'm really poor in speaking English. So I have many questions to ask. If he is willing to counsel my problems, I could improve speaking English. In addition, I usually could meet my teacher only in class, but I expect to contact extra-curriculum, such as a kind of sports or English and so on. That is to say, I want to have good relationship with my English teacher. If a native-speaker English teacher perform my special expectations, I'll be good at English as soon as possible. *Kim Young-mi*

#### *For Your Reference*

I expect native English teacher to do several things inside and outside class. Inside class, I want him to reduce my homework. Especially, when I get some examinations I am often forced to give up my homework. In addition, I hope him to enter classroom not so early. In my experience, he almost always comes five minutes before class or on time. Most Koreans think five minutes is nothing. But he doesn't seem to. And outside of class, I wish him to talk with me about his family. I want to know ordinary American family. It will be able to help me see America. Finally I expect him to understand my nation's conventions. If he does he will not misunderstand us. I don't want him not to like us as well as he doesn't want us not to like him. In conclusion, I will be satisfied if he does these four things. *Cheong Taek-myung*

ONE GENERAL IMPRESSION I got from the students' compositions (including the thirty not presented here) is that students have a healthy variety of expectations and do not all think in the same way. Another impression is that, while some students' expectations may be difficult to meet (and therefore seem "unreasonable") because of the conditions of employment under which many teachers work, these expectations are not seen by most students as obligations or as due them.

The reader should therefore view the expectations expressed in these compositions as reference data on student preferences, which the reader should feel free to meet or not to meet, depending on personal circumstances and teaching philosophy. ■

*John Holstein teaches in the English Department at Sungkyunkwan University in Seoul.*

# English language plays in Korean universities

Barbara Enger

THE LIGHTS DIM, THE AUDIENCE settles down, the curtain goes up, divides (or whatever) and the play begins. There is always excitement of sorts when people see a play—"the willing suspension of disbelief"—but when Korean university students are doing a play in English, there is an added dimension of suspense: How well do they speak English?

While I have seen and have heard tell of plays by Korean students that were performed with excellent English (and which may or may not have been well acted), the ones I remember with anguish are the ones where the English was barely recognizable as such, with perhaps only 20-30% of it understandable and the rest was gibberish or guesswork for the native speakers in the audience.

An example of this occurred my first semester at Han Nam University (Fall, 1991). Some students came to me and said, "We're doing a play in English. Would you help us with the pronunciation?" Well, of course, I'd be glad to, I told them. But when I found out that the play was a three-act tragedy, with several very heavy line loads, and that it was scheduled for performance within a few weeks... I got a sinking feeling. I attended a rehearsal and the feeling was intensified, perhaps somewhat like the oncologist who discovers the patient's cancer has metastasized.

What was wrong? The acting was energetic, the students were deeply committed and eager to apply any helpful suggestions I might give them. But the language was virtually unintelligible (and I have had a lot of experience unraveling English of non-native speakers). What to do? Nothing. Nothing could be done at that stage. It was too late. All the incorrect pronunciation and intonation had been learned, memorized and reinforced. A change into correct English at that point would probably upset things too much...the actors would not recognize their cues...it would throw them off.

It is the latter situation I wish to discuss, because I firmly believe it is better to do a Korean play or one translated into Korean, or no play at all than to waste the time and energy on an English language play that cannot be understood as English. But it's worse than waste: it means students have learned a body of text that is a distortion, a travesty of the language, and the result would be laughable if it were not so painful to witness.

How do I come to be so emphatic? Partly it is because I was given near-professional (read: perfectionist) train-

ing in my Drama Department at the University of Washington. Also, I have had the pleasure of directing or assisting with English language plays at Dong-A University (Pusan), Soong-shil University (Seoul), Sungkyunkwan University (Seoul), Hankuk University of Foreign Studies (Seoul) and recently at Han Nam University where I teach English, and where I discovered the capability of students to turn in impressive performances both in acting and language proficiency.

I know how much work it takes to create a production where the hard work does not show, and where the audience enjoys the content of the play without being distracted by the glaring defects.

And I am convinced that once having decided to do a play, it is well to decide also to strive for excellence.

When I first came to Korea some 30-odd years ago, the students asked me to produce a play in English. I readily agreed. It would be fun! Because I realized their English proficiency was less than fluent, I added a month or so to the proposed schedule of rehearsals.

They were surprised at my schedule. Other schools only spent a few weeks or a month on rehearsal (and it showed). But they agreed to do it my way.

We first read the play aloud together (two one-acts from a book I found at the U.S. Information Service). We discussed the meaning,

checked the translation (a group effort) and marked the scripts. I held acting classes (another novelty) and gave them basics of stage movement. All through the rehearsals I gave feedback or notes on speech, movement and interpretation. The first performance was considered a success, and we were invited to give a performance of our second year's production (a cut-to-the-bone version of O'Neill's "Ah, Wilderness!") at the nearby Army base.

These days I cannot give so much time to a single drama. For example, our school has three productions in rehearsal this semester, and it could be a full-time job just keeping up with all three. But the students are the directors nowadays and the general ability of students in English is much higher than back then. In this case, I would like to recommend the approach I have used, which is based primarily on "listen first" and memorize later. (My suggested rehearsal schedule is later in this piece.)

## Why do a play in English?

Before I get into any further details, I would like to

---

*Plays are written to enlighten, educate and entertain...*

---



discuss the activity itself. Aside from the obvious, i.e. foreign language students would do well to study and act in foreign language plays, why go to all the trouble? Especially, why take time away from other studies when doing a play has never, to my knowledge, been considered by Korean universities to be important enough to make it into an academic course involving research, translation, interpretation and execution. The position seems to be that “playacting” is trivial, not as important as memorizing passages about literary criticism, and participation is left to Freshmen and other “fools” who are willing to spend time on it.

So why do these students opt for doing the English play? I give them high marks for their ambitions, and suggest that the reasons for it may be as follows:

- Play production is a “bonding” activity where working together for a common goal provides opportunities for freshmen through seniors to interact.
- A play offers a chance for students who want to use or develop their acting ability (the “hams” among us), to develop self-confidence, to be creative in the production side and to have a good time.
- The foreign-language play presents an opportunity to dig deep into a “cultural chunk” of the language and its speakers’ behavior, emotions, values and entertainment style. Whether the students actually study the text in depth or not, something is bound to rub off on them as they hear the lines and act out the scenes.
- If it is to be well done, the English language play requires that the students develop near native-speaker pronunciation, intonation and interpretation of the lines in order to make sense of the scenes and overall meaning of the drama. It also gives a much-needed experience in a variety of utterances in natural discourse.

### Striving for excellence

If the above are all good and cogent reasons for giving up a great deal of personal time, and making the sometimes exhausting sustained effort, then why not make that time and effort worth it and strive for excellence?

At this point I want to emphasize that the excellence can be reached, not by more time and effort, but by certain kinds of effort and at the right times. A lot of frustration can be avoided simply by doing “homework” in the selection process and production schedule of the play.

One of the first problems for the students is that they do not know the range of plays available. They may know something about the classics—Shakespeare, Ibsen, Shaw, O’Neill—but they do not seem to know about the other American and British playwrights who have provided us with comedies and tragedies that have stood the test of time and continue to entertain Western

audiences in amateur theater. Some of these works are still appearing on TV. Are there ever Korean productions of the plays of Oscar Wilde, Noel Coward, Pinero, J.M. Barrie and Galsworthy?

The American names that come to mind are Tennessee Williams and Arthur Miller (who wrote other plays besides the famous ones we know), Maxwell Anderson, Christopher Fry, William Inge, Neil Simon and a host of new playwrights that came along when I wasn’t paying attention.

All right, it’s all very well to say there are a great many plays but, (1) are they available, and (2) are they suitable? This is where the homework comes in. First we must check the availability of the script. Is it to be copied from a library book? To be ordered? Is there a copyright to be considered?

After a few titles have been suggested and the texts are found to be available, the next consideration would be the feasibility in terms of the production: Are the sets simple or elaborate? Is the lighting basic or does the play require special effects? Are the costumes modern or period? (If they want to do J.M. Barrie’s “Peter Pan,” what about the flying scenes?) It’s best to stick to the living room sets and modern dress.

Probably the most important aspect of the search to find a good drama for performance by Korean students is the language. Ideally, the language of the play would be in the range of ordinary English (no dialects or excessive idioms, please) and would provide the students with language they could use beyond the world of the play.

I remember once my older brother was in a play in which he had a line, “You lie, dog, and you shall pay!” All of us in the family remembered that line for years and Don took a lot of ribbing about it, for the line was a bit extreme and he had delivered it with great emotion. But, it would be better to avoid a play with dialog that would not be very useful to the Korean language student.

I prefer plays with commonplace language used by well-developed (i.e. interesting) characters who perhaps argue with each other. Family comedies are quite good for this: “Ah, Wilderness!” “You Can’t Take It With You,” “Our Town,” “Life with Father” and many others.

A word about the classics: There is value in learning Shakespeare for the sheer beauty and power of the poetry. But it is certainly a great deal of extra work that even native speakers are reluctant to attempt. Shaw’s plays would be wonderful for their persuasive language, and a real accomplishment for Korean students who could bring it off, but the plays are “talky” and short on the stage action which is important to aid students to become anchored in their roles. So a play with common, everyday language is best.

Next, check the actual length of the play, the number

and sex of both main and supporting characters, the line loads and the size of speeches (too many paragraph-size speeches will be a hardship for the actors).

As a final consideration in the selection process, check the mood, content and theme. Is the mood casual? Light-hearted? Serious? Does the play contain any social significance? Historical commentary? Is there a moral? A message to remember? The text is what the students (and their native-speaker coach) will have to live with for several months. I have been in plays which became boring after the first week, and I once saw a film of O'Neill's "Mourning Becomes Electra" that left me depressed for weeks.

Plays are written to enlighten, educate and entertain and come in all types. Match the capability and feelings of the students with the content of the play, and the experience will be more rewarding.

### Guidelines for production

Once the play has been selected and everyone is happy with it, and the copies have been distributed with a tentative date for performance set (presumably at least three months hence), it is here that I make my most urgent plea for methodology.

Students should not read their lines aloud until they have heard them first!

It is critical that there be a native-speaker (NS) committed to be a part of the process from the beginning. What part is this worthy individual to take? First, to provide the audio script for the students—in person at a reading, or by making a tape recording. If a video is available, the NS can provide commentary or clarification about what is heard.

I must emphasize this one crucial point. You cannot expect students, especially those with low proficiency, to read and interpret aloud the rendering of the lines. They simply do not know how it is supposed to sound. If left to themselves, they will produce an unintelligible hash of what should be a good script. So they need the audio model from the beginning, plus regular feedback on how they are doing at imitating the model.

As for the overall schedule, I recommend the following:

**Weeks 1-3** Study the script, translation as necessary (written in), notes on content and meaning; then follow the text while the audio model is read or played. If there is to be a prompter, he or she must learn the proper pronunciation for all the parts. The actor may have worked to get correct pronunciation and then when he or she is first giving up the script lose it

because the prompter gives an incorrect pronunciation.

**Weeks 4-5** Line rehearsals. Students read lines aloud for speech and understanding. If NS is available, get feedback.

**Weeks 6-7** Blocking sessions. Following a diagram of the stage setting, show movement on the diagram while students mark it clearly in their scripts.

**Week 8** Rehearsals, reading lines and walking through the blocking. Not memorizing yet, just working to get the movements correct and the pronunciation as accurate as possible. Use props and set pieces.

**Week 9** Let go of the scripts. Continue checking for proper pronunciation, interpretation and movements.

**Week 10** Lines memorized. Go through play for accuracy.

**Week 11** Run-throughs. Work on pace and flow.

**Week 12** Final run-throughs and dress rehearsals. All props in use, costumes set and stage setting complete.

Of course, the above schedule can be flexible. If problems arise with having no NS available, students may need to go further afield for help. If some of the students have severe difficulty in recognizing as well as producing the correct pronunciation and intonation, private sessions with a coach may be necessary.

