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The Muddy Waters of English Composition

by *Gino C. Marrelli*

INTRODUCTION

For Korean students of English composition, the labors of formulating coherent sentences in a second language pose a significant challenge. While authors of composition textbooks present writing as an exercise of pleasure, and even art, based on the many confused faces in English classrooms, it is highly unlikely that Korean students would concur. Tragically, it is often this feeling of confusion which can lead to an even greater problem: the sense of inability among students to produce work of quality. This paper offers some constructive suggestions to aid English composition instructors who share this problem. It is recognised, as the field of second-language writing presents a diversity of levels, the scope of these suggestions fall well short of being applicable to all English composition classes. The solutions presented here are designed to overcome typical problems in lower-level classes.

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A New Semester with English Connections



President's Message by Sang-ho Han

Dear Friends, Officers, and Members of KOTESOL,

The Gracious Moon was shining brightly on (Lunar) New Year's Full Moon day (정월대보름), promising a successful year for us, Korea TESOL. Have you made your Full Moon's wish this year? If not, may these best wishes from the president reach you all for an ever more prosperous future.

At last, spring is just around the corner. It comes whether we ask it to or not. So we all need to prepare for those springs of challenges. The winter vacation offered us the chance of preparation for a new start and February was its culmination. What have we seen around us? Farmers preparing for a new year, and students preparing for new lives through their glories of commencement ceremonies at kindergartens, elementary, junior & senior high schools and colleges & universities. Each of these touch us in special ways, and help us realize the need for new beginnings.

What is commencement? It means both finishing up and beginning anew. I think it is true of us KOTESOL people, too. These early days of March are a sort of commencement for us, the occasion to get together

to reflect upon what we have done and to plan for the future. It's now time to wake up from a long winter of hibernation, to get up and move about to connect with friends, colleagues, and students all around Korea.

Dear friends, what are your weekend plans for this year? Is KOTESOL on the list? How do you think you can best enjoy KOTESOL activities? This is the way I see it; as you all know, the most important component of our organizational activities are delivered through chapter happenings. KOTESOL is, in its deepest sense, a grassroots organization that also produces national events and materials. Each local chapter has its own meeting schedule. As National members, you may also access the meeting schedules of other chapters, where you are welcomed to attend. These schedules can be found in your chapter bulletins or this *English Connection*. They are also on our website, www.kotesol.org. So, first of all, I encourage you to become active members in your own region. Dedicate that one Saturday per month to your professional growth. Better still, give a little more time, and help improve the chapter meetings and services. Volunteer to help your friends and colleagues!

We might also note the upcoming local mini-conferences. It's not too late to plan to present your own research and of course these local conferences are open to all national members as well as prospective new members, so spend a day or two this new spring travelling Korea to visit other local conferences! It starts with the Seoul/Kyonggi chapters conference in March, followed by the Cholla chapter conference in April, and Pusan chapter conference in May. Why don't you be a presenter, and invite your friends to these sessions?

Your presentation at chapter meetings or mini-conferences will help you take a big stride forward in your professional development. A number of KOTESOL members will assert that their presentations and publications have helped them land better jobs in Korea. It can for you too. This all leads to the National KOTESOL conference -- this year it will be held from September 30th through October 1st at Kyongpook National University in Taegu. This year's national conference falls during the period of the Kyongju World Cultural Expo, so, we are arranging opportunities for a wonderful multi-cultural conference weekend to those who are interested.

Finally, please remember to share your ideas not only at chapter conferences and the national conference, but also through this bimonthly publication, *The English Connection*, and the *Korea TESOL Journal*. I hope every member of KOTESOL will become involved in contributing to the development of all of us as practitioners of English Education. The benefit is not only our own, but our students' as well.

Research and publication (in both oral and written forms) must be an important focus for professional societies of teachers on every level. To foster such activities requires the nurturing atmosphere that our organization exhibits most strongly at the chapter level. In addition, a Research National Special Interest Group (N-SIG) is in an early stage of development, if you'd like to become involved please contact our 2nd Vice President, Gerry Lassche. If you have any further suggestions for KOTESOL, please don't hesitate to contact me at <singhap@chollian.net>.

The Muddy Waters of English Composition

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A VERSATILE SYLLABUS

To start, the syllabus is a major component of any course design, since the art of writing involves more than simply understanding the function of nouns, verbs and adjectives. A strong syllabus can bring organisation to what is otherwise a mixed bag of ideas and teaching aides. By mapping out the major themes and goals of a course on paper, instructors provide students an opportunity to prepare for class. Likewise, if students are provided a preview of the order of things to come, they are likely more capable of understanding the teaching processes chosen by the instructor, and, subsequently, how they can be utilised to improve their writing.

Unfortunately, from time to time efforts to bring structure to a classroom can fall apart due to programme-related deficiencies or problems. At the university level, such circumstances are quite common. Problems tend to evolve from either the students, who have misinterpreted the purpose of the course as a whole, or the programme, which has failed to adequately accommodate students from all levels of writing. This is particularly evident for lower-level students who are registered in composition classes that require--at minimum--some prior experience in writing. Two weeks will have passed, and students are still dumbfounded as to what the instructor is trying to accomplish in the course. Although these shortcomings do not stem directly from any of the course preparations made by the instructor, they will have a certain and immediate impact in the class. Instructors may attempt to facilitate changes through the programme, but, as is often the case, these efforts are limited to corrections for future classes. Therefore, they are still expected to teach a class with students who are not qualified to complete it.

When faced with this dilemma, English composition teachers may feel compelled to scrap their syllabi entirely. Yet, instructors should refrain from any hasty changes to their courses. There are likely many elements of their original course design that can be salvaged. In essence, the parameters of writing--from words to sentences to paragraphs to essays themselves--encompass an enormous chain of intrinsically linked processes. From the beginning, instructors should develop syllabi which can be adjusted to overcome

signed to aid them in developing coherent paragraphs and essays. As an example, one may cite the prewriting processes found in *Ready to Write More* (1997), a textbook used by this writer for English composition students during the 1999 winter semester at Kyung Hee University. Inside, four methods of prewriting are presented: brainstorming, clustering, freewriting, and keeping a journal (pp.11-16). While each is distinguished from the other contrasting approaches, the underlying aim remains essentially the

The task of generating ideas in English, let alone writing them, is a difficult challenge. Thus, strategies such as freewriting or brainstorming may prove to be quite time-consuming or completely unproductive. Instructors must recognise that certain writing techniques may be inappropriate due to the skill level of their students.

potential problems. Admittedly, the final goals of the course may need to shift, but its general purpose--writing--should remain intact. As a result, instead of focusing on essay development, teachers may need to realign the general themes of their teaching aides and exercises to the level of the paragraph, and perhaps even the sentence, if necessary. In sum, the assignment of students into classes that are above their level of capability need not create a panic situation. Provided with a versatile syllabus, instructors have a far better chance of making progress from what is otherwise a regrettable situation.

