

AETK Newsletter

Vol. 11

The Association of English Teachers in Korea

No. 2

Mitigating Circumstances

Christopher M. South
Seoul Woman's University

A good soul searching is sometimes in order when, in regards to attendance and homework, the attitudes of teacher and student differ.

WHAT EFFECTS A LOW GRADE in English conversation or composition will have on a student's future is uncertain to me. I cannot predict that, in Korea, any grade I issue will have serious impact on the student's future, or on acceptance or refusal for a job for which they apply.

R.D. Kirk (*Asian & Pacific Quarterly of Cultural and Social Affairs*, Winter 1991) presented the viewpoint that it doesn't matter at all, based on reports by Crane (*Korea Patterns*, 1978; Royal Asiatic Society). Crane stated that, "Once a student enters the school, it often seems to matter little how much he studies or learns. To acquire classmates and fellow alumni is end enough in itself" (p. 46).

Assuming that this attitude is still predominant among university students in 1992, foreign university instructors are forced to question whether their own methods and goals are compatible with the goals of the students and the university. Students do not always feel that they must work hard in the university, yet they feel obligated to present the teacher with some excuse for not doing so. And they assume that the excuse, whatever it may be, should be accepted as being reasonable.

In my first semester of teaching at a university in Seoul, I encountered the problems of students copying papers or not turning in homework. At the time, the majority of my students did their homework, so I assumed that my students, in general, understood that homework assignments must be completed. Unfortunately, at least one student decided that homework wasn't important, and failed to turn in eleven assignments. When she challenged her failing grade she stated, on the form I was provided, that "I took the mid-term and the final, so it is improper that I fail."

This caused me to seek the advice of senior Korean professors in the English department. I asked them what I might expect from the students: whether or not there was an understanding that homework was not really

necessary, and if the university would expect me to pass students who had taken the mid-term and final examinations. I was told that homework was indeed necessary if the professor required it, and that I



April 1992

What does language teaching have to do with protecting the environment? see page 14

Greetings from AETK's New Vice-President

Dear AETK Member,
First off, let me say thanks for offering the opportunity to serve AETK in the capacity of Vice-President for this upcoming year. I will make every effort to ensure that your trust is well placed. I envision many opportunities to advance the teaching of the English language here in Korea through AETK, and I hope that as a team we can capitalize on these and bring positive results.

As Vice-President, I would like to see the membership of this organization double or triple over the next year and include more members from the Korean teaching community, and to truly make AETK a Korea-wide organization. AETK can and should be the forum for instruction at

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AETK Spring Conference

Seoul, May 23

AETK/KATE Fall Conference

Taejon, October 23-24

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AETK, the Association of English Teachers in Korea, was formed in November 1981 and is an affiliate of TESOL International. Membership is open to all persons interested in language teaching in Korea. AETK focuses its efforts on national conference organization, coordination with other affiliates of TESOL, publication of the *AETK Newsletter*, and the development of programs in Korea. There are also regional groups of English teachers in Korea (PALI, PATE, KATE, etc.), who have their own organization and plan their own activities.

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The *AETK Newsletter* is published as a service to AETK members and may be obtained by joining the Association. It is issued four times a year, at the beginning of April, June, October and December.

The editors welcome articles in English concerning all aspects of foreign language teaching and learning, especially those with relevance to Korea. The *Newsletter* editors reserve the right to edit articles which are accepted for publication. Please send your contribution to the Contents Editor. Publication deadlines are as follows:

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Looking Ahead

A Calendar of Events for Language Teachers in Korea

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|--------------|---|
| April | <p>3 KATE will have its monthly Saturday meeting.</p> <p>15 Deadline for your valued contribution to the AETK Newsletter. For further information see the announcement elsewhere in this issue or contact the editor.</p> <p>17 AETK Seoul chapter monthly meeting, 2-5 p.m.. Topic to be announced.</p> |
| May | <p>1 Deadline for presentation abstracts for AETK Seoul chapter's Spring Conference. (Contact Robert Faldetta or Greg Matheson.)</p> <p>3 KATE is hosting a drama festival. Students will be invited to present short dramas.</p> <p>23 AETK Seoul Chapter's Annual Spring Conference, "Business English - English Business" See the Call for Presentations in this issue. Contact Robert Faldetta or Greg Matheson for more information.</p> |

AETK monthly meetings in Seoul are held at the Fulbright Center in the Kohap Building. Take the #3 (orange) subway line to Anguk (Secret Gardens) station and walk toward Chongno. For further information on AETK activities in the Seoul area, call Robert Faldetta or Greg Matheson (see "AETK Council and Staff" on the last page).