If all this seems like too much, I humbly ask you to reconsider the decision to do a play. Why not do a short scene or skit or even an improvisation instead?

In conclusion, may I simply say that learning a play in a foreign language is more than worthwhile, it is highly satisfying. I've heard that from the best authorities—the students themselves. ■

*Barbara Enger teaches at Han Nam University in Taejon.*

# Teaching students to use clarification requests

Greta J. Gorsuch

// OUR SCHEDULED DISCUSSION topic for today is recent events in Asia. Who would like to begin?" Silence. You, their teacher, realizes that your students may not know how to say what they want to say, or that no one feels particularly lively on that day...or, they may not have understood you to begin with. So you repeat what you've said. "How about it, folks...recent events in Asia?" Your students are silent still, with that look of mute appeal in their large liquid eyes. What was it in your sentences that threw them? Was it the word "folks" or was it the "recent events" part? Your students sure aren't letting on, leaving you to guess, grope and figure out how to open up the lines of communication.

How about an alternate scenario? You say, "Our scheduled discussion topic for today is recent events in Asia. Who would like to begin?" There's a brief silence, and then one student says, "Excuse me, what does 'recent events' mean?" So you, or another student, explains the phrase, and several students nod, jotting the new words down in their notebooks. And the discussion begins. With just this one request for clarification, an ambiguous situation is made unambiguous, and communication has taken place. And, it's something a student has taken the initiative to do.

Language learners need to be taught clarification requests and how to use them. With an arsenal of phrases such as, "Please speak slowly" and "What does \_\_\_\_\_ mean?" a communicatively inept learner can become a more adept communicator, and a more autonomous language learner, whether they're attending a sales meeting in New York, or are being asked for directions by a Westerner in downtown Tokyo or Seoul.

To begin, create a collection of five or six clarification requests you feel are necessary and appropriate. My personal list is: "Please speak slowly," "What does \_\_\_\_\_ mean?" Please spell \_\_\_\_\_," and "What did you say?" Teaching students the use of the phrase "Excuse me" is also important, even though it is not a clarification request per se. What it does do is give language learners a way to politely interrupt the stream of conversation.

At the beginning of your class term, begin teaching your collection of clarification requests immediately. Write them on the board and explain their meaning and use to your students (you may wish to provide a list of the phrases with a translation in the students' native language for lower level learner), at the same time telling them you want them to memorize the phrases and use them in class. Model the requests and have your

students repeat, so they can get used to the sounds and mechanics of saying the requests. Spend the next month quizzing and drilling your students. There are a couple of different ways to do this. One is to scramble the words of all your clarification requests on the blackboard or on pieces of paper that each student has and then ask the students to create clarification requests from the word scramble. Another way is to walk up to the white board, write the numbers from one to five (if you have five requests you want your students to learn) from top to bottom on the board and then ask your students to walk up and write a request they know. It may take awhile for students to stand up and do it, but wait them out. When all the requests are on the board, ask students to check them for accuracy, if they have not already done so. Be persistent and consistent. Keep asking students to produce the requests in an overt fashion over a period of at least a month.

On a long term basis, there are ways to encourage students to use clarification requests. Build in the opportunity, nay, the necessity for students to use the requests into your usual classroom activities. When introducing a new dialogue, for example, allow students to look at it for as long as they need, instructing them to ask you if they see any vocabulary or expressions they don't know. If this doesn't get some clarification requests rolling, up the ante by saying something like, "If you were given a test on this dialogue, how would you do?" This is guaranteed to elicit at least one request for clarification.

Another way, inspired by Dale Griffie, is to play the accompanying tape to a textbook dialogue (or any recorded conversation, for that matter) that the students haven't seen yet, line by line. Use the tape recording as you would a dictation, having students write down what they hear. After each line, turn off the tape and give students time to transcribe the sentence(s). Unless you hear a request for clarification, play the second line on the tape, ignoring the appeals students will most likely make with their eyes. When students see that you will continue playing the tape unless they request clarification verbally, and yet are responsible for getting a full and correct transcription, they'll be falling out of their chair by about the third line. But they *will* be asking for clarification.

Monitor the language you yourself use in the classroom. Have you, for the sake of being understood by your students, been using simple English or phrases you've found they understand but you don't usually use

in your conversations with native speakers? As a way to promote use of clarification requests in your classes, why not make a conscious effort to use your natural speech and cut down on the "teacher talk"? This can also apply to the speed at which you speak.

Teach the use of clarification requests in class and encourage your students to use them outside class. It may be the single most helpful thing you will have

taught them on the road to becoming independent and satisfied users of the English language. ■

*Greta Gorsuch teaches at Kanto Junior College in Gunma Prefecture, Japan, and is Associate Editor of **The Language Teacher**, the monthly publication of the Japan Association of Language Teachers.*

## Learning and teaching in Korea

Bill Woodall

AS THE END OF THE FALL SEMESTER of 1992 approaches, so my two years of teaching in South Korea are also coming to an end. When I first arrived at Han Nam University, in March, 1991, I gave my students as much chance as possible to get acquainted with me. Among the many questions I was often asked was this one: "Why did you come to my country?" My response, though slightly different in every case, always conveyed these ideas: "I came to Korea for many reasons. Most of all, though, I came here to teach and to learn. Teaching is my job, but I'm sure I will learn more than I can teach."

This has proven to be true. I've done some reasonably good teaching, but I've learned constantly. To encounter and learn from a culture very different from the one I left in southern Idaho was a primary reason for coming here. I've learned about Korea and Koreans, of course. Along the way I've also learned about America and Americans. As we've worked at this quadratic equation, my students and I have invariably made some comparisons. We have learned about the unfamiliar by comparing it with the familiar. This process has also revealed new facts about the familiar world.

I've also learned about myself. Finally, I've learned a little about teaching, finding one principle that seems to be important in all my classes.

I began my learning even before I arrived here. As I prepared for Korea, I read some guidebooks and began a cursory study of the language. The first information I encountered about Korea described it as a mountainous country with four distinct seasons. Immediately I felt at

home in Korea, even though I hadn't even arrived there. I was raised on the edge of the Rocky Mountains and live in them to this day. Any environment that was mountainous, even if it included a major city, would have something to offer me.

My favorite mountains have turned out to be Song-ni San and Kye-jok San. The former houses the beautiful old Buddhist temple, Pop-ju. Many peaceful hours there have helped me to stand the frenetic pace and the accompanying stresses of living and teaching in Taejon.

Kye-jok mountain is a forty-five minute walk from my apartment. Within its varied slopes, terrains, and vegetation zones I've found many small places to hike, read, and meditate. Clear, sweet water flows from several springs around its base. These waters have led me both to exercise and to good drinking week after week.

These mountains have also returned to me an appreciation of the mountains and national parks in the U.S. When I return to my country to live, I'll take more time to see the sites there. Like the parks in Korea, many of the U.S. parks will be very crowded, especially during the vacation seasons.

This "unfailing kindness" exhibited toward foreigners was another common thread in the books I read and in stories told by the people I spoke with who were already in Korea. This has also proven to be true. I've met only kindness in my journeys here; I hope that the same will be true as I move around in the United States. Let me tell a brief story by way of illustration.

I arrived at Kimpo one evening in mid August after

twenty hours of traveling from my parents' farm in Sweet, Idaho. The assistant my new school had already assigned to me was to meet me there with train tickets. We managed to miss each other, though it turned out later that he had been there waiting.

An hour and a half after my arrival in Seoul I found myself sitting on my suitcases in the Seoul Express Bus Terminal, having just learned that it was too late to catch the express bus to Taejon. A taxi driver was waiting, happy to drive me, for more money that I had with me. It was a reasonable fee, but I wasn't prepared. I was thumbing through my language book and my foggy mind to figure out how to get to a train when I heard a small, quavering voice.

"Excuse me. Do you need some help?"

I glanced up to see a young woman with a compassionate, open look on her face. I knew immediately that I'd make it to Taejon that night.

She helped me to get a taxi. Farther along that route the taxi driver helped me understand where the station was. Inside the station another waiting passenger returned money that I'd dropped and then went on to show me that my suitcase was half unzipped. The ticket people helped me get the right ticket on the Pusan train. The conductor gently pointed out the right car. Even the taxi driver who picked me up at Taejon Station was extra helpful. Just about 1:30 a.m., some twenty-five hours after I left my parents, I stumbled gratefully into my apartment.

What foreigner in Korea doesn't have a similar story? One of the greatest lessons I've learned here concerns the value of simple kindness. I wonder if Americans are so regularly kind to dazed, exhausted travelers who speak little English? I know some are. I hope that Americans of all national origins will some day be as consistently generous and helpful, to each other and to foreigners. This will be a good change.

I've seen change happening in Korea, that's certain. All over Taejon bright, new tall buildings are taking root and growing beside more traditional Korean structures. The efficient, effective buses, while still in place, fight increasingly for freeway space and customers with the ubiquitous automobile, sometimes to the detriment of air quality.

In the U.S. we've struggled with such pollution and the accompanying traffic jams for years. We're just beginning, in some cities, to return to or to improve bus and train systems. I see more clearly the need for such systems there by having traveled around Korea.

I also see the need for changes in Korea, however. There's no need for thousands of people to spend their time picking up trash of all kinds, when the people who

drop such trash could just as easily carry it out of the park or put it in the trash receptacles that are everywhere on the streets. I remember the crusade in the U.S. that was carried on to change the pattern of littering. It was largely successful, although it took many years. The same change could happen here, with a little education and persistence. The Korean people certainly have the latter.

Just while I've been here, in fact, this change has begun. Government policy has been changed to discourage littering and to encourage recycling. There are receptacles in my apartment complex for plastic, cans, and glass. Paper and cardboard are sorted out of the garbage while it's being loaded into the dumpster. On the Han Nam Campus students are working in various ways to raise consciousness about this aspect of our environment.

Sexism is another area in which consciousness needs to be raised. While I'm pleased to see that, by comparison, we have made some progress in the U.S., it's clear that both countries have much to do in this regard, and maybe they can learn from each other. When one of my best students, who is also my assistant, applied for a job at a trading company in Seoul, she was harassed and offended by the actions of her interviewer. She called me at 5:00 p.m. Her voice was full of tears and frustration as she said, "He told me that I was very aggressive for a woman. When I thanked him for that, he said, 'It's not a compliment.' He despised me because I am a woman."

This conversation struck me very deeply. I'd seen examples of discrimination and unkindness toward women, but here it was, happening to a person I knew in a very personal way. The combination of past and present tenses in her statement revealed the depth of the problem. In her recently past experience, she had been "despised" for being who she is. Tomorrow she will still be a woman, and she will probably face the same problem.

Her experience showed me something which helps me understand the reality of the same problem in the United States. That is the loss to society that sexism entails. No society can afford to waste the energies, thoughts, and strengths of any of its citizens. Those that commit this error are like a person swimming in cold water who chooses to use only one arm: at best they will not achieve their full potential. Worse fates may also await them.

One aspect of Korean culture that doesn't need to change is their devotion to and their support of the extended family. Although some of my students tell me that, even in this, they are following the American model, I hope it isn't so. Indeed, the pattern of imitation

---

*One of the greatest lessons I've learned here concerns the value of simple kindness.*

---

should be reversed in this case. As the average age of the population in the U.S. continues to rise, we have an increasing need to stay together in families and communities. The shocking number of children who live below the poverty line is also evidence of the need for this change in my country.

With the topic of "family" I must shift this discourse to a more personal level. Before I came to Korea, I was instinctively the "filial son." As a result of my students' teaching, and of the separation from my parents, I've made a conscious commitment to myself and to my mother and father to care for them, to help them to continue living productive, active lives for as long as possible. I have a strong, warm feeling within myself whenever I recall this commitment.