METHODS OF WRITING

Native speakers of English may recall the various approaches to writing espoused by the various grade-school teachers they were exposed to. Similarly, second-language composition students are also offered a wide range of writing strategies de-

signed to help the students generate ideas which will reinforce their main point.

Composition students should be encouraged to employ a prewriting method that best assists them in formulating ideas for their topic sentences. While it may seem out of step for any current professional to suggest that diversity has its limitations, neither the writer nor the instructor should lose sight of the general aim: writing. There is no doubt that a diversity of writing strategies does deepen the resource portfolios of second-language composition students. However, if, as a process, this serves as an obstacle to completing the general aim, the benefits of utilizing different prewriting techniques are lost.

With lower-level students, the point of method selection is all the more important. The task of generating ideas in English, let alone writing

them, is a difficult challenge. Thus, strategies such as freewriting or brainstorming may prove to be quite time-consuming or completely unproductive. Instructors must recognize that certain writing techniques may be inappropriate due to the skill level of their students. At the same time, other methods such as clustering or keeping a journal--albeit with their own limitations--may prove to be very resourceful. Of course, this is not to suggest that clustering or keeping a journal are superior methods of prewriting. Clearly, each method will have its own strengths and weaknesses. Yet, instructors for lower-level classes should attempt to identify writing strategies which their students are comfortable employing so that students are capable of completing the general aim.

INCORPORATING GRAMMAR

Foreign instructors are frequently amazed at the scope of studies which most Koreans will endure during their educational development. This is particularly evident with regard to English. From middle school to high school, and the multitude of after-school hours studying in private institutions, there is no doubt that most Korean first-year university students are saturated with the basics of English grammar. Consequently, at the university level, language instructors will often balk at the idea of incorporating grammar into their lesson plans. "They have studied enough grammar" is the usual defense of their decision. Yet, if they have studied "enough" grammar, why is it that many university students will repeatedly

misconjugate the verb "to be"? There is no denying that Korean students have been exposed to a great deal of English grammar. Yet, the problem is not comprehension: rather, and it is quite apparent with lower-level composition classes, it is that students have difficulty generating grammar independently from original ideas. Therefore, instructors should attempt to address grammatical errors which surface from time to time (Waddell et al, 1983).

Admittedly, the sphere of grammatical rules is enormous, and because the class itself is a composition course, the boundaries to any grammatical lesson should be limited. Instructors, as a result, will need to limit their efforts to addressing common grammatical errors made by the majority of students. If, as an example, instructors wanted to address problems associated with subject-verb agreement, they could present examples--depending on the level of the class--as shown below, and explain why.

Level 1

Korea is a wonderful place.
The people of Korea are very friendly.

Level 2

The first two chapters of the book were exciting.
The size of the bears startles the spectators.

Level 3

Korea, as well as Japan, is going to host the 2002 World Cup.
Korea and Japan are going to host the 2002 World Cup.

To budget their time, instructors may also provide a handout which outlines a recurring grammatical problem. While many students may fail to benefit from this approach, it does offer keener students the opportunity to push ahead. Illustrated below (Table 1) is a portion of a handout explaining indefinite pronouns.

SIMPLICITY AS A RULE

For any experienced foreign instructor in Korea, the presence of dictionaries in their classes would hardly constitute a surprise. They symbolize, as many foreign instructors can appreciate, the deep desire of many Korean students who want to speak English. Dictionaries, of course, can help to expand a student's vocabulary, or in other instances, they may clarify what is otherwise a confusing expression. This noted, dictionaries, as with other learning aides, have their limitations. While they can bring understanding, they cannot formulate coherent sentences for your students.

With composition students, the problems associated with the use of dictionaries are all the more transparent. Students who are almost incapable of uttering two words in class will attempt to write an essay with their Korean-English dictionaries. Instructors, subsequently, are often startled at the level of vocabulary which their students attempt to implement into their work. The result, unfortunately, is usually an essay which lacks coherence. Readers may understand the work at some level, but because of the student's misapplication of numerous key words, the reader is often left confused. Occasionally, a dictionary will have its advantages if it is used for the right purpose. Nevertheless, students should limit its use with respect to writing. Instructors should encourage their students to write at a level at which they are capable of choosing the right words to express their ideas. Provided below is an example taken from a student's midterm at Kyung Hee University.

TABLE 1: Indefinite Pronouns

<p>Singular Verbs (-one, -body, and -thing endings. Also another, each, either, neither, and one) Everybody in the arena was cheering. Neither of the women was found in the library.</p> <p>Plural or Singular Verbs (using all, any, most, more, none, and some) *depending upon the noun which accompanies it. All of the children are missing. Some of the women are complaining.</p>

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The simple weddings are not a virtue in Korea, preferably the luxurious and extravagance ones evaluate higher.

Although it is possible to construe what the writer is suggesting, her choice of words has made her sentence rather unclear. Moreover, she could have easily expressed what she was attempting to say through a more simplistic structure. In effect, instructors of lower-level students must stress the benefits of practicing simplicity. Consider the multitude of simpler sentences that could have been used instead:

i) Koreans believe expensive weddings are better than simple weddings.

ii) Koreans believe expensive weddings are more beautiful than simple weddings

iii) Koreans don't like simple weddings. They prefer expensive weddings, which are luxurious and extravagant.

iv) Simple weddings are not popular in Korea. Korean people prefer weddings which are luxurious and extravagant.

CONCLUSION

Linking structure to the ideas of second-language writing students is obviously a challenging task. Nevertheless, as demonstrated, there are viable solutions to persistent shortcomings in the classroom. In essence, teaching, much like writing, demands more than simply study --it also requires creativity. Hence, when confronted with a problematic feature of a course, instructors are encouraged to build from what is present, as opposed to what is not. Adaptation, in other words, and not resistance is more likely to produce success.

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Gino C. Marrelli has taught English in Korea since 1986. He was an instructor at Kyung Hee University in 1999. He is currently in Canada, but is returning to Korea this March. The author wishes to thank Dr. Jong-Bok Kim for his encouragement in completing this paper.

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The English Connection Contributor Guidelines

The English Connection is accepting submissions on matters related to the teaching of English as a second or foreign language. Appropriate topics include, but are not limited to, classroom research, methodology, reports of events in Korea and commentary on issues facing the TESL profession. See page four for contact information.