For information about KATE activities, phone Tom Ellis at his home (042-626-2428) or Margaret Elliott, either at her office (042-629-7330) or home (042-625-7098).

For information about PALT activities, contact Mike Duffy at (051) 248-4080 (H) or (051) 204-0171-5 x3162 (O).

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

Notes

Community Line

As of this issue Community Line is being discontinued as a column. The editor is running out of pseudonyms. If you have anything you would like to publicize (an announcement, a question, news, a request, something for sale, a job opening notice or such) contact Robert Faldetta; he'll see that it gets into whichever AETK communication—Newsletter or meeting notice—that's going out first.

How to contact us

The names of AETK members are not presented in the newsletter with contact information. You can find the information in "AETK Council and Staff" on the last page of this issue.

Who am I?

We are looking for a new name for the AETK Newsletter. The name should (1) reflect the nature of our publication (more than a newsletter but not yet a scholarly quarterly), and (2) look good under Publications in your resume. Please let us know your idea. If you do not respond to this request soon, our next issue will be called English is Fun. Dare us? Contact our desperate Contents Editor. Collect calls accepted.



Follow the map to the Kohap Building for AETK Seoul meetings

Moving?

Don't forget the most important thing. You can do without the annoyance of a telephone, those embarrassing questions at your new ward office, those exorbitant utility and newspaper bills. But your **AETK Newsletter?** Avert this looming catastrophe. Use the form on page 31 and send your Change of Address notice to Robert Faldetta before you give your move another thought.

Letters to the Editor

Dear Editor,

In his article which appeared in the December AETK newsletter, Prof. Kwon suggested "reasonable" ways for native speakers teaching English in Korea to meet students' expectations. However, I beg to differ with what Prof. Kwon deemed "reasonable," and further, raise the question, why should native speakers of English want to simply "meet students'" expectations"?

First of all, Prof. Kwon claimed that it was reasonable for native speakers to behave as one who

came to class before 8 o'clock in the morning and had conversations with the students until class started at 9. Students were always welcome in his office and virtually all of the hours between classes were his office hours. (p.20)

I ask Prof. Kwon, with all due respect, would it be reasonable for you, with tenure and full university benefits, to meet your students at 8 o'clock and between classes every day? And, Prof. Kwon, if you do in fact meet your students at every free moment, when do you have time to plan your lessons for classes of between 30 and 50 students? When do you have time to write your scholarly articles, which the university requires of you? Most importantly, students are working toward their future careers, and many intend to use English in real life business encounters. Yet, Prof. Kwon prefers that their native speaker English teachers Konglize vital English survival skills such as making appointments with their teachers, simply because students don't expect it.

Secondly, Prof. Kwon complained that native English teachers were not encouraging their students:

The higher a teacher's expectation regarding the level of student performance, the lower the teacher's appraisal tends to be. (p.20)

I can only say, from my experience as an English teacher in Korea for four years and from the many thousands of English students and scores of teachers I've been acquainted with, teachers encourage students at all levels. Incidentally, as any English teacher with both eyes open knows, the best students at English conversation and writing tend not to limit themselves to learning English from one source; rather, these students, in growing numbers, take the confidence to learn language that their native speaker teacher has instilled in them and develop it by practicing English with pen pals, university English news, drama circles, and within religious and other social organizations where native English speakers can be found.

Thirdly, as to learning the Korean language, I would ask Prof. Kwon, when? When will we ever have time to study anything when you would have us spend every available second talking to students in English?

Fourthly, regarding the forming of friendships with Korean faculty, again I ask Prof. Kwon, when?