Fortunately for me, this connection to my parents fits perfectly with the other realizations I've had during my two years in Korea. Living in Taejon has shown me that I am a "country boy," that not only my roots, but my trunk and the branches and leaves to come are centered in the country lifestyle, as well. My greatest homesickness stemmed from the lack of physical work, a result of my disconnection from the rural cycle of the seasons, and from my inability to plant, care for, and harvest a garden.

In Korea I've also learned again that I am, by nature and by nurture, a solitary person. While teaching brings with it many rewards, the amount of time it requires me to spend with people is too great for my constitution. I much prefer to work alone, whether at mental or physical labor. Given a choice between lots of people and lots of trees, I'll take the company of the latter every time.

Yet I have deeply enjoyed my classes and the interactions with my students and colleagues at Han Nam. I understand more fully how to balance this particular yin-yang within my life. My "extended family" in the U.S. includes many people of all ages. Because of my time here and the joys of sharing language, laughter, and ideas, I'll take better care of those relationships. I'll treasure them more because I've been teaching here in Korea.

That brings me to the subject of teaching. Just before I came here, a colleague in the U.S. with years of experience in the ESL classroom gave me one solid piece of advice: "Make sure the classroom work connects as much as possible with the real world." She's teaching immigrants in the U.S., people for whom the need to acquire English is pressing. The study of English is vitally "real" for her students. I wondered what attitudes about learning a second language I would encounter in Korea, and how I would make such connections for my students.

As it turns out, the best way for me to make the language "real" has been to draw as much as possible from the culture of Korea itself. I reasoned that my students would be more inclined to talk if they knew

something about the subject already. Language is intimately connected with and draws life from its cultural context. I have also found out that this is very helpful to me in learning about Korea and other cultures.

So I've used poems written by my composition students in my conversation classes. I've written dialogues for pronunciation practice of sounds like "l" and "r" that have a Korean physical and cultural context. Newspaper editorials and articles about politics, pollution, and Olympic success have also been useful. So have folktales, and one of the best ones I've found is "The Woodcutter and the Angel." We formed into groups and discussed it one day.

The woodcutter manages to snatch an angel's clothes while she's bathing in a mountain pond during her visit to earth, and says he won't give them back to her unless she promises to marry him. Having no other choice, she consents, and then they go on to live a reasonably happy life (though he keeps her clothes) with the three kids she bears him. But she still has a great longing to see her family in heaven, so one day, when she can't stand it any longer, she begs him to give her back her clothes, promising she won't run away. He does this, and when he goes out to work she takes off back up to heaven with the three children. And the woodcutter, of course, is utterly crushed when he returns to find his whole family gone.

Within the discussion groups and within the class as a circle, there was an amazing amount of serious discussion about the "kindness" questions. The range of opinions was complete, from both characters being kind, to neither being kind, and everywhere in between. Many men saw the unfairness of the woodcutter's coercion. One man couldn't see it, and adamantly maintained that freedom of choice wasn't at issue.

I finally asked him how he felt about military service. Did he enjoy it? Did he have a choice? How did he feel about the lack of freedom to choose? I was pleased to see that at least a small light came on in his mind.

The experience with this man reminded me that, finally, teaching comes down to this: I have a relationship with each student. To touch just one student on any given day makes that day a success.

As I think about my two years in Korea, "successful" is a word that I will use often. I've been lucky in many ways. I've learned every day. I've grown from the difficulties and reveled in the moments of joy that inevitably appear in the classroom, unlooked for, like a glorious sunset at the end of a cloudy day. I'm grateful for the experience. ■

*Bill Woodall teaches in the Department of English at Han Nam University in Taejon.*

# Which accent should we teach?

Fionnuala Rosemary O'Connell

AS AN ENGLISH TEACHER at Yonsei University's Foreign Language Institute, the writer was concerned about Korean students' attitudes towards learning other varieties of English.

Having a British/Irish accent, the writer, as well as other non-American native English speakers, has experienced the confusion of Korean learners on first hearing English from native English speakers with non-American accents. The difficulties decrease as soon as the student has become accustomed to the accent. But with America exerting such a strong influence on Korea, each time a new term begins the writer is confronted with this problem with students who haven't encountered a non-American accent.

Now that English is a means of global communication, what should be the aims of pronunciation teaching? The assumption has always been that we should aim to make the learner "intelligible." But in an era of global communication, where a substantial and ever-increasing proportion of English transactions take place between non-native speakers, it becomes very difficult to specify targets.

IN TEFL SITUATIONS the question has to be not what teachers prefer, but what students need and desire. If Korean students are happy to adopt an American accent and can speak clearly in it, there should be no problem; nor should there be any problem if they can speak with an Irish accent or with a British, Australian or Canadian accent.

As the present teaching staff at Yonsei's Foreign Language Institute is multi-national, there is some danger of confusion, but this is a natural and normal phenomenon as far as English is concerned, it being an international language of such wide currency. Thus, it can be regarded as a part of the Korean students' instruction to be exposed to different accents.

With this general principle as a solution, specific questions remain. What pronunciation goals should be adopted for individual learners or particular groups of learners? A reasonable goal is that pronunciation should be comfortably intelligible (Abercrombie, 1963) and should sound socially acceptable. The main issue is not whether non-native speakers pronounce their *r* with an American or British accent but whether they are intelligible to native speakers.

However, pronunciation teaching is a matter of special importance as far as English is concerned, because of the worldwide use of the language and because of the profusion of differing spoken forms existing not only in such areas as Britain, Ireland, North America and Aus-

tralia, but also in such vast regions as India and Africa, where English is used as a lingua franca.

A.C. Gimson (1981) concludes that the model for pronunciation should meet these requisites:

1. It should be at least as easy for the foreign student to learn as any natural model.
2. It should be readily intelligible to most native speakers of English.
3. It should provide a base for the learners who have acquired it to understand the major natural varieties of English.

There is so much diversity in varieties of educated English, but international interaction in business, diplomacy, education, travel and politics basically limits this diversity to phonology and vocabulary, not grammar. Therefore, a person speaking any variety of educated English can expect to be intelligible to listeners if pronunciation is intelligible.

IN TEFL SITUATIONS it is a matter of what students need and desire in regard to the learning of English, whether it be with an American, British or Irish accent.

English is used by people in every corner of the globe to communicate with one another. In this writer's opinion, all students should therefore be exposed to all of its accents to best prepare them for successful communication with any English-speaking person they encounter from any part of this globe. ■

## References

- Abercrombie. (1963). *Accent*. Oxford: Oxford University Press.
- Gimson, A.C. (1981). *An introduction to the pronunciation of English*. Cambridge: Cambridge University Press.

Ms. O'Connell teaches at the Yonsei University Foreign Language Institute, Seoul.

# Teaching English composition in Korea: One approach for intermediate L2 learners

Thomas S. C. Farrell

THE TESOL ORGANIZATION is now over 25 years old. As a member of this body for the past 12 of these years, this author has witnessed the publication of tons of papers and articles on various aspects of ESL/EFL research. At this moment in time, this author's greatest concern is that 'we' (the members) are just running around after our own tails; jumping on any of the many bandwagons (Clarke, 1982) without serious reflection; setting off into the woods in search of new theories (Raimes, 1991); many times only to return, tail between legs, to the safety of the traditional approaches to teaching the L2.

This article is an attempt to give some substance to some of the recent ideas presented in the TESOL journals on the subject of teaching L2 composition, in this case English, and to try and bridge some of the gap that exists today between the theory and practice of teaching L2 writing. This article is also an answer to questions and self-doubts the author encountered when, as a graduate student at Indiana University of Pennsylvania (IUP), he was exposed to new (to him) approaches of teaching composition (both L1 and L2). Then, on return to Korea, doubt about this 'new' approach began to creep in: "Am I really doing my students justice with this approach to teaching L2 writing?" "Do I really know what I am doing?" "Am I just jumping on one of these bandwagons?" The answer two years on is a resounding "It *does* work!" The reader is invited to explore the theoretical and philosophical background of this author's approach to the teaching of English composition in Korea.

This paper starts with a brief background about the course and the students who usually sign up for it. Next, a brief theoretical framework is linked to the instructional modes of the course, which are presented in the second half of the paper.

## Background

EN 202 is an advanced English composition class offered each semester by the English department of Duksung Women's University in Seoul. The class meets one time per week for two hours in a 16-week semester. The course carries two credit hours. The syllabus and teaching materials are completely the responsibility of the teacher. This is the 'final' class in a series of three: beginning, intermediate, and advanced. (It should be noted that this approach can be used at any level.) The advanced stage is usually the first time for the students to be instructed by a native English speaking teacher.

The students, all females, are majoring in English language and literature, and in their senior year of study (for a four-year degree). The students' English language proficiency, despite the name of the class, is far from advanced. Using Bruder & Furey's (1979) guide of the three main levels of English language ability, based on TOEFL scores (beginning: 200-375; intermediate: 375-425; advanced: 425-500), the average student would fit somewhere along the intermediate scale. Each student will have taken as prerequisites the first two composition courses. Most, if not all of the students will have a knowledge of English grammar, which is not tacit, as this knowledge cannot be put to use except at the sentence level fill-in-the-blank type of exercise.

## Theoretical background

The author recognizes the thin line between teaching the norm of grammar — which is only a mechanical device — and "cultural imperialism" (Verschueren, 1984, p. 495) when trying to restrict students' freedom to use the L2 in a way they wish, according to their own personalities and preferences. Therefore, regardless of what approach a teacher of L2 writing takes, the underlying assumption must be one of cultural neutrality, thus seeing each student as a unique representative of their culture (and all this implies). The approach presented in this paper, with its culturally neutral philosophy, is a process approach refined from L1 writing research. It is refined in two ways:

(1) L1 writers are different from L2 writers in that L2 writers have the dual task of learning English and learning to write in English. This means that different teaching strategies will be necessary to give more instruction in generating, organizing, and revising ideas (Raimes, 1987).

(2) The rhetorical traditions of Korean and English have to be accounted for through some consciousness-raising techniques. This means that a purely process-type approach, that does not focus on the final product, would have to be adjusted to include both a process orientation and a textual orientation that do not exclude each other (Leiki, 1991c). An in-depth discussion on contrastive rhetoric is beyond the scope of this paper; however, the reader is advised to read Eggington (1987) for interesting differences between the two languages.

Therefore, EN 202 is instructed by means of a modified process approach with the following theoretical underpinnings:



(1) Writing is a process of discovery in which the L2 writers can try and understand their own individual composing process. This can be accomplished by pre-writing (gathering, exploring, and organizing material), drafting (by structuring ideas into a piece of linear discourse), and writing and revising, editing and proof-reading (Shih, 1986; Raimes, 1987).

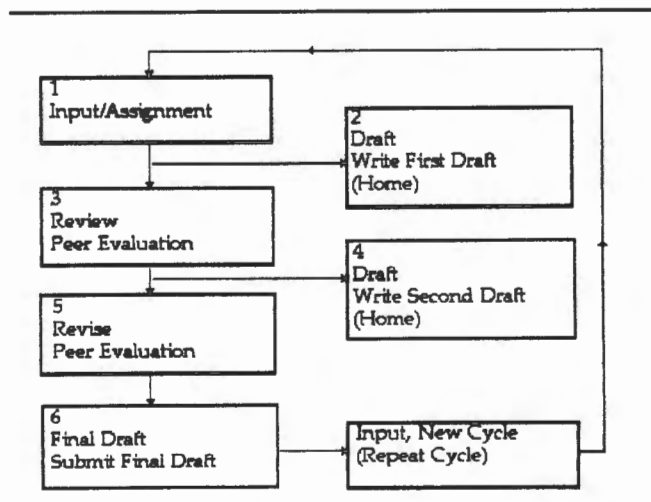
(2) Writing is a social construct. Writing is not an isolated act in which we lock ourselves away in some room like Marcel Proust, who saw writing as a "secrection of one's innermost self, done in solitude, for one's self alone" (Rodby, 1990, p. 42). We usually write because we have something to say to other people, an audience. Techniques such as the use of peer writing groups provide contexts where L2 writers can communicate with each other about writing, and also get a sense of awareness of audience. Some research has shown that Korean language has a reader-responsible orientation, while English has a writer-responsible orientation (Eggington, 1987).