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

Feature articles should be 1,500-2,500 words and should present novel ESL/EFL methodology, materials design, teacher education, classroom practice, or inquiry and research. Feature articles should be lightly referenced and should present material in terms readily accessible to the classroom teacher. Findings presented should be practically applicable to the ESL/EFL classroom. The writer should encourage in the reader self-reflection, professional growth and discussion.

Short Features or Reports should be 500-1500 words and should focus on events of interest to TESL professionals of a noncommercial nature.

Guest Columns should be limited to 750 words. *The English Connection* publishes columns under the following banners: "Cultural Corner" (submissions should discuss culture as it relates to the learning or teaching of English); "Name That Member!" (submissions should introduce members of the KOTESOL organization); "Techniques" (submissions should present novel and easily adopted classroom activities or practices with firm theoretical underpinning); and "FAQs" (questions about the TESL profession or about the KOTESOL organization).

Reviews of books and teaching materials should be 300-700 words in length. Submissions should be of recent publications and not previously reviewed in *The English Connection*.

Calendar submissions should be less than 150 words for conferences and calls for papers, less than 50 words for events. Submissions should have wide appeal among ESL/EFL practitioners.

Your submission should follow APA (American Psychological Association) guidelines for source citations and should include a biographical statement of up to 40 words.

Contact information should be included with submissions. Submissions cannot be returned. *The English Connection* retains the right to edit submissions accepted for publication. Submissions will be acknowledged within two weeks of their receipt. Submit to the relevant editors, as listed on page 4.

Conference Announcement

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Conference Announcement

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Grading made difficult

by Dee Klein

It is a little known factoid (because I just made it up) that Arthur Rubinstein began his career as a hakwon piano teacher. His boss asked him to test his children on a sonata of their choice and then give course grades from zero to one hundred. After the winter break, the students' parents began to complain: over half the children had received zero, and the rest had received one hundred. When little In-kyung's mum asked the maestro about it, he replied, 'Vell, you know, it's like a driving test. Either they can...or they can't!'

"Maestro Rubinstein," opined In-kyung's Mum, "you are making three serious mistakes here. First of all, you are assuming that one performance is an adequate sample for a whole course.

Professor Rubinstein is quite right, of course. But so is In-kyung's Mum. There are (at least) six problems with the idea of "performance" based grading and "direct" tests, whether you are testing piano or language: getting a representative sample, inter-task variability (Chapelle, 1999), inter-rater variability, distinguishing between performance and competence (Chomsky and Hymes, of course), "test for the best" (Canale & Swain, 1980), and reducing what is basically an nominal judgement (good or bad) to an interval scale.

In fact, what is really wrong here is the idea of grading, the idea that there is one score that will fit, or rather fix, all performances and all children and all levels of competence within each child.

In fact, what is really wrong here is the idea of grading, the idea that there is one score that will fit, or rather fix, all performances and all children and all levels of competence within each child

Second, you are assuming that different sonatas are comparable in difficulty. Why don't you use the same Chopin sonata for everyone? Thirdly, you are assuming that music is an all or nothing affair. That's not the way people learn."

"With all due respect, Madam," Rubinstein replied, "You are making three mistakes as well. First of all, you are assuming that I am interested in your child's competence. From my point of view, or rather from my point of audition, performance is all that matters. Secondly, you are assuming that all children will like Chopin. A child always plays a favorite sonata best. Thirdly, you are assuming that music ability is aliquot and fungible like money: you can divide it into so many parts and each part is interchangeable. No -- I prefer to think of music as all or nothing."

Ontogeny, runs the argument, recapitulates not only phylogeny as a whole, but individual development: the different stages observed within a class at test time reflect different stages within each student over the long term. It's a beautiful idea. But wrong, wrong, wrong. (Brindly, 1999)

Professor Rubinstein could also have pointed out, for example, that when children begin to play with two hands, they often get WORSE, not better. You see "U shaped curves of development" in language learning too, of course (Nunan, 1998). When I worked at a middle school in Taegu we were asked to compare kids' course grades with their ability to actually produce language in response to three questions ("How are you?" "Tell me about your family." "What did you do yesterday?"). The kids were beginners, and there was a very low correlation in the raw word count (because if

you knew a few words you did better on both tests and conversations than if you didn't know any). But when we asked for intelligible, grammatical, appropriate sentences? No relationship whatsoever between course grades and speaking ability (Seo et al, 1999). And six months later, one class that had noticeably improved in English -- and English course grades -- produced considerably less intelligible language. (The Ministry wanted to use course grades to divide the kids into "high" and "low" classes; fortunately, our results persuaded them not to!)

What is to be done? Well, one approach is Professor Rubinstein's: grade the performance but reserve judgment about competence (and of course be agnostic about potential). This kind of "performance assessment" is on the cards this millenium, whether In-kyung's Mum likes it or not. Middle schools are now abandoning exams for high school access and relying on teacher "performance assessment". Korean companies are turning to "performance based tests" away from the "competence assessments" of TOEIC/TOEFL/TEPS (and even these testing dinosaurs have tried lumbering "direct" tests of speaking and writing like the TSE and the TWE). And of course all of these gradings have the problems that Rubinstein and In-kyung's Mum pointed out. Performance assessments in middle schools vary wildly from teacher to teacher, while the TWE and TSE force all students to play the same sonata. (Lee 1999)

Nowhere are the problems of "performance assessment" quite as bad as in conversation. Nelson (1998) reports how he graded a single cassette tape of his students according to various qualities like "naturalness" and "vowel quality" one week. A week later, he re-graded, and found that only his most vague judgements, like "naturalness", were in any way reliable. Every conversation teacher has had that twinge of self-digest when you turn in grades you suspect are virtually arbitrary but which you know will have a real impact on your learners.

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In mid-1999 I gave my student teachers a "language simulation" as a conversation final. They role-played teachers and parents at an elementary school where one child had attempted suicide because of exam pressures. In a "PTA meeting", they had to discuss three alternatives: "performance assessment" without exams, school written exams, or the standardized city of Taegu examination for middle school. I graded using only vague judgements, and judging only content: sixty points if the student stated his/her position, seventy if she/he did that and gave a reason; eighty if she/he did both of those things and added a reason against the alternatives; ninety if he/she could do all of that, nuance her/his own position, sum up.... Pure performance, of course, and quite unfair to developing competences. But the results I got correlated very well with other direct measures of performance, including sentence complexity, number of correct sentences, and raw word counts.