Next, it was suggested that native English teachers make copies of records to assist new teachers. Again, I ask Prof. Kwon, when? When will we have the

time? Furthermore, I would suggest the opposite, that the university/institution provide new teachers with information on Korean customs, goals, calendar, language lessons available, etc.

Finally, I do appreciate Prof. Kwon's attempt to help native speaker English teachers understand and participate in Korean life. However, for the typical English teacher in Korea, his suggestions are less than "reasonable."

Carol Kim

Carleton University Ottawa, Canada

Diploma
in
English Language and
Teaching Methods
for
International English
Teachers

1992 Summer Term

June 15 - July 28

Fees: CDN\$675 + CDN\$15
materials fee

1992 Late Summer Term

July 30 - August 28

Fees: CDN\$600 + CDN\$10
materials fee

For further information
contact:

Margaret Elliott
Han Nam University
Taejon 300-791

Tel (H) 042-625-9807

(W) 042-629-7330

Fax 42-625-5874

Association Activities

AETK December Presentation Christopher South

At its December 21 regular meeting in Seoul AETK was pleased to have as its guest speaker Antony Jones, Deputy Director in charge of English Studies at the British Council. Mr. Jones provided an outline on teacher training programs available through the British Council, which has a worldwide program of English language education. Mr. Jones has taught English in various places throughout the world, from Jordan to Japan.

He mentioned two programs that may be of some interest to native speakers of English who are interested in certification through the British Council. The first program, offered as a one-month intensive course, is the Certificate of Teaching English as a Foreign Language to Adults (CTEFLA). The "Cert" program offers exposure to a variety of methodologies and practical teacher training, and is available to anyone who holds a

(Continued on page 31)

AETK Seoul Winter Meetings Greg Matheson

January: High School English Education

The January meeting in Seoul called a few good middle and high school teachers together to help focus on the places where most English gets learned.

Park Byeong-yun (Inha Girls High) set the scene in a paper on problems in introducing methods to teach communicative competence. First, teachers think such methods are not suitable because of the university exam, the number of students and the lack of language labs. He called for a change of such thinking and the cultivation of students' interest and motivation, although he recognized at present teachers have to force into students the elements of what is seen as a difficult subject. The second problem is teachers' five skills, the last but not least of which is culture. To improve these, special Education Ministry and individual teachers' efforts were called for.

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Greetings from AETK's New Vice President

(Continued from page 1)

all levels, and to this end we need the input of everyone interested in the future of English language instruction here in Korea.

I would like to ask you the current members to extend the hand of AETK where it may not have been extended before and to look for ways to improve our organization. To borrow a line from "Godfather III," let's get our ships pointed in the same direction and be sure to share our sailing tips.

Being a member of AETK indicates that you have the desire and willingness to further improve English instruction at both a personal and an institutional level. I ask that you make the effort to recruit others who share this goal of improvement, whether they are teachers, parents, students, administrators, members of the business community or members of government. Let's make AETK your voice in the future of English instruction here in Korea.

Sincerely,

Stephen A. Bagaason
Vice-President

Update: the Treasury and Membership

Robert Faldetta
Secretary-Treasurer/Membership Chair

Currently AETK has W1,487,000 in the bank and in cash. At the last business meeting, in December, the Council voted to support President Ahn's trip to the TESOL conference in Vancouver in order to maintain affiliate status (15 hours of AETK attendance at TESOL affiliates meetings is required over a two year period.) The sum of W600,000 has been earmarked for the trip. This will leave AETK with W887,000. As treasurer I have determined that the remaining money, supplemented by additional membership dues, should be sufficient to continue AETK operations in the near term. A crunch may come in the fall, but, considering that the Fall conference will be jointly funded by AETK and KATE, there should be no cause for alarm.

Total membership has broken the 100 mark for the first time in AETK history. Now at 107, next goal the big 2-0-0.

AETK in Vancouver

President Ahn Jung Hun, Past President Dina Trapp, and member Virginia Martin attended the 1992 Annual TESOL Conference in Vancouver this year. Virginia also made a presentation there, the first AETK member, as far as we know, to have done so. We hope to be announcing soon a meeting at which we can hear lots of interesting news (maybe some gossip, too?) about this major convention.