(3) Errors are inevitable in L1 and L2 writing. Many L2 students tend to be obsessed with the terror of making an error (Shaughnessy, 1977), to the extent that they can think of nothing else. A questionnaire is distributed on the first day of class (see the Appendix, Handout 1) to check the level of anxiety, and a teacher-fronted discussion on the nature of errors results (Leki, 1991b).

### Instructional modes

EN 202 generally uses the following six-stage cycle, which is loosely based on Keh's 1990 model (p. 10). Figure 1 below gives a graphic outline of the sequence of class events. It should be pointed out that, in practice, class events do not usually follow such neat order. A certain amount of flexibility is required and adjustments need to be made for the Korean situation (festivals, student trips, etc.).

FIGURE 1. Six-Stage Cycle of EN 202



**Stage 1: Input (pre-writing).** Input sessions consist of idea-generating activities to help the students focus on the assignment. The actual assignment is chosen by each individual student (Leki, 1991a), thus ensuring more responsibility and ownership of the piece of writing.

Ideas are generated by one or both of brainstorming and free-writing. In brainstorming (Richards, 1990) individuals, pairs, groups speak or write a number of possible topics, the final choice left to the individual. This can be followed by a period of free-writing (Knepler, 1984), in which students write as much as possible within a short period of time (usually 15 minutes), without focusing on correctness of grammar. Members of the pairs or groups can then read each other's work and advise/suggest alternative focus for the story, not minding the grammar.

**Stage 2: First Draft.** Audience awareness is the focus of this stage, with discussions about the different rhetorical traditions and expectations highlighted. Students are then asked to write their first draft at home, and further develop the ideas generated in the first stage. Of course, students are free to throw out these ideas for some new focus if they so desire.

**Stage 3: Peer Evaluation (Review).** For peer evaluation, students will work in pairs or groups following the guidelines given in handout #2 (in the Appendix). Spear (1987) points out the value of groups in the writing class: 1) the idea of talking out a paper, 2) groups can help with revision, and 3) peer groups are a powerful reinforcement of consciousness of the importance of audience.

**Stage 4: Second Draft.** Students are encouraged to make changes in the content (or even start over) as a result of the feedback received in the previous stage. They are then required to write a second draft at home and bring it to the following class.

**Stage 5: Peer Evaluation (Revise).** At this stage, students are asked to complete another handout (#3 in the Appendix). This handout is designed to help prepare the class for discussion and to keep the group focused.

**Stage 6: Final Draft/Input.** The final draft is submitted along with notes from the previous drafts. The teacher then reads, comments, and returns it to the students the next week. This is the end of one cycle and the beginning of the next. In Korea, one can expect four such cycles, depending on the university, festivals, and other variables.

Feedback is provided by the teacher throughout the process whenever a student requests it. This feedback takes the form of a checklist returned to the student (see Appendix, Handout #4). Conferencing is usually initiated by the student, or not at all, for, as Goldstein & Conrad (1990) point out, the negotiation process for L2 writers is greatly different from the process used by L1 writers.

A textbook is recommended as a reference guide to English rhetorical patterns, but it is not the main focus of each class.

## Evaluation

Evaluation consists of portfolio assessment, accounting for 80% of the grade, with the other 20% divided equally between attendance and participation. Each student selects her best three essays and submits these in a writing folder at the end of the semester. Each paper gets two grades, one reflecting the amount of revision and risk taken (60%), the other for the final product (40%). Thus, the slower student is rewarded for trying to explore and try new ways of writing (Herter, 1991).

## Conclusion

It is time for the language teacher in the front lines to provide the second language field with accounts of materials and methods that "work." These accounts, however, should not be based on intuition alone. A conceptualization of what the front line teacher does every day will go far to bridge the current gap that exists between theory and practice in the field of TESOL. This paper is one such attempt to lessen the tendency or need for jumping on the latest bandwagon without reflecting on what one is actually doing at the time. We do not have to follow every new approach; maybe we just have to refine our usual approach by making small changes every so often. We L2 teachers have to develop a greater tolerance for ambiguity in that there is no one method of teaching L2 writing that is suitable for all situations. "The teacher is the method" (Gebhard, 1992, personal communication). ■

## References

- Bruder, M. N., & Furey, P. R. (1979). The writing assignment of an intensive program for students of English as a second language. *Journal of Basic Writing*, 2, 67-68.
- Clarke, M. A. (1982). On bandwagons, tyranny, and common sense. *TESOL Quarterly*, 16, 437-448.
- Diaz, D. M. (1988). ESL college writers: Process and community. *Journal of Developmental Education*, 12, 6-12.
- Eggington, W. G. (1987). Written academic discourse in Korean: Implications for effective communication. In U. M. Conner, & R. B. Kaplan (Eds.), *Writing across languages: Analysis of L2 texts*. Reading, MA: Addison-Wesley.
- Goldstein, L. N., & Conrad, S. N. (1990). Student input and negotiation of meaning in ESL writing conferences. *TESOL Quarterly*, 24, 443-460.
- Herter, R. J. (1991). Writing portfolios: Alternatives to testing. *English Journal*, 80, 90-91.
- Keh, C. L. (1990). A design for a process approach writing course. *English Teaching Forum*, 28, 10-12.

- Knepler, M. (1984). Impromptu writing to increase fluency. *TESOL Newsletter*, 18, 15-16.
- Leki, I. (1991a). Teaching second language writing: Where we seem to be. *English Teaching Forum*, 29, 8-11.
- Leki, I. (1991b). The preferences of ESL students for error correction in college level writing classes. *Foreign Language Annals*, 24, 203-217.
- Leki, I. (1991c). Twenty-five years of contrastive rhetoric: Text analysis and writing pedagogies. *TESOL Quarterly*, 25, 123-143.
- Raimes, A. (1987). Why write? From purpose to pedagogy. *English Teaching Forum*, 25, 36-42.
- Raimes, A. (1991). Out of the woods: Emerging traditions in the teaching of writing. *TESOL Quarterly*, 25, 407-430.
- Rodby, J. (1990). The ESL writer and the kaleidoscopic self. *The Writing Instructor*, 10, 42-50.
- Shaughnessy, M. (1977). *Errors and expectations*. New York: Oxford.
- Shih, M. (1986). Content-based approaches to teaching academic writing. *TESOL Quarterly*, 20, 617-648.
- Spear, K. (1986). *Sharing writing*. Portsmouth, NH: Boynton-Cook.
- Verschuereen, J. (1984). Linguistics and crosscultural communication. *Language in Society*, 13, 489-509.

## Appendix

*Handouts are not presented here in their original format; only the content is presented and the directions and format have been abbreviated. For a complete survey, see the author.*

### Handout 1

#### Survey of ESL Students' Preferences for Error Correction

This survey is being conducted in an effort to find out what types of markings on written work are most useful to students in helping them improve the correction of their written English. Do not answer according to what you think you should do but according to what you actually do. Please be as honest as possible. All responses will remain anonymous. Please respond to all questions. Thank you for your willingness to participate.

#### Part I

Directions: Respond to the questions below by circling the number that comes closest to representing your opinion. If you feel the item is very important, circle #1, like this:

very important						not important at all
①	2	3	4	5	6	7

1. How important is it to you to have as few errors in English as possible in your written work?

2. How important is it to your English teacher for you to have as few errors in English as possible in your written work?
3. How important is it to your other teachers besides your English teacher for you to have as few errors in English as possible in your written work?
4. How important is it to you that your teacher points out your errors in grammar forms.
5. How important is it to you that your teacher points out your errors in spelling?
6. How important is it to you that your teacher points out your errors in vocabulary choice?
7. How important is it to you that your teacher points out your errors in punctuation?

**Part II**

Directions: Respond to the questions below by circling the number that comes closest to being accurate. Circle #1 if you do something all the time... Circle #5 if you never do it.

8. When your teacher returns a marked paper to you, do you look carefully at the marks indicating errors in grammar?
9. When your teacher returns a marked paper to you, do you look carefully at the marks indicating errors in spelling?
10. When your teacher returns a marked paper to you, do you look carefully at the marks indicating errors in vocabulary choice?
11. When your teacher returns a marked paper to you, do you look carefully at the marks indicating errors in punctuation?
12. When your teacher returns a marked paper to you, do you look carefully at the comments on the organization of your paper?
13. When your teacher returns a marked paper to you, do you look carefully at the comments on the ideas you expressed?

**Handout 2**

**Peer Response Guide for Pre-Writing**

Before group session:

1. Summarize in one or two sentences your purpose for this piece of writing, and the plans you have to carry it out.
2. List the key ideas you plan to include in your paper.

After group session:

3. List the most useful comment of your group from this session.
4. Write one or two sentences summarizing the approach you now plan to take in drafting your paper.

**Handout 3**

**Peer Response Guide for Reviewing Drafts**

Before group session:

1. Write down what you think are the strengths of this draft—the best ideas.
2. What are the weaknesses of the draft—What are you unsure of?

After the group session:

3. Summarize the most essential contributions of your group.
4. List the changes you plan to make in the draft.

**Handout 4**

**Peer Response Guide for Revising**

Before group session:

1. Describe your draft at this stage.
2. Note the questions you have for the group to consider.

After group session:

3. List the adjustments you need to make for the final revision.

**Handout 5**

**Areas Checklist**

These are areas where your paper is:

Weak Average Strong

	W	A	S
1. Use of examples to support your opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ideas are related	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Logical order of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Communication distractions (Grammar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Thomas Farrell teaches in the English Department at Duksung Women's University in Seoul.*



# ASCII Text: One step in getting your manuscript published

(for IBM-compatible computers)

John Holstein

**M**MUCH TO THE DISGUST of writers who think themselves superior to using a machine to produce their masterpieces, the Day of the Computer has arrived. Now most major publishers require that a manuscript be sent as a computer file.

Much to the dismay of many writers and editors, however, the code which one software program uses to write a document file can be different from the code another one uses. So a file made in one program may not be readable or usable in another program. Thus, if the publication to which you are submitting is using one program and you are using another, they may not be able to "import" your file into their program, and then won't be able to do anything with your article. The main problem, though, is not the fact that there are different kinds of codes, but that the easy solution to this problem causes most writers to go into panic disorder because they don't know how easy the solution actually is.

When one is submitting a manuscript, difficulty or ease should not be a factor in determining the condition in which the manuscript arrives in the editor's hands. The closer it is to the editor's preferences and convenience, the more chance it has of getting published. Make it appear the work of an experienced writer; show that you know what is expected these days and that you have the ability to cooperate.

## ASCII Text to the rescue

There is a way to make the file you wrote in your program (let's call it ABC) usable in your editor's program (XYZ). We can convert the ABC file to an "ASCII text" file (or, as some call it, a "DOS text" file). This is a standard code that any program (on a computer which uses DOS) can import. Once your editor's program imports the ASCII text file, that editor's program can then convert that file into an XYZ (the editor's) file.

To illustrate:

**ABC file — ASCII text file — XYZ file — Fame and Glory**

So, if you are working in ABC, you export the file from ABC by changing it into an ASCII text file. (Now you have two files with the same content, but different codes: an ABC file and an ASCII text file. (And if you have named your file, for example, "confused," the full name of your ABC file will be CONFUSED.ABC and the full name of the ASCII text file will be CONFUSED.TXT.) The editor, to whom you are sending the ASCII text file, can open XYZ and import the file into

XYZ. When the editor saves this file, it is saved as an XYZ file (CONFUSED.XYZ).