Actually, the correlations I got were fairly similar to the correlations achieved by Diane Larsen-Freeman (1983) when she tried to set up an "index of development" for second language writing similar to what first-language researchers use on babies (which is usually the number of words per utterance). She achieved correlations between "mean length of error free clause" and the overall impressionistically given score that teachers gave of something like .54. Oller, however, pointed out that this was "significant" (not accidental), because of her large sample" but not "substantial" (that is, a .54 correlation means only about a third of the score really overlaps!)

If the two scores are only about a third identical, that means that either one -- or more likely both -- is way off the "true score". No, this won't do; not if you are a student expecting an accurate -- valid, reliable -- assessment. There is no way around it; fair assessment is difficult assessment -- for the teacher, as much as the student.

Why did I begin with sixty, and not zero, Maestro Rubinstein? Ah, well -- it really isn't all or nothing, you know:



Favour.
Deserves
Boy
Girl &
Every

Every Girl & Boy Deserves Favour.

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Dee Klein has been a teaching gypsy for nearly two decades, starting in Algeria and moving ever eastwards. Dee is an EPIK program survivor, and now a part-time oil painter.

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Koreans, Drama and Language

by Michael Gibb

Drama is an incredibly versatile teaching tool but it is rarely exploited to its full potential. During the six years I spent teaching in Korea, I heard little about the use of theatre skills in class. This tendency perhaps mirrors a general trend in EFL these days, that drama has lost its place in the EFL methodology stakes, displaced by interest in

paralinguistic and body language). Using drama, a class can work on pronunciation, vocabulary, grammar, as well as general interactional skills. In addition, on a more humanistic plane, drama encourages self-confidence, self-awareness, self-expression, and, above all, a healthier attitude towards education in general.

ously planned and a number of factors have to be considered: are my students shy? Will they understand the activity? Am I asking too much? Will they be inhibited and if so how can I encourage participation? Not an easy task.

The following points might be a useful guide to using drama in the language classroom. The list is far from extensive and certainly not comprehensive, it should get the ball rolling.

. . . the use of drama in education offers learners a unique opportunity to draw on their imagination, experiences, and personality, to enrich their own learning experience. It gives the learners the chance to work independently of the teacher and to create something that is uniquely personal.

other concerns such as learner independence, task-based learning, or the value of problem-solving activities.

It's safe to say that, in practice, drama in EFL is often limited to acting out short dialogues, role-playing a short transactional chunk of language, or simply "warming up" a class before moving on to the information gaps, the writing games, or the grammar review. And when drama is used, classes rarely expand further than a sketch format, i.e. shopkeeper and customer, or parent and teenager. A further shortcoming is that large-scale simulations are often used as a means of testing linguistic achievement, especially for intermediate-plus learners, redefining the dramatic process as a framework for linguistic performance rather than as a creative process.

This is a shame because the use of drama in education offers learners a unique opportunity to draw on their imagination, experiences, and personality, to enrich their own learning experience. It gives the learners the chance to work independently of the teacher and to create something that is uniquely personal. Drama is particularly useful in EFL because it encourages meaningful practice of communication skills (spoken,

Drama is particularly appropriate for Korean learners for two reasons. Korean students love to play games, and much of their social time, whether it is in a bar, in the singing room, or away for the weekend on 'MT', is spent playing games that help build up good 'kibun', or mood. Most drama games contain all the elements that create 'kibun', for example, telling a good joke, relating an exciting story, or pretending to be someone else. Drama techniques such as role-play, improvisation, and mime, are, in effect, extensions of this game-playing culture.

Another part of my reasoning is that drama games can help cement classroom relationships. Korean social interaction is complex and there are many hindrances to relaxed intercourse in the classroom, for example, age, sex, job, educational background. Experienced teachers in Korea would agree that a successful class often depends on the extent to which the students 'gel' in the first few classes. A round of drama games often helps the 'gelling' process during the crucial first class of any language course.

Of course, running drama games in class is no picnic. Lessons have to be meticu-

* The first point to make clear to a class is that drama in education is not necessarily about performance but about exploration and creativity. To help overcome feelings of insecurity and inhibition, it's a good idea to work on activities that look at character development, and relationship building. For example, rather than just assign roles to people, such as 'policeman' or 'thief', encourage the group to consider all aspects of the character's life: family, tastes, fears, expectations, education, desires. Encourage your class to dig deep and think carefully about their character. Remember that students need time to create their character before any kind of presentation, and the process cannot be rushed.

* Initially students should be invited to 'act' in a non-threatening environment (a milling activity, for example) rather than to perform in front of the whole class. The emphasis should be on personal creativity and expression rather than on outward displays of performance. Props - hats, toys, clothes, music - will add to the atmosphere. Hats are always good.

* Create a bank of short, fun games that not only overcome nerves and relax the students, but also serve a teaching purpose, such as pronunciation development, fluency, or asking questions accurately. For example, a useful activity is to give each pair a short, ambiguous dialogue,

-continued on page 14

-continued from page 13

one that could be interpreted in several different ways (see below). Each group then has to practice and then present the dialogue to the class. The other students watch and then have to guess the situation and the roles of the characters:

- a. Is that yours?
- b. Yes.
- a. I thought so.
- b. Did you?
- a. That's why I am here.

- * Encourage the students to move as much as possible. Quite often a physical warm-up perks up a class, gets the blood circulating and the lungs working. A suggestion, to make the activity more 'pedagogic' is to set use a physical warm-up as a listening activity. Have the students close their eyes and then give them instructions:

Touch your left shoulder
with your left ear.

Touch your toes.
Dance like Ricky Martin.
Breathe out hold a note for
as long as you can

- * As well as pedagogic and energizing, similar activities can also help bonding. For example, ask your students to walk around the room as if they are walking on hot sand. Then ask them to close their eyes, and repeat the activity. Walking around the class, arms outstretched, unable to see requires to students to take more risks, an important part of the creative process, increasing motivation, and inspiring higher levels of self-confidence.

Given the necessary space to breath, most students are inspired by drama, and appreciate stepping out of the confines of the traditional format of 'books and tape' instruction, and mapping out their own course, one that can easily be personalized and, consequently, better understood.

Of course, no one can claim that drama is the ultimate methodological approach in EFL; it isn't really an approach, simply a resource tool, one that encourages greater learner involvement, increased creativity. If our students are going to innovate, drama can help unlock the ideas. By loosening the reigns, teachers can reduce the limitations imposed by the classroom and offer language students a richer landscape to explore and roam.

THE AUTHOR

Michael taught in Korea for a number of years before moving with his family to Hong Kong where he teaches EAP and ESP at City University. He plans to return to Korea in the near future after completing his postgraduate studies.