AETK/KATE 1992 Fall Conference

International Communication: Meeting the Challenge

Taejon, October 24-25

Call for Papers

Papers discussing the following topics are requested:

- ☞ Methods and techniques for preparing Korean students to communicate in international settings.
- ☞ Cross-cultural issues impacting English education in Korea; factors for teachers and administrators to consider when working with each other and with students.
- ☞ Incorporation of Global Issues and Peace Studies in the EFL curriculum.

Please submit two abstracts: one to AETK and one to KATE

Deadline: June 27

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Call for Presentations

AETK 1992 Spring Conference

AETK's Seoul chapter invites you to participate in the Spring conference.

"Business English/ English Business"

The Conference will be held on Saturday, May 23 (and May 24 if response to this call is sufficient)

With your help we will explore all aspects, both sides of the coin. Submit a simple abstract of your presentation to Robert Faldetta or Greg Matheson by May 1. You can also contact Robert or Greg for more information.

Video of AETK's 1991 Fall Conference

Yeom Ji-seok, from Changwon, has given two videotapes of the Fall Conference to AETK. Awaiting a larger audience are Duane Vorhees, Gary Boivin, Kim Duk-ki, Kwon Oryang, David Kosofsky, Park Nae-il, Nam Young-ok, Ivanna Mann, John Blake, and those who participated in the panel discussion. Dina Trapp has the tapes; you can contact her at (0391) 42-7019.

International Language Fair

Greg Matheson

A number of foreign organizations and their Korean agents gathered for the First International Language (Trade) Fair at KOEX in Seoul on February 20-23 to, if not crack the Korean ESL market, at least skim off some of the cream.

But when I went on Saturday morning most of the visitors appeared to be junior high school students, not the people who make the decisions about overseas study. This made me wonder how much business was done at the fair. Perhaps next year they'll want to invite AETK, the group with its finger on the pulse of the market here.

Among the 94 exhibitors were the major government cultural organizations, Bill Drummond and the Korean-American Educational Commission, the British Council, the Australian Education Center and the German, Italian and Portuguese cultural institutes.

Also in attendance were university ESL/MA programs like Florida International University (the alma mater of our vice-presi-

dent and secretary-treasurer), the School of International Training (there are from 4 to 8 graduates of its programs at Yonsei Foreign Language Institute and the school is setting up a full-time MA program in Kobe, Japan with a 50:50 NS/NNS mix) and a number of British, Australian and New Zealand universities.

Then came the rank and file private language schools from Britain, like International House (they have a £1,000 8-month "distance," or correspondence, diploma course) and Shane's (trying to open up here), and also from Australia, Japan, America (only 7), New Zealand and Singapore (lingua, which is really Swiss).

Other than these there were Canadian prep schools, a Seoul school teaching Australian English, and displays of BBC videotapes, Korean language lab equipment and an audio cassette player with subtitles.

It appears the Korean market is a mover and a shaker.

Greener Grass on the Other Side?

Teachers contemplating a career move may be interested in an article which appeared in the February 27 issue of the Korea Herald. It reports that in North Korea English is the most popular foreign language.

"Curiously English is the foreign language that North Koreans are eager to learn, according to northern guides. Middle school students, they said, are free to choose one of several foreign languages. Most of them opt for English. Now Russian is the least popular subject, they said, adding that the demand for Japanese and Chinese is just so-so."

Employer problems?

The US Embassy's American Citizen Services (732-2601) is interested in hearing from American citizens who have problems with their employers.

Dummy-do Gets Engaged

Lynn M. Stafford

One day, Dummy-do proposed to a non-operator. He asked, "Love you me?"

"No, I loven't you," she

replied. "You are

semantically empty and you have no deep structure. Plus, you never complement me."

Judgen't you me harshly?"

asked a startled Dummy-do.

And he leapt to her left and

asked her again:

"Do you love me?"

And she replied,

"Yes, I do."

From *TESOL Matters*, December 1991/January 1992.