## Read no further...

if you know that your program's files are compatible with your editor's program. Your editor may use the same program, or the program which the editor uses may import your program's files without your having to convert your file to an ASCII text file.

Check with your editor.

## Even before the ASCII text file

Before you go about converting your ABC file into an ASCII file, before you even start your manuscript, swear to yourself that you will not fall to the temptation of using the space bar and tab key to do formatting which you can do with your program's formatting commands.

If you use your program's formatting commands you can easily change the formatting later. For example, if you center your title by using the formatting command, you can tell your program later, using the same command, to align it back to the left margin. When you use the space bar or tab key to center text, changing the text from center back to left alignment will require deleting all those spaces you entered. This goes for paragraph indentation, too. There is one sometimes insurmountable problem involved in using the program's formatting commands, however. It even has a name, "manuaphobia." This is the aversion we all have in varying degrees to using the manual to find out how to accomplish something in the program. Though five or ten minutes spent in the manual and a couple trial runs will save countless hours later, some still find themselves going for that space bar instead of the manual.

There's another reason for using your program's formatting commands. Before converting your original file to an ASCII text file, all formatting in the original file has to be taken out. This makes it infinitely easier for the editor to work with your ASCII file. When you convert a file (document) into an ASCII file, all blank space in your document becomes a series of individual hard spaces (for example, a paragraph indentation of three spaces leaves three hard spaces), as if each of these spaces had been entered with the space bar. All your formatting 'hardens,' and it can't be changed except by erasing each individual space manually, one by mad-

dening one. This makes it difficult for the editor to format your document in a different way later.

Also, type only one space between sentences. If you type two, the typographer will have to manually delete every second space.

### *Converting your program's file to an ASCII file.*

**Step 1.** Make a hard-copy print-out of your manuscript.

You will want the editor to see your idea of how the manuscript should appear in print. From the Step 2 you will be removing all formatting, so the editor won't be able to see it in the file. Include in this print-out all the centering and margination and pagination and italics and bolds and other formatting that you want the editor to use in the publication.

The truism that content is more important than appearance should not serve as an excuse to send a klutzy looking print-out. It has been my general experience, in fact, that a manuscript which "looks" intelligent is usually better in content. Many such experiences cause that subconscious prejudice, positive or negative, which works on editors in the way they regard a manuscript.

**Step 2.** Extend your right margin as far as possible.

When you write a document in your software program, the program puts a "soft carriage return" at the end of each line. This soft return disappears when you change the right margin, and another soft return is put at the end of each line of the new margin. When you convert this file into an ASCII file, those soft returns become hard returns; each of these hard returns has to be deleted by the person who imports the ASCII file.

To get rid of as many hard carriage returns as possible, in your software program, before making an ASCII Text file, extend the right margin of the document as far to the right as your program allows. For example, in XYZ the widest possible right margin is 255. (Some programs will do this automatically as one step of file conversion. Confirm this in your manual, or test a file.)

Also, confirm that there is only one space between sentences.

**Step 3.** De-format your manuscript.

It's the same with indentation and centering and other such formatting as with soft carriage returns (Step 2). Whether you enter indentation with the space bar or with your program's formatting commands, a paragraph indentation equivalent to, say, three spaces, will harden into three individual spaces when you convert your file to an ASCII file. So the person who works on your ASCII text file will have to delete each of those three spaces for each paragraph in the document.

Before you convert your file into an ASCII file, take out all format commands for the entire document. Put the left margin at 0, left-align centered text, set paragraph indentation at 0—in other words, tell the program to align the entire document to the left margin—and

single-space the document. De-format your document, rendering it as if you had given it no formatting commands at all. (Some programs have a command which will zap all the formatting commands you gave it.)

**Step 4.** Convert the file into an ASCII text file.

Use your program's command to convert your file. Any of the popular programs these days either has the export (or "convert") command to change one of its files into an ASCII file. You'll find it in your manual. ABC, for example, has the "convert" command, XYZ has the "export" command, Hangul Word Processor has the "new name" command. In your program's manual you will most likely find directions for converting files in the index, under "converting files" or "exporting files," "ASCII text files" or "DOS files."

**Step 5.** Mail your ASCII file, your program's file, and a print-out.

Your editor may be using the same program you are, so send your program's file along with the ASCII file. Those extra bytes won't add all that much to your postage. And send along a print-out (Step 1). In addition to showing the editor how you would like your document formatted, the print-out will also serve as insurance against the postal clerk wiping out both your file and your writing career in one swell foop with one of those "Registered" mallets they must swing from the shoulder with all their might because their stamp pads are forever out of ink.

*In relation to standardization of communications, you may find this description of SGML interesting; it is an excerpt from a seminar announcement which arrived over e-mail:*

by Michael Popham (SGML Project, University of Exeter)

The Standard Generalized Markup Language (SGML—ISO 8879) can be used for publishing in its broadest definition, ranging from single medium conventional publishing to multi-media database publishing. SGML standardizes the application of generic coding and generalized markup concepts; it provides a coherent and unambiguous syntax for describing whatever a user chooses to identify within a document and is independent of application, system, language or device. ■

## JALT '92

More than 2,000 language teachers met on the campus of Tokyo International University in Kawagoe, Japan in late November for four days of discussion and exchange on a broad range of theoretical, pedagogical and professional issues affecting language teachers and their students in Asia today. The occasion was the 18th Annual International Conference on Language Teaching and Learning, sponsored by the Japan Association of Language Teachers (JALT).

Under the theme "Teacher to Teacher," JALT '92 included presentations by Earl Stevick (USA), Henry Widdowson (UK) and Diane Larsen-Freeman (USA), and there were scores of other presentations as well—listed in the 200-page Conference Handbook—which also brought new perspectives to the language-teaching scene in Asia. Then, of course, there were invaluable opportunities for informal sharing during meals and at the publishers' displays.

AETK/KATE representatives were welcomed warmly at JALT '92 and returned looking forward to cooperation with JALT in our joint tasks as language teachers. The next JALT Conference is scheduled for October 8-11, 1993. Don't miss it!

Dwight J. Strawn

## New language testing association

The new International Language Testing Association (ILTA) was established in Vancouver BC on February 28, 1992, after two years of discussions among language testing specialists around the world.

ILTA's purpose is to promote the improvement of language testing throughout the world. To this end, ILTA will cooperate with other associations interested in language education or educational measurement. ILTA may sponsor sessions or symposia on language testing at meetings of these organizations. ILTA also plans to sponsor or cosponsor conferences and

(Continued on page 44)

## Thai TESOL Thirteenth Annual Convention Interactive Learning and Teaching

**Keynote Speaker:**  
**Professor H. Douglas Brown**  
Director of American Language Institute  
San Francisco State University

**January 14-16, 1993**  
YMCA, Collins International House  
27 South Sathorn, Bangkok, Thailand

On-site registration: 800 baht

Pre-registration (non-members): 750 baht (Valid only upon payment postmarked by December 31, 1992). There is limited space available, so do pre-register! With on-site registration there is no guarantee for space in the opening session.

The registration fee covers:

- participation in the sessions,
- conference materials, and
- 3 buffet lunches and 5 coffee breaks.

Payment: Registration form and postal order (for overseas participants bank drafts are acceptable) should be sent to Assistant Prof. Kanittha Vanikietti, First Vice-President of Thai TESOL, Department of Foreign Languages, Faculty of Science, Mahidol University, Rama VI Road, Phayatai, Bangkok 10400, Thailand.



### Registration Form

Please complete in BLOCK CAPITALS

Name \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

Phone (Office) \_\_\_\_\_ (Home) \_\_\_\_\_

I have enclosed a

- postal order       bank draft  
 Member (Bht 650)       Non-member (Bht 750)

Please send this form together with payment. Do not send them separately!

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

## *International conferences and institutes*

**1992**

**December 15-18**

Institute of Language in Education (ILE). 8th international conference, "Language and Content," Hong Kong. Contact Dr. John Clark, Institute of Language in Education, 2 Hospital Rd., Hong Kong.

**December 27-30**

Modern Language Association (MLA) Annual Conference, New York, New York. Contact MLA, 10 Astor Place, New York, New York 10003-6981. Tel. 212-614-6370.

**1993**

**January 7-10**

Linguistic Society of America (LSA), Annual Conference. Los Angeles, California. Contact Mary Niebuhr, 1325 18th St., NW, Washington, DC 20036-6501. Tel. 202-835-1714.

**January 14-16**

Thai TESOL Thirteenth Annual Conference. (See the ad, page 42.)

**January 28-30**

Technology, Reading and Learning Difficulties. 11th annual national conference, "Integrating Technology Across the Curriculum," Santa Clara, California. Contact Diane Frost, Educational Computer Conferences, 1070 Crows Nest Way, Richmond, California 94803. Tel. 510-222-1249.

**March 9-13**

Georgetown University Round Table on Languages and Linguistics: GURT 1993, "Strategic Interaction and Language Acquisition: Theory, Practice, and Research." Contact Helen E. Karn, Coordinator, GURT 1993, School of Languages and Linguistics, 303 Intercultural Center, Georgetown University, Washington, DC 20057-1067, USA. Tel. 202-687-5726.

Email: gurt@guvax.bitnet or gurt@guvax.georgetown.edu.

**April 4-7**

International Association of Teachers of English as a Foreign Language (IATEFL). 27th annual conference, University College, Swansea, Wales. (Proposals deadline passed.) Contact IATEFL, 3 Kingsdown Park, Tankerton, Whitstable, Kent CT5 2DJ, United Kingdom. Tel. 227-276528. Fax 227-274415.

**April 13-17**

Teachers of English to Speakers of Other Languages (TESOL). 27th Annual Convention, "Designing Our World: TESOL '93." Atlanta, Georgia. Contact TESOL, 1600 Cameron St., Suite 300, Alexandria, Virginia 22314. Tel: 703-836-0774. Fax: 703-836-7864.

**April 19-21**

Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Center. RELC regional seminar, "Language for specific purposes: Problems and prospects," Singapore. Contact The Director, Seminar Secretariat, SEAMEO Regional Language Centre, 20 Orange Grove Rd., Singapore 1025.

**May 24-27**

Malaysian English Language Teaching Association (MELTA). International Conference, "Towards More Effective Learning and Teaching of English," Petaling Jaya, Malaysia. (Proposals deadline passed.) Contact Hyacinth Gaudart, Wisma FAM, Jalan SS 5/9, 47301 Petaling Jaya, Malaysia.

**June-July**

TESOL 1993 Summer Institute, "Discourse Diversity: The Language of Connection," California

State University, San Bernardino; Sponsored by TESOL and California State University, San Bernardino School of Education, School of Humanities, Office of Extended Education and the American Culture & Language Program.

Session I June 28-July 9 (First session) Management Institute for International Affiliates: July 12-14; Emergency ESL Workshop: July 15; English for Academic Purposes Workshop (CATESOL): July 16. Session II July 19-July 30.

For more information, contact: Mendy Warman, Office of Extended Education, California State University, San Bernardino, 5500 University Parkway, San Bernardino, CA 92407-2397. Fax: 714-880-5907.

**July 20-23**

Guangxi Teachers University, China, Wake Forest University, US and University of Houston, US. 1993 Guilin ELT international conference, Guilin, Guangxi, China. Contact Prof. Zhang Shuning, Foreign Languages Dept., Guangxi Teachers Univ., BUILIN, Guangxi 541004, People's Republic of China. Tel: 86-0773-442982 ext 299. Fax 86-0773-442383. Or Prof. Ho Hsiang-lin, PO Box 167, Henniker, New Hampshire 03242. Tel: 603-428-7033.

**August 8-15**

International Association of Applied Linguistics (AILA), 10th world congress, "Language in a Multicultural Society," Amsterdam, The Netherlands. Contact Johan Matter, Vrije Universiteit, Faculteit der Letteren, Postbus 7161, NL-1007 MC Amsterdam, The Netherlands. Tel: 31-020-5483075.