ACKNOWLEDGEMENT

Thanks to Peter Andrews for his workshops on drama and his insights into theatre in education.



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Techno-Socialisation of English

BY SA HYUN-JU &
PATRICK M. GUILFOYLE

The turn of the century and the dawning of a new millennium have witnessed unprecedented social and technological upheavals. With forced migration of refugees, to advances in technology, with the Asian economic collapse of 1997 and the Internet's increasing hold over our daily lives, we are being faced with a daily barrage of new catch-phrases. Catch phrases such as 'internationalisation,'



'globalisation,' 'new world order,' 'ethnic cleansing' and 'E-commerce' influence the way we view cultures.

For Korea, which historically has been vulnerable to outside influences, the emerging 'global village' inspires awe and caution at the same time.

IMPLICATIONS OF GLOBALISATION

THE LOCK:

The Korean economy is still too weak to globalise; besides, its culture is steeped in Confucian traditions that are not easy to shake.

THE KEY:

We need to teach young people how to appreciate and promote the values of their own culture. If young Koreans can feel proud of their culture at an early age, they can start learning about other cultures without fear of experiencing an identity crisis. Promoting inter-cultural understanding will spread knowledge of Korean culture worldwide and at the same time broaden the Korean worldview.

Globalisation is acquiring and using the knowledge of other cultures' traditions, customs and values to promote a spirit of co-operation and understanding between nations.

Lately, Koreans have come to understand that excessive competition between countries causes confrontations and fuels nationalism. Blind nationalism breeds ignorance, intolerance and erects barriers between nations.

Despite Korea's economic success, it wasn't until the Seoul Olympics that the country really started opening up to outside influences.

The 80s and 90s were decades of blossoming prosperity for many Koreans. However, this economic prosperity came crashing down in November 1997 when the government sought bailout loans from the IMF. The act of having to approach the IMF dealt a serious blow to the Korean psyche and rallied Koreans together. One memorable act that helped soothe Koreans' weakened pride was that of average people donating pieces of gold at banks to help eliminate the foreign debt. Another act, although less helpful to Korea's international image, was that of the fierce 'Buy Korea' campaign. During this campaign, the media would sometimes focus on demonstrations of high school and university students burning foreign products in the street.

A public demonstration against importing foreign goods casts a shadow over the cultural image of English in the classroom. Such defiance of western culture often makes it difficult for Korean English teachers to stay the course in their classrooms.

If Koreans want their country to become more globally competitive, they need to understand support from the international community is paramount to Korea's economic success.

The initial step in becoming globally competitive is to promote the importance of globalisation.

THE LOCK:

I know Globalisation is important, but how can a small country like Korea present itself as a worthy member of the 'Global Village'?

THE KEY:

Koreans need to have confidence to show themselves as who they are and not be afraid to learn from others.

Korea must promote itself, as a middle power in the world, but to do so requires readjusting her worldview. Korea needs to understand other countries as its partners in prosperity rather than mere rivals. Understanding other cultures will lay the foundation stones of successful international relations. But how can we come to understand other cultures when the Korean race is homogeneous?

How can we understand the foreigner's worldview? The answer should seem almost obvious. We need to learn the others' language and culture. The two cannot be separated. After all we cannot expect to be respected if we don't respect other people first.

THE LOCK:

English is a foreign language in Korea. It is very difficult to create real situations where people can practise English.

THE KEY:

Understand that Koreans are not expected to be native speakers of English. The best approach to learn English is for educators to develop Communicative Language Teaching and forge partnerships with foreign schools and cultural organisations.

GLOBAL/PROFESSIONAL PARTNERSHIPS

Korean and Native English Speaking Teachers should develop international and regional cultural/professional affiliations. Such affiliations may include, but are not limited to: UNESCO,

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Book Review

How Languages are Learned

Patsy M. Lightbown & Nina Spada

Revised Edition

Oxford University Press, 1999

(pp. 189)

reviewed by Mike Duffy

Try a few FAQs about language learning. Do people learn foreign languages in the same way they learned their native language? Should children start learning foreign languages as early as possible? Is it really true, as Krashen famously asserted, that exposure to comprehensible input is all that is needed? How much should teachers correct mistakes? Do students just learn each others' mistakes when they do pair and group work? Just what is the best teaching method?

If you are looking for answers to these and many more questions - as much as the answers are known - this user-friendly book is a good place to start looking. The title first appeared in 1993, but this new edition is expanded and updated sufficiently to rate as a substantially new book. Its first two chapters summarize the competing theories of first language acquisition and second language learning, with the authors concluding that "teachers . . . must continue to teach and plan lessons and assess students' performance in the absence of a comprehensive theory of second language learning." One thing that is certain is that acquisition and learning both go through through a fixed developmental sequence (Chapter 4). On the other

hand, while favourable learner characteristics have been identified, how they operate may not be at all clear (Chapter 3). For example, high motivation goes with success, but which comes first? High IQ is a positive predictor of reading skill and grammatical knowledge, but not of oral ability.

Would-be classroom researchers should be interested in the review of observation techniques in Chapter 5, while for the teacher seeking enlightenment, the real meat comes in Chapter 6. Here, the authors run through five approaches to teaching, each based on its own theoretical rationale, and each generating its own methods. They review research relating to each of these approaches, much of it carried out on French or English L2 learners in Canada (The authors both teach in Montreal). The five approaches come with convenient labels: get it right from the beginning (audiolingual; ineffective without additional communicative and grammar practice), say what you mean and mean what you say (communicative; research has revealed useful tips for organizing group and pair work), just listen . . . and read (Krashen; effective up to a point), teach what is teachable (acquisition hierarchy; not supported, but interesting to syllabus planners), and finally,

the one which has gained the most empirical support, get it right in the end (focus on both meaning and correct form).

If you have read this far, you may be waiting for an answer to the bottom-line question: is reading this book going to make me a better teacher? Well, the authors concede (on the last page) that "knowing more about second language acquisition will not tell you what to do in your classroom tomorrow morning", and that "recommendations based on research may simply mean that . . . research has confirmed current classroom practice". However, they suggest that an awareness of theory and research will help teachers to step back and consider the effectiveness of their current practices, and to become their own theorists, as Penny Ur (1999) recently recommended. If, for example, one takes on board a "get it right in the end" approach, what kind of balance between form-focused and meaning-focused instruction is going to prove optimal for Korean students at various levels?

REFERENCE:

Ur, P. (1999) There's nothing so practical as a good theory. Paper presented at PAC2, Seoul.

Cultural Corner *cont.*

UNICEF, Amnesty International, Korea TESOL and KATE.