3 Ways for TOEFL Test Review

From the Creators of the TOEFL Test

1. *Study Material - Test Kits and Sample Kit* (See *TOEFL Bulletin of Information*, pp. 32-33)

2. *TOEFL Practice Test*

- Practice the TOEFL under actual conditions.
- Know your unofficial test results immediately.
- Review the test with a native speaker.
- Given on the last Saturday of every month (W15,000).

3. *TOEFL Instructional Programs (TIP)*

- 1st Tuesday evening: 3 hours of videotaped instruction. Review with a native speaker.
- 2nd Tuesday evening: 3 hours of videotaped instruction. Review with a native speaker.
- 3rd Tuesday evening: Practice Test (unofficial results available immediately).

6:00-9:00 PM, W20,000

For information call (02) 732-7928 or visit the Korean-American Educational Commission, Kohap Building 403, 89-4 Kyongun-dong, Chongno-gu, Seoul 110-310.

How to Motivate EFL/ESL Students to Speak English

George Bradford Patterson
Chungbuk National University

MANY FOREIGN LANGUAGE TEACHERS, psychologists and linguists say that motivation, while crucial in foreign language learning, is frequently neglected. It is essential, however, in initiating the action needed to produce language, and there are many cases in which motivation and determination can compensate for a lack of aptitude or intelligence.

Kathleen Graves (1990), in the seminar "What Motivates People to Learn Another Language?" given under the sponsorship of AETK in Seoul at Sogang University, pointed out the following eight crucial factors that contribute towards motivating people to learn another language: (1) necessity, (2) teacher's enthusiasm and knowledge, (3) power, (4) curiosity, (5) setting goals, (6) fulfillment, (7) success and (8) financial reward.

In addition, Graves mentioned that there are the four following keys to motivation in learning another language:

1. There are the challenge keys that run along a continuum from easy challenges to difficult challenges. The teacher must make the students take risks. But they must feel security before they take the risks in order to maximize their chance for success in learning another language. Furthermore, the teacher has to communicate the rules of the activity in order to be successful in teaching a challenging, creative activity. In other words, there must be an aspect of success to the challenge.
2. The second key is the initiative key. In other words, what is it that the teacher is doing that the student can be doing? For example, the teacher exhibits self-discipline, organization, patience, self-confidence, attentiveness, etc., which the student can also be doing.
3. There is also the key of meaning or investment for sustaining motivation. If the students get meaning from the language of the activity, they will be more motivated to learn the language.
4. Last, there is the purpose/progress activity key. The teacher must know what the purpose of his/her activity is if there is going to be real progress for the students in learning another

language. Sometimes we, as teachers, are too activity-centered.

According to Dan Maybin (1990) in the seminar "Motivating Students and Tired Teachers" also hosted by AETK at Sogang University, a well-researched type of language learner is the 'instrumentally-motivated learner' (Gardner 1985) or someone who desires to achieve specific goals with the language under study. Maybin suggests that in order to stimulate the students to employ the English that they are studying in real-life conversational situations, the following psychological pressures may be utilized to act as stimuli in carrying out concrete language tasks:

1. A simple technique to make students perform faster is to count down from ten to one on fingers or out loud as a student responds.
2. When practicing cue-based drills, have groups answer as a team. Ask them to stand as they answer, forcing uncooperative or shy students to become more involved.
3. Forming teams takes time in a large class. Instead, designate rows as teams. When a student answers, s/he goes to the back of the line and everyone moves forward (i.e., a new student now answers). This approach gives you a feeling of constant activity even though the majority are awaiting their turn. It also encourages flexible seating and breaks up troublesome cliques.
4. To develop a game-like atmosphere and allow everyone a chance to answer, use 'buzzers' in the form of cards with numbers or amusing pictures on them. Only students with a buzzer may answer and then pass it to someone else. (Optional: Team members may consult.)
5. Assign board points for correct answers. Set a time limit to avoid monotony, and occasionally give bonus points when a team falls behind. (i.e., There's hope!) Bonus points also ensure students do not take the activity too seriously. To encourage response, give points, as follows. Correct: +3; incorrect: +1. In other words, a student is rewarded for trying, even if the answer is incorrect.

