



The Gwangju Communicator

Newsletter of the Gwangju-Jeonnang Chapter of Korea TESOL

April 2013

Time, Place, and Self: Cultural Factors in the Teaching and Learning of English in Korea

By Dr. Steve Garrigues

We all know that culture is an integral part of the background of every language, and many teachers of English include some component of culture in their classes. We should understand, however, that culture is a lot broader and deeper than a mere collection of customs, habits, and traditions. It pervades our perceptions of place, person, and time in ways we seldom consciously realize. Consequently, the languages we speak (and think in) reflect these differences of perception and function to reinforce our distinctive worldviews. Our behavior and attitudes concerning personal space, for example, go far beyond being merely interesting cultural tidbits and curious customs. These things are related to the deepest level of culture: that of values. Among the core North American (and European) values, most people would recognize the prominence of individualism, personal independence, emphasis on individual rights and personal privacy, and egalitarianism. In contrast to these, we can observe that Korean values place more emphasis on group belonging and "we-ness" (*uri-nara*, *uri-mal*), dependence, and the importance of hierarchical relationships. Likewise, even our concepts of time may differ significantly. To take one example, the issue of "Korean age" is something that all foreigners notice after being in Korea for a while. There are conventional explanations which generally satisfy people's curiosity, but those explanations commonly miss the point, and they overlook the significant linguistic dimensions involved. All of these things can be seen manifested in the contrasting usage of

language by Korean and native English speakers. The presentation will examine these and other issues in detail to illustrate contrasting conceptions of time, person, and place, and to show how the English and Korean languages encode our perceptions and assumptions differently. The twofold aim of the presentation is to elucidate some of the linguistic and cultural puzzles found in Korea and to show how common "errors" made by English learners actually reflect the logic of the Korean language and cultural perceptions.

THE PRESENTER

Steve Garrigues is a Professor in the English Department at Kyungbuk National University in Daegu, where he has



been teaching since 1986. Steve was born in the United States, but prefers to think of myself as a world citizen, having spent most of his life outside of the US, including 4 years in India, 6 years in Tonga, 10 years in Japan and 30 years in Korea. His MA and PhD are both in

cultural anthropology. His primary research interests are in intercultural communication and cross-cultural semantics.

(Dr Garrigues is presenting on Korean cultural factors in teaching and learning English at the April 13th Gwangju-Jeonnang KOTESOL Chapter meeting at Chosun University.)

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■ Joining Korea TESOL

Who May Join: English teachers of any level or nationality are eligible to join KOTESOL. We welcome native and non-native speakers teaching at primary schools, secondary schools, language institutes, colleges and universities, and other organizations. University students may join as student members.

What Memberships Types Are Available?

- **Regular 1-Year Membership** (40,000 won).
- **Lifetime Membership** (400,000 won). Student and International Membership options also available.

How to Join: Apply by using the online membership form at <http://www.koreatesol.org/>. On the front page, click on "Join KOTESOL" in the menu, and follow the directions.

Alternately, paper membership application and renewal forms are available at Chapter meetings for those who prefer making a hard-copy application with Chapter assistance.

Membership payment may be made by:

- Bank transfer to **KOTESOL**: Korea Exchange Bank account number 630-006952-841
- Payment in cash to the Chapter Membership Officer at a Chapter Meeting

Encouraging Longer Responses from Students in Teacher-Student Interaction

By Ross Chambers

With the increasing influence of communicative language teaching principles in ESL classrooms since the 1970s, teachers have been encouraging more learner participation through pair and group work. This has also coupled with an attempt to reduce teacher invention in student responses. Furthermore, TESOL training courses now emphasize that, as teachers, we should be reducing our Teaching Talking Time (TTT) and giving more time for students to communicate.

Whilst giving students the opportunity to talk more in class no doubt increases their uptake of the language, perhaps as well as trying to reduce our TTT, we can also consider how the language that we actually use in teacher-student interaction affects the students in our class. I am sure we are all familiar with situations in our classes where we received only a one-word answer to our question, or even worse, deathly silence! I believe also many of us have considered how we can encourage our students to respond to us with a bit more depth.

The question of how our teacher talk affects our students will be explored in this presentation. First, we will look at the features of teacher talk that researchers have shown can either increase or decrease the length of what our students say in class. Once we know what the academics say about what teacher talk we should or should not be using in class, we will then explore how this relates to the Korean EFL context. Looking specifically at what is commonly believed to be the communicative features of teacher talk, we will explore how Korean university students feel about these features and

consider if this is actually what they really want in class.

As a result of this presentation, I hope that teachers will come away with a better idea as to how their teacher talk can encourage a longer and more thoughtful response from the students that will allow them to create a more genuinely communicative classroom.