TWINNING AND EXCHANGES

Creating cultural and educational partnerships with foreign schools can bring students and faculty great benefits. Twinning can become more successful through promoting cultural exchanges. Exchanges may include students/teachers, E-mail (key-pals) and Internet links, and educational visits abroad.

As Korea continues to search for its position within the 'Global Village', it should realise that learning a language is never free, it has cultural implications. But the benefits of learning about other cultures far outweigh the disadvantages. Learning how to live with other cultures allows us to reflect upon our own proud achievements and build new inter-cultural achievements.

THE AUTHORS

Ms. Sa graduated from Pusan National University with a BA in English Lan-

guage and Literature. She worked in the exports department of an auto parts manufacturing company and now teaches English at Dae-sin elementary school in Pusan. In the future she would like to enter graduate school. She may be contacted at waterdeep@hanmail.net

Patrick Guilfoyle is a 3rd year EPIK teacher in Pusan.

Call for Papers in paper version.

This issue has been altered for publication online in order to reduce file size.



Pusan

by Nan-hee Hwang

Just as people have forgotten the Christmas holiday festivities and New Year resolution making, Korea rings in the Lunar New Year helping to revive enthusiasm and sail everybody into spring.

Pusan Chapter is seeking volunteers to fill the positions of membership coordinator and secretary as well as conference volunteers. They can use your skills, energy and creativity to continue making Pusan Chapter a strong and successful part of KOTESOL. Find out how exciting and truly rewarding it can be to get involved. Contact any of the executives by phone or email.

English pronunciation is considered to be important in teaching English as a foreign language in Korea, especially for elementary school students. The January 29th meeting welcomed Dr. HeKyung Kim from Pusan National University. She demonstrated how English pronunciation, "the music of English" can be taught in classes by using (downloading) speech analyzer software. The software creates a visual picture of pronunciation, intonation and inflection using the speech of a native speaker. The presentation Dr. Kim gave was a creative and technological approach to "seeing" fluency. The "What Works" presenter, Jennifer Depto, introduced a listening activity for reviewing shapes, colors and prepositions. The members enjoyed "making" animals.

Dusty Robertson of Kosin University rang in the Lunar New Year at the usual meeting place, ESS, in Nampodong. Her lively presentation addressed how learning styles differ among students and how teachers can determine learn-

ing preferences and vary activities in order to meet the different styles. Andrew Wilcox from Pusan National University was our February "What Works" presenter. He kept our attention aroused and focused using children's activities. What better way to get students talking than to use competition as a motivator!

Ahead to spring welcomes John Baker of Dong Myun University who will be demonstrating "Dictogloss", a skill developing version of grammar dictation. Dictogloss is a more appealing dictation strategy that is collaborative and affective. In addition, the students' "stress level" is reduced because the students work in groups.

The KOTESOL Pusan Chapter conference arrives Saturday, May 13, 2000 at Pusan National University just as spring is in full swing. See "Call for Papers" in this issue. There will be no May chapter meeting due to the conference. For conference registration and other upcoming events, check out our website at: <http://members.xoom.com/pusankotesol>

Taegu

by Gloria Luzader

Welcome Back and/or Welcome to Korea. It was time for the new beginnings of the school year. Most of Taegu's members with the elementary, middle and high schools were already "back in the saddle," while some university teachers were planning their fling to warmer climates before the March 2nd or 3rd opening of the Spring Semester.

Plan on a trip to the Taegu KOTESOL meetings. They meet at Kyungbuk University on the first Saturday of the month. Their gathering on March 4 covered "Improvisation: A role-play Game" with Serge Babin. On April 1st, Son, Young-Chai will give "My Experience at SIT and the Silent Way." This will be most interesting and stimulating.

Their book swap is always in need of new/old books. Please, do not ship your books home. Add them to their continuing collections of stimulating

topics and general mind Jell-O. If you have so many that you cannot carry them, they do have members who have cars. They will brave the Taegu traffic to pick up your "castoffs."

If there is a topic you would like to see covered at the Taegu meetings, or if you have a skill or new idea to share, give one of the Taegu officers a call or e-mail. And remember your announcements! If they don't know about it, they can not participate. All native speakers enjoy visiting schools to meet with students. Are you having a play or a concert? Tell Taegu chapter about it. Everybody'd love to come.

Seoul

by Asif Siddiqui

Two very important months are coming up for the Seoul Chapter. In March, it will hold The Second Annual Seoul-Kyonggi-do KOTESOL Conference at Sookmyung Women's University. Then, in April, it will move into its brand-new high tech room in the New College of Liberal Arts at Konkuk University. So, many changes are in store for the new millennium.

The big event, of course, is the conference. It will be held at Sookmyung Women's University on March 18, 2000 from 9:00 AM to 6:00 PM (registration starts at 8:30 AM). There will be two plenary speakers. The first is Dr. Horace Underwood of Yonsei University. He is also the Executive Director of the Korean American Educational Commission (Fulbright). Second, there is Dr. Lee Chang Soo, a professor at the Hankuk University of Foreign Studies. Additionally, he hosts "Survival English" on EBS. It is expected that there will be between 20 and 30 workshops over the course of the event. Final confirmations were being made at time of writing.

The theme of the conference is "TESOL 2000: Navigating the Global Classroom." So, topics related to how English education can, should, or is facing the era of globalization and how to educate people to be global citizens will be given preference. If you would like to attend the conference, please contact the Chapter President, Asif

Siddiqui <asif@teacher.com> for more information.

Equally important, from the long-term perspective of the chapter's health, monthly meetings will take place in the New College of Liberal Arts at Konkuk University. It had been hoped that the meeting site problems had been resolved when the chapter started using the library at Konkuk University. Unfortunately, as beautiful as the room there was, it simply could not support some equipment used for the monthly workshops.

Fortunately for the chapter, Dr. Ahn Hee Don, Chairman of the Department of English at Konkuk, will help the chapter gain access to a room in the New College of Liberal Arts, a building that is presently under construction. This new room should be ready by April. It will have all the modern amenities as well as the capability of holding 100-200 people. The chapter simply cannot thank Dr. Ahn enough for all the extra time and hard work he has put in to help them. He truly is a gem.

Chongju

by Erik Newson

The school year has started, the hakwons are busy again, and the Chongju Chapter is preparing for another year of presentations and events. We would like to invite all new and returning teachers of Chungbuk Province, Taejon, Chochiwon, and Chongju to our meetings throughout the following year.

Our next meeting will be on Saturday March 25, at 2:30 pm. It will take place at our usual meeting location, Chongju University in Chongju. From the front gate, proceed up the hill to the Humanities Department, Room 312. There are blue signs to show the way. Our speaker will be Doug Margolis of Seoul. He has offered to do his presentation "Classroom Management: C.O.P.E.", which received great reviews at the National Conference in 1998.