6. Have students stand or sit when they finish information gathering activities. Slower individuals will realize how much faster they should be working.
7. Imaginative seating arrangements can make a dull activity come to life. Try seating students back-to-back in pair work activities, thus cutting off visual cues and forcing them to speak up. Or have students sit far apart to increase the decibel level. (NEVER stand closer as a quiet student speaks. BACK = SPEAK UP!)
8. Set a time limit for activities and answers, and enforce it. A stopwatch or timer which beeps adds suspense to any activity.
9. Pass a 'hot potato' (Maybin, 1990:2) to make students speak faster. They may pass it only after speaking. Similarly, a 'microphone' (e.g., a pencil case) can prove a realistic aid to speech, with team representatives vying for it in order to speak (and win a point). If the same individuals are always speaking (individual 'hot potatoes') the last person holding a chip must pay a penalty, such as forfeiting a point or singing a song with their group.
10. To encourage skimming in reading, form pairs or teams and give each the passage under study face down. Ask a question and have team representatives turn over the paper, read and stand when they have the answer. If a team representative stands, the others must immediately stop and turn papers face down. The standing team representative says his or her answer. If correct, the team receives a point; if incorrect, the other groups have a chance. Questions can focus upon general meaning, specific vocabulary, etc., and once a passage has been studied in this way, the class can reiterate the story line or main idea. This approach works particularly well with longer, unwieldy reading passages, such as newspaper articles.

I have used various techniques for stimulating motivation to encourage my students to involve themselves in conversation activities.

Suggested motivation activities

1. Have the students give short speeches about cultural activities that they have read in the local or international newspapers and magazines.
2. Have them give an oral summary of a trip that they made either in their own country or in

another country. They can also discuss this activity in small groups or pairs.

3. Stimulate the students by starting the class with a few songs. You can have them sing along with you. Then, let them individually choose songs which they would like to sing. Call on them individually to sing those songs. You and the rest of the class can sing along.
4. Play various kinds of music to the students. Then ask them what they thought about the music.
5. Write a crossword puzzle on the blackboard. Call on students to complete the puzzle orally. Then, either you or they can write the letters in the spaces.
6. Have the students write their own dialogues and do them in class with the participation of other students. They can also perform this activity in small groups or pairs. In addition, call on some students to do a spontaneous role-play in front of the class. This activity could be done also in either small groups or pairs.
7. Assign groups of students to write their own plays and act them out in class. They should write them and act them out in the following steps: (1) Basic outline of play, (2) Script, (3) Stage movements ("business"), (4) Revision, (5) Performance. The time limit for this activity should be thirty minutes.
8. Ask the students to select a topic and invite a speaker for class. After the speech, let the students ask questions.
9. Assign a certain film, television show or play for the students to see. Then have them discuss their reactions in class.
10. Bring a map of a place or places that you have visited. Let the students ask you questions about your trip. Encourage them to discuss their reactions to your experiences. And ask them to bring their own maps of trips they have taken so that they can share their experiences with the rest of the class. Also, have them bring some photographs, pictures, or such visuals as photo albums and use these to stimulate a general discussion.

Motivation is definitely an essential factor in learning another language. There are a great number of techniques of motivation that can be employed to help students to speak English. Motivation can also certainly compensate the foreign language learner who is deficient in aptitude and intelligence. But it is

(Continued on page 11)

Three Elements in Koreans' Social Psychology to be Considered in a Psycho-cultural Approach to ESL

Choi Su-hyang

Chung-ang University

U-ri, nun-ch'i and ch'e-myon were explained at the AETK November 1991 meeting by Dr. Choi Su-hyang, Department of Psychology, Chung-ang University, formerly of the University of Alberta in Canada. In this issue we are presenting excerpts from the handout we received at that meeting. We have changed the romanization of woori to uri.