### **Basics in Writing: Tasks for Beginning Writers.**

Ann Chenoweth and Curtis Kelly. Lingual House, 1989. Pp. 137.

### **Ready to Write: A First Composition Text.**

Karen Blanchard and Christine Root. New York: Longman Press, 1984. Pp. 92.

### **Becoming a Writer: Developing Academic Writing Skills.**

Rita Wong, Eric Glendinning, and Helen Mantell. New York: Longman Press, 1987. Pp. 82.

*Basics in Writing: Tasks for Beginning Writers* is an ideal book for beginning students with some previous background in English, but low proficiency. It is divided into five sections, with three topic-related units per section. The topics—people, self, locations, settings, and things—are general topics commonly used in beginning texts and allow the book's contents to be used to augment a beginning or intermediate conversation book or series, such as Jack Richard's *Person to Person*. It also stands up well on its own. Each unit is made up of a vocabulary page accompanied by interesting pictures of a situation, three pages of common expressions or grammar practice, two pages devoted to actual writing practice, and a final page for peer or individual evaluation. The third unit in each section is an expanded writing exercise that incorporates the previous two chapters. The back of the book contains 20 pages of useful grammar exercises.

*Basics in Writing* has several advantages. First, it is an attractive, large-format book (8x10), with plenty of space for the students to write. Second, the composition page provides a choice of topic sentences and remarks or questions which

guide the student through the composition. Finally, and most importantly, this book aims at developing communicative competence. Each writing activity, and especially the third unit in each section, is designed to be used in pair and group work. For Korean freshmen and sophomores who have little experience in writing, this is an ideal first book that effectively combines writing and speaking, and illustrates the relationship of these two skills. If used as a supplement, the book can be used over a period of two semesters. Used on its own, it can easily be covered in a semester.

The similarity in covers and layouts of the two Longman books *Ready to Write* and *Becoming a Writer* implies that the two are a set, but there is actually little continuity from one to the other. *Ready to Write* is the better textbook, providing more exercises, guidance, and writing. It does indeed live up to its title, providing in its first six chapters (of fourteen) exercises on topic sentences, controlling ideas, and other elements of organization, and is neatly spiraled to lead the student through each successive step. It also provides in each chapter opportunities for communicative activities and peer evaluation and self-editing.

However, *Ready to Write* has two important flaws: a major flaw is that its writing assignments do not go beyond paragraph level and it requires many supplemental exercises. Considering that the book can easily be used over two semesters, it's important to consider the book's limitations as the book concentrates on single paragraphs of different writing genres (compare and contrast, description, etc.) without challenging the students to go beyond that limitation. For students who have spent a year writing only single paragraphs, it might be very difficult for them to then begin writing

several paragraphs to make up an essay.

Like *Ready to Write*, *Becoming a Writer* concentrates on the paragraph, introducing the standard 5-paragraph essay summarily only in its final chapter. Divided into eight chapters, the book is too long for one semester, and too short for two. As with *Ready to Write*, its exercises are useful, but limited, so the instructor will need to provide supplements. Furthermore, neither book provides very many actual writing samples, a fault of many composition texts. However, *Becoming a Writer* does contain good composition topics and some effective, albeit complicated exercises for developing topics. On the other hand, it does not introduce topic sentences and supporting details until Chapter Three. The teacher who uses this book will spend a lot of time in explaining and relating the information, as well as in finding supplemental materials.

Reviewed by Virginia Martin

Virginia Martin is finishing her doctoral dissertation on ESL composition at the University of Indiana and holds a teaching/administration position at Bowling Green State University in Ohio, USA.

## **International (continued)**

### **New language testing association**

(Continued from page 42)

workshops on practical and theoretical aspects of language testing.

ILTA members will receive a subscription to *Language Testing Update* (LTU), which will provide information on language testing initiatives around the world and ILTA activities. Other member benefits will include a reduced rate on the international journal *Language Testing*,



SHARE YOUR READING experiences with us in a review of a book or article which impressed you. Here are some general guidelines for you to follow:

**Heading: title. author. city of publication: publisher, year of publication. number of pages.** (as used in the *TESOL Quarterly*).

Points readers would like to see in a review:

- the book's general nature: goals, audience, structure
- strong and weak points, with supporting examples
- some description of each general section
- relevance to theory or methodology
- (for a textbook or methods book) your personal experience in using it

Style: Let's avoid side comments and observations, and focus on the needs of the reader. And we all know the importance of conciseness and clarity.

Please send your review to the Editor.

## Resources

### *Second language instruction/acquisition abstracts (SLIA)*

*The editor received an ad from this company in the mail. Presented here is a summary of the ad. If you can't afford it, you can try getting your school to subscribe.*

SLIA is an abstracting and indexing service designed to be a one-stop resource for specialists in applied linguistics, including bilingual education, TESOL, foreign or native language instruction, and translation.

SLIA presents complete bibliographic citations, in-depth abstracts, and precise indexing of articles culled from among 1,900 discipline-related serials published worldwide, as well as of selected books; enhanced citations of relevant dissertations are also included.

SLIA appears semi-annually, in July and December. Each issue offers approximately 700 abstracts, divided into 13 substantive areas, with abstracts arranged alphabetically by author within each, plus source, author and subject indexes.

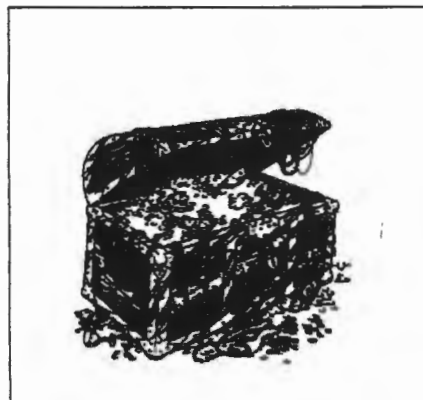
Your personal subscription rate for SLIA is US\$55.00, including postage and handling.

Write for an application form to:

Second Language Instruction/Acquisition Abstracts (SLIA)  
P.O. Box 22206  
San Diego, CA 92192-0206  
USA

Or:

Fax (619) 695-0416,  
Phone (619) 695-8803,  
Email SOCIO@SDSC.BITNET.



reduced fees for conferences on language testing, periodic Minibibs from the ERIC Clearinghouse on Languages and Linguistics, and other notices and publications. For more information, please contact:

Dr John H.A.L. de Jong  
p/a CITO  
P.O. Box 1034  
NL-6801-MG-Arnhem  
THE NETHERLANDS  
Tel: +31 85 521433  
Fax: +31 85 521356

### *Language lab activities*

The International Association for Learning Laboratories is preparing *Task-Based II*, its second monograph on communicative activities for language lab use. The publication date is set to coincide with TESOL '93 (April).

Submissions for *Task-Based II* are being solicited by editor LeeAnn Stone. If you are interested in con-

tributing, please contact her at:

Humanities Instructional Resource Center  
263 Humanities Hall  
University of California  
Irvine CA 92717-3775  
USA  
Tel 714-856-6344  
Fax 714-725-2379  
Email lstone@uci.edu

## Getting acquainted

During the first week of class, I like to do information collection exercises that help the students mingle and get acquainted. I use, of course, the very popular "Find Out Who..." (This exercise originated in Richard Yorkey's *Springboards*.) In this milling activity, the students are given a list of information that they must collect. The handout may look like this:

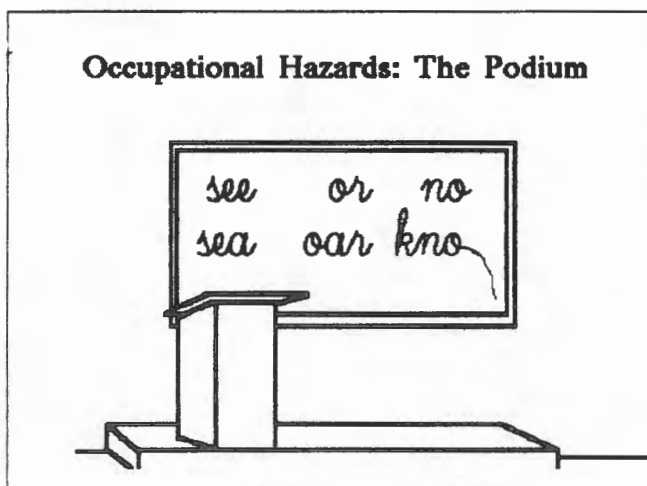
Find out...

1. who has 3 brothers and 2 sisters.
2. who has not seen "Dances with Wolves."
3. whose favorite color is red.
4. who likes to read.

I usually put about twenty items on the list, and vary the questions for each class. Sometimes the questions contain the same tense, although I prefer to mix them. Before we begin collecting information, I also provide a quick review of question forms.

The students must then ask their classmates questions in order to find at least one person per question who can answer in the affirmative. That is, if there are twenty students in the class, ideally the surveying student should have affirmative answers from twenty different people. All of these questions can lead to further conversation; so, to keep the students on the task at hand, I give them a time limit, and then we all go over the collected information at the end of the class.

This exercise can be made more challenging by requiring the students to process information, so I make the questions more inclusive. For example, a common task list may look like this:



Find out...

1. how many of your classmates are from Pusan.
2. the oldest and youngest person in the class.
3. the most popular favorite color among your classmates.
4. which classmates did not eat breakfast this morning.
5. the average height of your classmates.

In addition to processing information, such questions can require much more than a simple yes/no question or answer, and can lead to other activities, such as opinion polls.

For an opinion poll, I have the students write the questions and conduct polls in groups. Then they write up the results on the board. This can then lead to several discussion topics the students will certainly find interesting.

In this way, a simple activity to help the students get acquainted on the first day of class can lead to more complex activities by the end of the first day.

Virginia Martin

## Blu-Tack

Tired of the pieces of durex (AusE), sellotape (BrE) or scotch tape (AmE) hanging from your flash cards and the damage the tape has done when ripped from your irreplaceable pictures? Then try new Blu-tack (BrE) or Funtak (AmE), the wonder adhesive! Like chewing gum and plasticine (BrE) or play dough (AmE), it comes in sticks. You roll it up in little balls. It sticks to blackboards but pulls off cleanly.

Here's a blu-tack activity, Picture Cloze, from Randel Holme's *Talking Texts* (Longman). It's a way of presenting a text other than with the usual listen-and-repeat procedure. The teacher chooses a problematic or interesting word from each of the sentences and gives them to each of the students, who draw a picture or diagram of their word. They then come out in random order and stick their pictures to the board and explain them. The students then all look at their texts and try to find the words. The words in the text are then blacked out and the pictures rearranged. One student then reads the text, substitution for the blacked-out words a whistle or something, and another student comes to the board and numbers the pictures in their right order. The students then suggest a

sentence for each of the words and in pairs tell each other the texts.

I bought my 75g pack of Blu-tack for 2,500 won at Kyobo, but if ads in the subway are to be believed it is going to be distributed more widely.

**Greg Matheson**

## Summing up

I have discovered in my EFL conversation class that it is always helpful to conclude the class with a refreshing activity which we might call *summing up*, so that the students will finish the class on a positive note. This is an especially useful activity at the end of a long class, particularly one just before the weekend.

One method of *summing up* is to call on individual students to do a pantomime of a famous painter, singer, dancer, musician, writer, or anyone whom they know well. This activity can also be done in several small groups and subsequently in large groups in which the students try to guess the name of that famous person whom the student is portraying in the pantomime.

In another method we divide the class into several small groups and provide each individual in each group with a picture from a magazine, poster, newspaper, drawing or any such source. Have them discuss these pictures in their respective groups in terms of mood, symbolism, theme, setting, imagery, plot or character portrayal. Subsequently, call on some volunteers in each group to sum up to the rest of the class their discussions about these pictures.