Also at our meeting we will discuss the possibility of taking one of our

spring meetings to Chungju. KOTESOL has given Chongju the opportunity to conveniently attend presentations and we would like to share that opportunity with other parts of Chungbuk. Come out and share any ideas with us. Also we will be asking for any volunteers who would like to fill the vacant position of secretary in the chapter executive.

We hope to hear more about your winter when we see you on the 25th.

Taejon

by Edith Dandenault-Swain

After almost three months of hibernation, the Taejon chapter is ready to start the 2000 meetings with a bang! Spring has always been a season of renewed interest for people in our profession, and this year is no exception. With its door prizes, its new time, and its new newsletter the chapter is ready for a great year!

Over the winter break our executive committee was busy, not sleeping and catching up on letter writing and reading, but rather thinking about the chapter and coming up with new ideas. The chapter meetings will be taking place on the 3rd Saturday of every month again this year, but the time has changed. In response to so many requests for more time to mingle, the meetings will now begin at 2:30 p.m. The upcoming March meeting will welcome our very own president, Edith D. Swain, and her dynamic presentation on Information gap activities. She hopes to bring new life to the concept of information gap activities and show you how you can use true challenges in your classroom. The activity that works will be hosted by Kim Eun-Jong, who will be talking about different ways of using materials in the classroom with younger learners. In April, Seo Eun-mi, from the Seoul chapter, will be joining our meeting to talk about student motivation and the reduction of their affective filter.

In this new year, the Taejon chapter hopes to see its members participate actively in the meetings. Bring friends, make the trip to Hannam Univ, and see what you can discover.

Cholla

by Brian Heldenbrand

The year 2000 has been physically quiet, but mentally active. No meetings were scheduled for January or February but a lot of planning has been underway for the year. We have been working to schedule speakers for upcoming chapter meetings and also have been looking at ways to share with more educators concerning the benefits of KOTESOL. We view this year as one of rebuilding (getting back to the basics). We believe an organization, which strives to meet the needs of its members, will grow and develop. Therefore, we have the desire to use the diversity of each member to build a better Cholla Chapter.

Our first meeting for the year 2000 was held March 11th and the speakers were Joseph Nicholas from Honam University and Edith D. Swain from Hannam University. We wanted to start the year with two speakers who have a lot of energy and can deliver a good opening "punch." Joseph spoke on using the supplements of music and games to motivate students while Edith presented on ideas and lessons relating to information gaps in learning. After each of them spoke, we were left to "doctor-up" our black-eyes. I'm sure the month of May will be just as "power-packed." The meeting will be held in Chonju and one of our presenters will be Adam Lee, who presently teaches in the Department of English/Korean Interpretation and Translation at Sohae College. The second presenter is not yet finalized.

Our Regional Conference is scheduled for Saturday, April 15th and the planning committee has been doing its best to provide a rewarding day of learning. Our conference will be held in the International Seminar Facility in Chonnam National University from 9:00 to 5:00. We are looking forward to hosting an outstanding conference. Come and spend the day with us. You won't be disappointed.

Cholla Chapter is excited about the prospects of the year 2000.

Calendar edited by
Louie L. Dragut

CONFERENCES

- Mar 14-18 '00 TESOL Annual Conference (including pre- and postconvention institutes, and publisher and software exhibition), "Navigating the New Millennium," Vancouver, British Columbia, Canada. Contact TESOL, (Tel) +1-703-836-0774 (FAX) +1-703-836-7864 (Email) <conv@tesol.edu> (Web) <http://www.tesol.edu/>
- Mar 18 '00 KOTESOL Seoul-Kyonggi-do Joint Regional Conference "TESOL 2000: Navigating the Global Classroom." Seoul. Plenary Speaker: Horace Underwood. Contact: David Kim (FAX) 02-910-4228 (Tel) 02-910-4292 (Email) kdi@kmu.kookmin.ac.kr OR Asif Siddiqui (H.Tel) 02-958-3531 (W.Tel) 02-958-3643 (FAX) 02-958-3604 9 (Email) <awsiddiqui1@yahoo.com>
- Mar 27-31 '00 IATEFL Conference. Dublin, Ireland. Contact IATEFL, (FAX) +44-1227-274415 (Email) <iatefl@Compuserve.com> (Web) <http://www.iatefl.org>
- Apr 15 '00 KOTESOL Cholla Chapter Regional Conference "Teaching and Learning: Making the Connection." Chonnam University, Kwangju. Contact: Brian Heldenbrand (W.Tel) 0652-220-2670 (Email) <brian1@soback.kornet21.net>
- Apr 17-19 '00 Southeast Asian Ministers of Education Organization Regional Language Centre (SEAMEO). 35th RELC International Seminar, "Language Curriculum & Instruction in Multicultural Societies," Singapore. Contact Seminar Secretariat, SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352. (Tel) +65-737-9044. (FAX) +65-734-2753. (Email) <admn@relc.org.sg>. (Web) <http://www.relc.org.sg>.
- May 10-12 '00 4th Symposium on Natural Language Processing 2000 (SNLP 2000), Chiangmai, Thailand. Contact: Prof Nick Cercone, Dept of Computer Science, William Davis Comp. Research Center, University of Waterloo, Ontario, N2L 3G1 Canada. (Tel) +1-519 888 4567 (Fax) +1-519 885 1208 (Email) <ncercone@uwaterloo.ca> (Web) <http://www.cpe.eng.kmutt.ac.th/~snlp>
- May 13 '00 2000 KOTESOL Pusan Chapter Conference "Pusan 2000: Pursuing Possibilities in ELT." Pusan National University, Pusan. Contacts: Marcela Jonas (Tel) 051-510-2072 (Email) <marcela@hyowon.cc.pusan.ac.kr>, Jennifer Depto (Tel) 051-510-7000 x806 (Email) <jdepto@hotmail.com> (Web) <http://members.xoom.com/pusankotesol>
- June 10-11 '00 "Computer Assisted Language Learning SIG Conference" JALTCALL 2000. Tokyo University of Technology, Tokyo. Contact Ali Campbell (Email) <campbell@media.teu.ac.jp> (Web) <http://jaltcall.org/conferences/call2000>
- June 15-18 '00 "People, Languages and Cultures in the Third Millennium" FEELTA International Conference. Far Eastern State University, Vladivostok, Russia. Contact: Marina Rassokha, Far Eastern State University, English Dept, U1 Aleutskaya 56, Vladivostok 690002, Russia. (Email) <rassokha@ifl.hb.dvgu.ru>, <feeltacon@dvgu.ru> (Web) <http://www.glasnet.ru/~marklen/LATEUM.html>
- June 19-23 '00 LT2000 - Quality Language Teaching through Innovation & Reflection. This conference will focus on innovative and reflective approaches to language teaching at tertiary level, and will address local and international contexts in which quality teaching takes place. The conference aims to provide a forum for discussion of both theory and practice reflecting current trends in quality language education. Presentations are expected to cover the following areas: ESL/EFL teaching, Chinese language teaching, Foreign language teaching, Language teaching and technology. Contact: Elza Tsang, Conference Convenor, Language Centre, The Hong Kong University of Science & Technology, Clear Water Bay, Kowloon, Hong Kong SAR (Tel) +852-2358-7850 (FAX) +852-2335-0249 (Email) <LCLT2000@UST.HK> (Web) <http://lc.ust.hk/~centre/LT2000.html>
- 23-24 June '00 "Applied linguistics: new millennium, new paradigm". Applied Linguistics Association of Korea International Summer Conference. Seoul, Korea. Contact: Young Shik Lee. (Email) <yshlee@eve.hannam.ac.kr> (Web) <http://www.alak.or.kr>
- June 30 '00 "Embracing ELT in the New Millennium" KATE's International Conference. - Hanyang University, Seoul. Featured speakers at the conference include David Nunan, TESOL President, Prof Hwang, and Juk-ryun of Seoul National University. Contact: Byung-kyoo Ahn, Secretary General, Korea Association of Teachers of English. (Email) <bkahn@chonnam.chonnam.ac.kr>
- 2-5 July '00 "Reclaiming the ground in TESOL" ACTA-QATESOL National Conference 2000. Brisbane, Queensland, Australia. Contact: c/o Australian Convention & Travel Services, GPO Box 2200, Canberra ACT 2601 Australia. (FAX) +61 (0)2 6257 3256. (Email) <conf@ausconvservices.com.au> (Web) <http://www.pa.ash.org.au/qatesol>
- August 9-12 '00 4th PacSLRF Conference, Semarang, Central Java, Indonesia. Contact: Helena Agustien, (1st OC Chair), Gombel Permai V/105, Semarang 50261 Indonesia. (Tel/FAX): +62-24 471 061. (Email) <lnugraha@indosat.net.id>
- Sept 28-30, '00 TESL Canada and TESL Nova Scotia. TESL Canada 2000, "Changing Faces: Facing Change," Halifax, Nova Scotia. Plenary Speakers, Diane Larsen-Freeman, Jim Cummins. Contact Sandra Heft. (Tel) +1-902-861-1227 (Email) <smheft@navnet.net> (Web) <http://www.tesl.ca>, or (temporary) <http://www.ritslab.ubc.ca/teslcan/teslcan00.htm>
- November 2-5 '00 JALT 2000 Conference "Towards the New Millennium" Mt. Fuji, Shizuoka, Japan. Contact local site chair Amy Hawley <shortone@gol.com> or write JALT Central Office, Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan.
- Nov 17-19, '00 American Council on the Teaching of Foreign Languages Annual Conference. Boston, MA. (Web) <http://www.actfl.org>