URI CAN BE ROUGHLY TRANSLATED as "we," or a group of people. But uri is fundamentally different from the concept of we or a group. A group can be defined as you and me, or any aggregate. A group consists of people who have one of the following four features: (1) cognitive awareness of commonality, (2) interdependence, (3) interaction, and (4) common goal or interests. Uri refers to a primary grouping of people that is more than a simple aggregation. Uri must contain all of the four elements listed above. Uri is a social representation shared by its members. It contains a social representation that has its own structure and prescriptive guidelines. Uri develops in a tightly-knit family which becomes aware of its entity. It connotes emotional closeness and elicits such affects as intimacy, comfort, sacrifice, sharing and acceptance. There are social indicators of uri that define its boundary. Examples of an uri group are a closely-knit family, friends, colleagues/classmates, church members, and alumni.

Nunch'i can be literally translated as an eye measure. It refers to an act of figuring out the intention, mood, and attitude of another person. It is important in a hierarchical relationship where the superior person has normative and idiosyncratic expectations from their subordinates. In Korean culture it is important that actors do not explicitly articulate their intention, mood, or attitude. It is the role of the observer to decipher them and act accordingly. Nunch'i is important in sensitive, uncertain and formal situations.

Ch'emyon can be literally translated as the surface of the body, external to oneself. It refers to one's social face. In a social situation maintenance of one's social standing is important. A prototypical Ch'emyon episode includes three players: a person of high social standing (A), a person of lower standing (B), and a significant observer (C). In a social context, Koreans have an expectation of what is appropriate in terms of how much status is deferred to A by B. In a social episode, each member has an expectation of what is appropriate. It is important that B defers social recognition expected by A, B and C in a typical episode. If B does not do so, as perceived by A or C, A's ch'emyon is said to be lost. Ch'emyon is not important in the uri relationship, or when there is no audience. It is important when the evaluative component of the target person is salient, or in formal situations.

[And here's a bonus...]

Han is an indigenous form of lamentation. There are four aspects of han: its development, consolidation, expression and reflection. Han can develop from prolonged experience of anger, frustration, and unsatisfied desires and wishes. It can be experienced by a person in a powerless position (e.g., female subject to male, the daughter-in-law, the subjugated lower classes, a kisaeng). It can arise from the psycho-cultural experience of poverty, trials, and tribulation. When these negative experiences are not relieved, it can consolidate to a han state. It can lead to a remorseful and emotionally disabling state. At the consolidation phase the person cannot accept the situation and attempts to find ways to release it. It can lead to sporadic anger, sunken feeling, lack of energy, obsession and nihilism. One way of partially releasing han is by sharing the experience with others.

Raise your hand if you've ever used "the environment" as a theme for a language class

Darlene Larson,
TESOL Liaison to the United Nations

Editor's note: In our last issue (December, 1991) we presented a TESOL Matters article, 'United Nations resources now available to TESOL members.' Here is a related article, excerpted from TESOL Matters, October/November 1991.

MARCH 25, 1991—TESOL Day at the U.N.—was a historic occasion for the Association. Two hundred TESOL members were treated to a full day of reports from various U.N. agencies about the problems they address and the solutions they attempt. But the number in attendance was small in comparison to TESOL membership, the TESOL '91 participants, and the number of classroom teachers who need to be informed about U.N. projects and goals. As a result, many who attended advised that future TESOL convention programs include speakers about topics such as human rights, global understanding, economic development, and the environment. Individuals who didn't attend have asked, "Why would we invite an environmentalist to speak at TESOL?" I have asked those who attended the UN reports to respond.

From Sylvia Mulling, Kean College of New Jersey... "The mere fact that we are educators demands that we contribute to our students' growing awareness of the global reality surrounding us. ...

We need not take sides on controversial issues, but it is our business to present the issues. The danger to our planet and its existing life can no longer be questioned. To ignore environmental concerns is to evade our obligation to inform. We must not assume that our students will learn what they should know about global conditions elsewhere."

From Esther Lucas, Herzliya-Pituah, Israel... "The recent appearance of global themes in English text books indicates that there is a general awareness of the need to teach these issues in the ELT classroom. The environment, women's rights, problems of the Third World, and peace education have all been touched upon. There is a need for TESOL to develop these and similar global topics in our programs.

Various surveys carried out in the eighties, such as one initiated at Luenburg University in Germany, show the interest taken by students in learning about global issues. Young people want to know what they can do about the development and destruction that is going on around them. Who better than Teachers of English to Speakers of Other Languages to help them learn?"