Yet one more method of *summing up* is calling on individual students to mention the most exciting experience that they plan to have on the weekend or that they would like to have on this specific evening, and why they think it will be exciting. Also, suggest to them that they write a short paragraph or outline about this kind of experience so that it will help them in discussing it either in a small group or in front of the class.

Thus, "*summing up*" is an excellent technique to end the class in a cheerful, holistic sense (linguistically and affectively). Even more, it is useful in encouraging the teacher and especially the students to look forward to another wonderful language class.

**George Bradford Patterson II**

## Devil's Advocate

Grammar, Functional or Communicative? All three, of course!

Function: talking about the future; making plans

Grammar: *will/might/may + have to or able to*

Communicative: The teacher presents the students with a proposal and several factors to consider, and the students in groups decide whether they really want to follow up on it.

Procedure: First the teacher tells the students that the class period (or this one and the next) will be devoted to talking about the future, specifically to making plans. Then the teacher shows them the tools they can use, and a short grammar exercise is conducted. After this, the students discuss the proposal (e.g., "How about a trip to Sokch'o this weekend with your friends?") and all the factors (not much money, heavy weekend traffic, one friend's sick, and others) and make their decision whether to do it or not. Then the class listens to one group's decision, and plays devil's advocate with the group's consideration of each factor.

The Devil's Advocate part is only the last step in this one- or two-class plan, but it seemed a nifty title for this tip. You can use a devil's advocate in many activities, though—it provides an interesting twist for the students and is widely adaptable.

**John Holstein**

DO YOU HAVE A "technique" you can share with other readers of the *AETK Newsletter*? Then write it up in 300 words or less and send it to the Editor for publication in the next issue.

### Job openings

#### **Kuk Je Education Center,**

**Seoul.** Position: English instructors. This agency locates positions for instructors. Contact Miss Bok at (02) 773-9855.

#### **Apex Language Institute,**

**Seoul.** Position: ESL teachers. Requirements: Native speaker with BA or MA in TESOL or related field plus one year teaching experience, sociable nature, initiative. Salary: ₩1,400,000 monthly. Duties: 5 teaching hours/day, assisting Managing Director. Other benefits: medical insurance, sick leave, visa sponsorship, one-way airfare with one-year contract (renewable). Contact Jessica by phoning 02-587-0622 or faxing 02-582-9863.

*From the TESOL Placement Bulletin:*

**ELS/Korea, Seoul.** Position: ESL instructors. Duties: plan, teach, and evaluate assigned classes; established curriculum. Requirements: 30 hrs per wk, split shift. Contract: 12 months. Qualifications: BA/BS degree plus 1 year FT ESL teaching experience in an established program, or degree in TESL/TEFL. Salary: ₩1,015,000 per month (approx. US\$17,000 per year). Benefits: furnished housing, RT airfare, shipping allowance, medical coverage, paid vacation, sick leave and on-site orientation. Starts: ongoing; apply 3-6 months prior to anticipated arrival date in Seoul. Contact: Submit cover letter and résumé to: Recruitment Officer #4B, ELS International Inc., 5761 Buckingham Parkway, Culver City, CA 90230.

#### **Pagoda Language School,**

**Seoul.** Positions: ESL instructors. Requirements: degree in TESOL. Salary: commensurate with experience. Benefits: RT airfare, help with housing, medical expenses and

other benefits. Positions open throughout the year. Send résumé and photo to: J. Lee, Director, Pagoda Language School, 56-6 2nd St., Jong-ro, Seoul, Korea. Tel (02)-274-4000.

**Korea Services Group.** Experienced or Trainees, English conversation instruction. Many positions available. Starts every month. Language Institutes, Junior Colleges, Universities, College Preparatory Academies, etc. BA & up. Salary range: US\$17-35K per year. Housing provided or subsidized and many other benefits. Send résumé and cover letter (with local fax number and marital status), photocopy of passport & degree, transcripts, 3 letters of reference, 2 passport size photos to: Korea Services Group, Dept KJA, 147-7 Bumjeon Dong, Jin-Ku, Pusan 614-060. If available within 60 days fax (051) 817-3612 or (051) 807-5377.

#### **English Training Center,**

**Seoul.** Position: ESL instructor. Duties: 6 hours per day teaching. Requirements: MA, BA in TESOL or related field. Qualifications: 2 years ESL teaching, overseas experience. Deadline: open. Salary: ₩1,200,000 per month. Benefits: housing subsidy, RT air fare, 50% health insurance, 4 weeks' paid vacation. Starts: open. Send resume, diploma, first page of passport, transcript, references to: Graham Dutfield, Head Coordinator, English Training Center, 646-22 Yoksam-dong, Kangnam-ku, Seoul 135.

#### **International English Institute,**

**Seoul.** Position: English instructor. Duties: teaching English conversation, maximum 5 contact hours per day. Requirements: degree in EFL/ESL, or related field. Qualifications: minimum 2 years teaching experience. Deadline: any time. Salary: ₩1 million (about US\$1,400) per month after taxes. Benefits: individual housing. Starts: mid-July, January, 1992. Contact: International

English Institute, 826-26 Yeoksam-Dong, Kangnam-Ku, Seoul 135-000.

**ET Club, Seoul.** Applications now being accepted for EFL/ESL instructor for adults with proofing, editing, recording, and writing if possible. Qualifications: MA in TESOL preferred. Salary: US\$20,000 per year + OT, 10% yearly raise for good workers. Benefits: rent-free apartment. Starts: open (but we need now). Send resume ASAP by Fax 02-538-6841, or mail to ET CLUB, Hyundai Palace Officetel 306, 1316-4 Seocho-Dong, Seocho-Gu, Seoul.

#### **Dong-A School Foundation,**

**Taejon.** Position: ESL Instructors. Duties: maximum 22 teaching hrs/wk, curriculum development and lab duties. Requirements: native-like proficiency, with BA/MA in TESL or related field. Salary: US\$14,000-18,000/yr. Benefits: RT airfare, furnished apartment and low-cost medical. Starts: January 1 or March 1, 1993. Contact: Sungkyung Kim, Dong-A School Foundation, 236-2 Jayang-dong, Dong-ku, Taejon 300-100. Fax 42-625-5831.

The *Newsletter* appreciates notification of position openings from any source, and requests full details on responsibilities, credential requirements, position status, and benefits. Contact the Editor.

The *Newsletter* cannot vouch for the status of an institution listed in this publication nor does it certify the veracity or accuracy of information published. Applicants are reminded of the law which requires that additional permission be obtained from the Ministry of Justice for employment other than that for which your visa has been obtained.

## Buddhism in English

ENGLISH TEACHERS in Seoul have many resources at their disposal to assist students. Besides the libraries at USIS and the British Council, we can direct our students to Royal Asiatic Society meetings and field trips, and introduce them to activities around American bases.

One resource that many teachers are unaware of, and which may be of interest to themselves personally during their stay in Asia, is the Lotus Lantern International Buddhist Center. Founded a few years ago by a Korean monk, an English nun and two committed American Buddhists, the Lotus Lantern offers a taste of Buddhism to foreign residents of Korea who are not fluent in Korean but who want to learn about Buddhism both in theory and practice.

There are workshops and various social activities in English, and classes in Buddhism at different levels of English competency for Korean members. The Lotus Lantern has become a meeting place for the small number of non-Koreans who want to explore Buddhist thought

and practice while in Seoul. Thursday night is meditation class for those who would like instruction in the discipline; Sunday night is devoted to prayer and prostrations. An American couple teaching English in Korea were married here a while ago.

Most Koreans are surprised that Westerners have any interest in Buddhism. We owe it to them to expose them to this important cultural development, and show them they aren't alone in embracing beliefs beyond the borders of their nation.

Call, write or fax for more information or a newsletter.

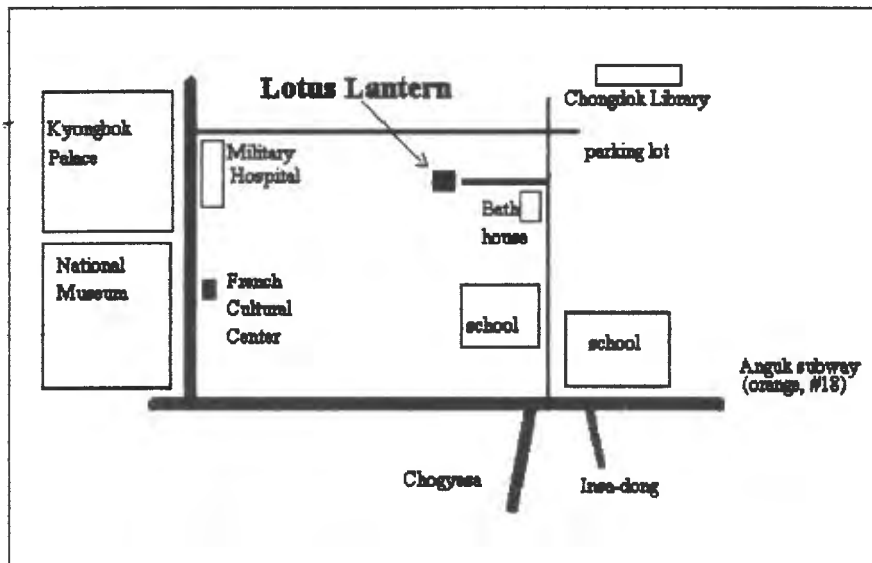
Lotus Lantern International Buddhist Center

148-5 Sokyok-dong, Chongro-gu  
Seoul 110-200

Tel: 02 735-5347; Fax: 02 720-7849

Frank Tedesco

*Undergraduate seminars and courses in Buddhism are now offered at the University of Maryland, Asian Division, at the U.S. Army Yongsan Education Center in Seoul. Non-native speakers of English must show a TOEFL score of 550 or above to enroll. Call the University of Maryland at 7913-4300 for details.*



## poems

by George Bradford Patterson

### Haiku poems

#### Fallen Heart

From a withered branch  
with a drooping wet petal,  
a sighing heart fell.

#### February

A dreamer wakes up,  
watches whispering snowflakes  
fall softly to ground.

#### At a Bus Stop

A dream of faces  
by a moonlit road; starry fireflies  
around a charred branch.

### Sijo Poems

#### The Dreamer

I sang to the red roses  
on the hillside: I love you! I love you!  
Her image shot up  
into radiant yellow lights.  
Suddenly, she descends  
upon the arching rainbow,  
and she is now sleeping peacefully  
in the twilight world.  
The stars glow kindly  
within my soul.  
Only a pure heart sees how she is  
sparkling.

#### In Search of the Temple

Twenty years I've striven  
to find this three-room temple,  
one room for me,

one for the star,  
and one for the fresh breeze.  
No space for mountains and  
streams,  
I'll spread them all around me  
and view them from there.

### Spring Night

Spring night falls on  
the pond;  
the water grows warmer.  
I throw the fishing rod  
and I catch the silver-finned fish.  
Blessed with a beautiful gift from  
God,  
God,  
paddles back a pristine canoe.

### Autumn Night Breezes

Whispering autumn night breezes  
swish by  
the stream;  
the water grows cooler.  
I draw a net  
and I catch the fish.  
Loaded with a bountiful gift from  
God  
rows back a filled boat.

*George Bradford Patterson teaches in the English Department at Chungbuk National University in Cheongju, North Chungcheong Province. He has published two collections of poetry in Spanish, Oda A Isla Negra in 1991 and Melodias Moradas: Odas Y Canciones in 1992, through the publisher Editorial Fertil Provincia in Santiago, Chile. Noche Oscura De La Cruz, his third collection, with poems in Spanish and English, will be published soon. George is a member of the Chilean Society of Writers.*

## Korea's only International Writers' Group

**Are you writing in Korea?**

**Do you want to meet other  
(expatriate) writers?**

**Are you looking for a forum to  
read and discuss your texts?**

**Yes, yes, yes?**

**Then you are invited to join us!**

ON SEPTEMBER 6, 1992, Korea's only International Writers' Group (IWG) was successfully launched. Writers and guests from Germany, Korea, Japan, the Philippines and the USA met in Chinju, Kyongsangnam-do, read from their work and discussed their pieces in an informal setting and a relaxed atmosphere.