THE PRESENTER

Ross Chambers is from the UK and came to South Korea in 2009, looking for a change in career and life direction. He worked in Seoul for two years as a



native-speaking English teacher in a technical high school. In August 2011, he took up a position as a visiting professor at Gwangju National University of Education, where he teaches English conversation and education methodology courses. He

completed his MA TESOL with Sunderland University, UK, and his research interests are classroom interaction and resolving conflict and violence in elementary schools through the application of restorative mediation methods. He is also a Buddhist, tries to meditate often, and will soon be organizing a meditation group at the GIC for interested people.

(Mr. Chambers is presenting on teacher talking time and student responses on April 13th at the Gwangju-Jeonnam KOTESOL Chapter meeting at Chosun University.)

Gwangju-Jeonnam Chapter Conference

The 2013 Gwangju-Jeonnam Chapter Conference was held on March 9 in the Main Building at Chosun University. The Chapter coordinated with KOTESOL's Reflective Practice Special Interest Group (RP-SIG) on the event under the conference theme "Reflecting on Practice; Projecting on the Future." Attendance for the day was over 150 and the weather was the finest that all of March had to offer.

Gwangju-Jeonnam Reflective Practice Special Interest Group

After an initial introduction to reflective practice at the March conference, the Gwangju-Jeonnam Chapter of KOTESOL is proud to announce it is starting an RP-SIG group of its own. For more information about our first meeting, to be held in Gwangju on Saturday, April 13, please refer to our events page <http://koreatesol.org/content/new-gwangju-meetings>. We hope to see you there.

Gwangju-Jeonnam KOTESOL April Meeting

- Time: Saturday, April 13, 2013, 1:30 p.m.
- Place: Chosun University (Gwangju), Main Building (본관), Room 5210.

■ Schedule

- 1:30 pm:** Sign-in and Meet-and-Greet (Admission is free. Membership is encouraged.)
- 2:00 pm:** PRESENTATION 1
Time, Place, and Self: Cultural Factors in the Teaching and Learning of English in Korea Dr. Steve Garrigues (Kyungbuk National University, Daegu)
- 2:45 pm:** Refreshment Break
- 3:00 pm:** PRESENTATION 2
Encouraging Longer Responses from Students in Teacher-Student Interaction Classroom Ross Chambers (Gwangju National University of Education)
- 4:00 pm: Swap-Shop Session**
 Share your Teaching Ideas, Classroom Activities, and Language Games.
 (Open to All Attendees. Handouts welcomed.)
- 4:30 pm:** Announcements / Prizes for Best Swap-Shop Ideas / Closing

Upcoming Chapter Events

May 11, 2013. Mokpo Area Outreach Workshop

- *A Look at Communicative Language Teaching and How It Might Apply to Your Classroom*
Stafford Lumsden (Seoul Chapter President)
- *Poetry Activities for All Ages*
Jocelyn Wright (Mokpo Natl. University)
- *Teaching with Music and Song*
Nico Lorenzutti (Chonnam Natl. Univ. of Ed.)
- *Giving Classroom Instructions*
Catherine Peck (Chonnam Natl. University)
- *Online Tools for Preparing Activities*
Lindsay Herron (Gwangju Natl. Univ. of Ed.)

May 18, 2013. Chapter Meeting

- *Giving Classroom Instructions*
Catherine Peck (Chonnam Natl. University)
- *Online Tools for Preparing Activities*
Lindsay Herron (Gwangju Natl. Univ. of Ed.)

June 8, 2013. Chapter Meeting

- *Storybook Reading and Storytelling*
Eul Soon Lee (Gwangju Dongun Elem. School)
- *NEAT Speaking, Part II*
Nico Lorenzutti (Chonnam Natl. University)

Upcoming KOTESOL Events

April 20, 2013

Jeonju-North Jeolla Regional Conference
Geunyoung Girls High School, Jeonju

April 27, 2013

KOTESOL Chapter Presidents Meeting
Kyungpook University, Daegu

May 25, 2013. KOTESOL National Conference

Developing Professionally: Plug-and-Play SLA Pedagogies.
Korea Natl. Univ. of Ed. (KNUE), Chungbuk

May 26, 2013. Post-Conference Workshop

Korea Natl. Univ. of Ed. (KNUE), Chungbuk

Upcoming Korea ELT Events

2013 KATE International Conference

Tailoring English Teaching for the Foreign Language Content
July 5-6, 2013; HUFs, Seoul

2013 MEESO International Conference

Localizing and Globalizing English Education: Its Challenges and Opportunities
July 13, 2013; Sookmyung Women's Univ., Seoul