Nov 25-27 '00 Seventh Annual Conference, Nepal English Language Teachers' Association (NELTA) "Revisiting Teacher Training". Kathmandu, Nepal. The Conference will include plenary sessions, talks/papers, workshops, poster presentations, and an exhibition of ELT materials and books. Contact: General Secretary, NELTA, GPO BOX NO. 11110 Kathmandu, Nepal, or (Email) <qep@wlink.com.np> (Mr. Ganga Ram Gautam), <ragiri@nelta.wlink.com.np> (Mr. Ram Ashish Giri), <awasthi@jai.wlink.com.np> (Dr. Jai Raj Awasthi).

Feb 27-March 3 '01 TESOL Annual Conference, "Gateway To The Future," St. Louis, Missouri.

Nov 22-25 '01 Third Pan Asian Conference "JALT 2001: A Language Odyssey" Kitakyushu, Kyushu Island, Japan. Highlights six years of collaborative research and publications by members of KoreaTESOL, ThailandTESOL, ETA-Republic of China and JALT. Contact local site chair Peg Orleans <tomnpeg@interlink.or.jp> or program chair David McMurray <mcmurray@fpu.ac.jp> and be sure to visit the website at <http://server1.seafolk.ne.jp/kqjalt>

For a comprehensive list of upcoming conferences and events please visit our Conference Calendar Website at <http://www.tesol.edu/isaffil/confcalendar.html>

CALL FOR PAPERS

Mar 24 '00, for May 13 '00 2000 KOTESOL Pusan Chapter Conference "Pusan 2000: Pursuing Possibilities in ELT." Pusan National University, Pusan. See Call for Papers in January 2000 issue or contact: Marcela Jonas (Tel) 051-510-2072 (Email) <marcela@hyowon.cc.pusan.ac.kr>, Jennifer Depto (Tel) 051-510-7000 x806 (Email) <jdepto@hotmail.com> (Web) <http://members.xoom.com/pusankotesol>

Apr 6 '00, for Apr 15 '00 KOTESOL Cholla Chapter Regional Conference "Teaching and Learning: Making the Connection." Chonnam University, Kwangju. See Call for Papers

in January 2000 issue or contact: Brian Heldenbrand (W.Tel) 0652-220-2670 (Email) <brian1@soback.kornet21.net>

EVENTS

May 20 '00 The Sixth Annual Taejon Drama Festival will be held at Hannam University in Taejon. We are looking forward to hosting two divisions this year: Kindergarten/Elementary and Middle/High School/University. For information about registering your students' drama team please contact Chapter President Edith Dandenault Swain at <msd26@hotmail.com> or 042 629 8063 or Chapter Vice-President Eun-Jeong Kim at <ej4605@chollian.net> or 042 670 1997.

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Visiting Professorship commencing Fall 2000 at Konkuk University (Seoul). Competitive Salary / Key-Money for Housing / 4 Months Paid Vacation. Contact the Chairman of the English Department, Dr. Ahn Hee Don at (02) 450-3338.

Full and Part-time positions available in the Seoul area. Contact Ms. Nam at (02) 3482-4050.

To post information on job opportunities, please contact Asif Siddiqui at (Email) <as_if@post.com>.

SUBMISSIONS

All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: Louie L. Dragut, Hannam University, 133 Ojung-dong, Taejon 300-791 (Email) <lldragut@eve.hannam.ac.kr>, (Tel) 042-629-7387.

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