Our second meeting took place in Seoul on October 18. Apart from the by now familiar faces, there were several new participants: five writers from France, Germany, the Philippines and the USA read from their work to an enthusiastic and critical audience.

The group is open to all serious writers living here. Beginning writers are also encouraged to attend. Fiction, poetry, travel writing, essays, translations are read and discussed. The working language is English. The group meets regularly at alternating venues. Writers who want to read from their work are requested to bring about 15 photocopies of their work.

The IWG is neither a language class nor a social club. We are an entirely independent, non-profit organization.

The IWG was founded by Jane Hixon and Mathias Adelhoefer. Jane Hixon is a native Texan who lived for more than a decade in Fairbanks, Alaska, where she earned her M.F.A. in creative writing at the University of Alaska and taught at Tanno Valley Community College. She currently teaches English at Kyongsang National University, Chinju. Her poems have appeared in a number of American literary magazines and her first full volume of poetry, *Pocket Dramas: Poems for Female Voices*, appeared in 1991.

Mathias Adelhoefer was born in Berlin, Germany, studied English and German at the Technical University of Berlin and at the University of Exeter, England. He co-founded Berlin's only German/English Creative Writing Group in 1989 and co-chaired its monthly meetings for more than two years. He also organized readings and workshops for this international group of writers and artists. His poems and prose writings have appeared in several literary magazines in Germany and abroad. He is also the author of a monograph on Woldietrich Schnurre, the German writer renowned for his short stories. Currently he teaches German at Kyongsang National University in Chinju.

For further information and to register with the organizer-chairman of the group, please phone Mathias Adelhoefer at (0591) 55-4727.

At this point (October 22), it is hard to say whether there will be a meeting in December, January or February. But there will be a meeting in March, 1993!

For further information on venues and dates of future meetings, please read the "Town Crier/ Miscellaneous" column of the *Korea Times* or call Loreta M. Medina at her office (02) 735-2310 or home (02) 793-5611 (ext. 2706).

## Looking to the future

(Continued from page 11)

least some type of communication among the leaders through exchanging their newsletters. As a newly appointed secretary of CETA, I look forward to liaison between Korea TESOL and CETA.

### 3. Better and bigger conferences.

One other thing I would like to see in the future is the excitement of the conference planners over the abundance of well qualified and willing speakers within Korea, whether they are long-timers or temporary visitors, whether they are expatriates or Korean nationals. I have a dream that Korea TESOL, CETA and KOSETA will have a joint annual conference to share our expertise and to exchange our views. I have a dream that Korea TESOL, together with CETA and KOSETA, will proudly host a joint conference of the TESL/TEFL professionals working in Asian countries. I have a dream that Korea TESOL, CETA and KOSETA will successfully host an international TESOL conference in Seoul or here in Taejon. I know that these dreams can come true with our renewed resolution and unyielding devotion to our profession. I know that we are all capable of making these dreams come true, and I believe that we are all willing to work toward that goal.

### 4. From newsletters to journals.

AETK has published a newsletter to disseminate information and exchange ideas for better English teaching in Korea. No one can deny that the quality and quantity of the AETK Newsletter have been greatly improved and expanded. I praise the editorial staff for their wonderful job. However, I would like to see it still more improved. What I can envision is the kind of newsletter so replete with original articles and enlightening ideas and constructive suggestions, that other organizations and readers will turn to it for inspiration and practical guidance.

I can also envision the day when we will publish a professional journal that can compete with or even surpass any other journal in the world for the same reading public. I keep the *TESOL Quarterly* journals from the first issue of the second volume. Those early numbers came in a thin booklet form with a total of a mere 68 pages bound by staples. Last year, *TESOL Quarterly* marked its 25th year of professionalism with an extensive review of the development in various areas of English teaching. Now *TESOL Quarterly* is one of the most important journals in our field, setting the standard of professionalism in research and teaching, and each issue has about 180 pages, almost three times as many pages as the first several issues. Just as *TESOL Quarterly* started in the form of a stapled booklet and grew to be the leading magazine of a greater volume, I believe we can make a modest start and improve the journal to be one of the major professional journals in the world. As long as we maintain our high ideals, as long as we maintain our enthusiasm and willingness to strive to realize those ideals, there is no difficulty we cannot overcome.

**5. Cultivating ourselves.** In order for us to make progress in the ways I have described, it is also necessary for us to prepare ourselves to be qualified and eligible for the new opportunities. We need to improve ourselves both academically and technically.

Language teaching is both art and science. It is an art in that it requires constant and creative adaptations on the part of the teacher, since no two teaching situations are exactly the same. They are different in the time, place, students, and myriads of variables. Thus, each situation poses a challenge to the teacher, who must use all his ingenuity to best perform his role as a teacher. Each minute and hour of teaching is a live display of the art of teaching.

Language teaching is also a sci-

ence, in that we can accumulate our knowledge regarding language learning and teaching and transmit it to the next generations of teachers. This body of knowledge is accumulated through the experience of human kind. In fact, what we know theoretically about language teaching and learning is thanks to the accumulated experience of past teachers.

Some people are gifted with artistic talents; others are not. Some people can teach better than others, just as some artists perform better than others. Yet, as scientists, we need to learn the accumulated knowledge of educational science, knowledge about the approaches, methods and techniques of language teaching. We also need to learn about the results of research in language learning and acquisition. This is where we need to endeavor to improve our understanding of language teaching.

## Conclusion

I have laid out some of my prospects of the future of Korea TESOL, and some of the challenges that we need to meet. As I have said, I have a strong conviction that Korea TESOL will play an important part in the improvement of language teaching in this country and in the world. I am also certain that all of us, as members, will benefit greatly from our new association.

I can see among the audience many future leaders of international TESOL. I can see many future scholars who will provide us with wise solutions to the difficulties we are facing in our teaching. So, when they have grown to be such leaders, I hope that Korea TESOL will be remembered by them as the home of their intellectual and spiritual growth. Let's all start to work to make that home a happy one. ■

*Kwon Oryang teaches at Seoul National University and is a former president of KATE.*

## By the way...

**I**N REPORTING A FIRE at the Korean Consulate in Vladivostok last November, a local newspaper quoted a Foreign Ministry official as stating that "The fire broke out in the room of a woman typewriter on the eighth floor of the Vladivostok Hotel with no casualties." Hmmm.



### Correction

The price of the California Department of Education's *Handbook for Teaching Korean-American Students* (mentioned in the October 1992 AETK Newsletter in an article on page 37) is US\$4.50, not US\$45.00 as stated in the article.

Special thanks go to Rosemary Schmid of Charlotte, North Carolina (USA) who spotted the extra zero, and apologies to our readers for any inconvenience the error may have caused.

## ASSOCIATION OF ENGLISH TEACHERS IN KOREA KOREA ASSOCIATION OF TEACHERS OF ENGLISH Membership Application / Change of Address Notice

Name (Print) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Province \_\_\_\_\_

Country \_\_\_\_\_

Postal Code    -

Organization \_\_\_\_\_

Position \_\_\_\_\_

Tel: (Work) \_\_\_\_\_ (Home) \_\_\_\_\_ Fax: \_\_\_\_\_

Please check the items that apply to you:

- New Membership Application
- Membership Renewal
- Change of Address Notice

### MEMBERSHIP CATEGORY

- Individual ..... ₩20,000 per year. Individual members are entitled to free admission to meetings and reduced admission to conferences, and receive the organization's publication and other mailings.
- Student ..... ₩10,000 per year. (Full-time students only) Student members have the same entitlements as individual members.
- Institutional .... ₩50,000 per year. Institutional members receive two subscriptions to the organization's publication at one address. Additional subscriptions at the address are available at ₩3,000 each. The institution may also place advertisements in the publication at no charge.
- Commercial .... ₩200,000 per year. Commercial members are entitled to free advertising space in the organization's publication, may purchase the mailing list, and are invited to exhibit at meetings and conferences.

PAYMENT BY: \_\_\_\_\_ Amount \_\_\_\_\_

- Cash
- Check
- On-line Transfer (Please make on-line payments to Seoul Shintak Bank account #80501-1813504. Be sure to put your name on the bank slip beside "sender" so the organization knows whom to credit, or send a copy of the bank slip with this form.)

DIRECTORY PREFERENCE: Do you want your name included in a published directory of members?

- Yes
- No

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

☞ Please send this form to Chuck Mason, Membership Chair. His address and phone are on the last page of this issue.



# AETK/KATE Council and Staff

---

## AETK

Ahn, Jung Hun (President)

Department of English, Pusan National University,  
Pusan 609-735.

Tel: (W) 051-510-2032, 051-510-1878 (Dept. O),

Tel: (H) 051-73-3685.

Fax: 051-510-1890.

Bagaason, Steve (Vice-President)

Academic Director, Pagoda Language School,  
56-6 Chongno 2-ga, Seoul 110-122.

Tel: (W) 6:30-7 AM, 2-4 PM) 277-8257,

Tel: (H) 8-10 PM) 325-2440.

Fax: 278-4533.

Clarke, Gail (1990-1992 Member-at-Large, Publishers  
Liaison)

English Department, Yonsei University,  
Seoul 120-749.

Tel: (W) 361-4711, (H) 336-2498.

Fax: 701-9858.

Holstein, John (Editor, *AETK Newsletter*)

Department of English, #118 Faculty Bldg.,  
Sungkyunkwan University, Seoul 110-745.

Tel: (W) 760-0264, (H) 922-7718.

Fax: (H) 926-6776.

Hunt, Patricia (1992 National Conference Chair)

Yeungnam University, English Education  
Department, 214-1 Dae-dong, Gyungusan  
Gyungbuk 713-749

Tel: (W) 053-810-3158, (H) 053-959-9974.

Fax: 053-813-0188.

Kim, Andy (Nominations Committee Chair)

Department of Tourism English,  
Kijeon Women's Junior College,  
Chonju, Chollapuk-do 560-701.

Tel: (H) 0652-221-8595, (W) 0652-80-5225.

Fax: 0652-86-9995, 0652-86-6923.

Mason, Chuck (Secretary-Treasurer / Membership Chair)

Yeungnam University,  
English Education Department,  
Gyongsan, Gyungbuk 713-749.

Tel: (H) 053-741-1227, (W) 053-810-3158.

Fax: 053-813-0188.

Matheson, Greg (AETK Seoul Chapter President)

111-412 Jukong Apt., Chamshil, Songpa-ku,  
Seoul 138-221.

Tel: (W) 724-2342, (H) 413-2692.

Fax: 732-4125.

Park Mae-Ran (1991-1993 Member-at-Large)

Pusan National Institute of Technology.

Tel: (W) 051-620-1800, 051-620-1805,

Tel: (H) 051-526-7524.

Fax: 051-621-2821.

Trapp, Dina M. (Past President)

Department of English,  
Kangnung National University,  
Kangnung, Kangwondo 210-702.

## KATE

Dusthimer, Carl (President)

Department of Tourism Interpretation  
Kijeon Women's Junior College  
Junghwasan-dong 1-ga 177-1

Chonju City, Chonbuk 560-701

Tel: (H) 0652 82-3494; (W) 0652-80-5225

Fax: (0652) 86-9995

Joo Hyun Chul (Vice-President)

31-23 Sambu Apt.  
403-1 Taepyung-Dong  
Taejon 301-150

Tel: (H) 042-522-9769; (W) 042-257-6677

Ellis, Tom (Secretary/Treasurer)

6-504 Hyundai Apt.  
Bee-Rae Dong Daetok-Gu  
Taejon 306-030

Tel: (H) 042-626-2428; (W) 042-280-2228



*Association of English Teachers in Korea*