From Lorraine P. Sarhage, ESL Program Coordinator, Dwight-Englewood School, Englewood, New Jersey... "As TESOL celebrates its internationalism with platitudes and projects, what worthier area for our professional concern than the condition of our shared global environment? Publishers increasingly incorporate 'green' issues into materials. As practitioners, we have a responsibility to acquire background understanding as well as to stay informed on recent developments."

From Kip Cates, Tottori University, Japan... "Why 'Global Issues' in language education?" Both the JALT N-SIG and the 'Global Issues' Network find their roots in several sources: (1) in current Japanese interest in 'internationalization' and the growing public awareness of Japan's global responsibilities and links to world problems, (2) language teachers' in Japan increasing awareness of the field, of global education, and of the work of such organizations as 'Educators for Social Responsibility,' (3) the growing number of conference presentations, academic papers, and newsletter articles on global education themes within professional language teaching organizations such as TESOL, IATEFL, and JALT, and (4) a growing dissatisfaction with traditional language teaching methods and materials which ignored content, omitted critical thinking and global perspectives, perpetuated false stereotypes, and avoided real-world issues."

From John Fanselow, Past President, TESOL... "There are those who feel the only goal we should have as ESOL teachers is to be sure that our students speak, read, write, and understand English. But what

will they speak about, and learn to read, write, and understand?

We can teach language for its own sake—pen is a noun. We can teach language as an area of instruction: pens are made of plastic—a thermosetting polymer of high molecular weight. We can teach language to express personal feelings and information: I love using plastic pens. We can teach about our environment: some plastic pens cannot be easily converted into disposable garbage and when burned in an incinerator will produce some chemicals that are not friendly to our lungs. We can combine all of these ways of teaching English or we can select one that is most important to us.

Given the present perilous state of our environment, I try to understand what each of us do in our daily lives that contributes to the deterioration or cleaning of the environment. By introducing the study of the environment to my language class, the students and I learn about various content areas—science, public policy, economics, etc.—about the needs and aspirations of both my students and my colleagues. As I teach about the environment, I hope not to become an advocate for one point of view but rather an enquirer after truth in a field that concerns both me, my students, and subsequent generations of teachers and students.

I see exploration of environmental issues as something that enables us to integrate language for its own sake, language as an area of content, and language as a means of personal expression. Additionally, exploration of environmental issues has the potential of informing us of ways of living so that life for us and our future generations can become more positive, healthy, and promising.”

“I see exploration of environmental issues as something that enables us to integrate language for its own sake, language as an area of content, and language as a means of personal expression...”

Another Kind of ESL: The PRPC

William T. Burns
Sogang University

FEW ESL TEACHERS REALIZE that the world's largest residential ESL program is not situated at a school at all, but rather at the Philippine Refugee Processing Center (PRPC) tucked away in a remote corner of the Bataan Peninsula. For the past two and a half years I have been fortunate to work there among a dynamic faculty of more than a thousand Filipino teachers who provide Southeast Asian refugees with eighteen weeks of intensive language and cultural orientation in preparation for resettlement in the United States. Up to 17,500 refugees can be accommodated at the Center, though in recent times reduced refugee flow keeps the population to a more comfortable twelve thousand or so. Even with the reduced numbers, the scale of the program is impressive. Each week adult refugees participate in twenty-five hours of class. That means well over two hundred thousand student contact hours each week. In addition there are classes for children and teenagers in simulated community schools, and there are special classes for older or handicapped refugees. All in all it's a remarkable educational effort that too often goes unrecognized.

The program began more than ten years ago when US resettlement workers found that the increasing waves of Southeast Asian refugees were having more and more difficulty adjusting to life in America. Refugees who had arrived in the US shortly after the "fall of Saigon" in 1975, despite the

enormous trauma, adjusted relatively successfully to resettlement for they were generally well-educated professional or technical specialists who had long been associated with the American government or military. But later migration included, for example, illiterate hilltribe farmers whose good natured assistance to the American military during the war brought persecution upon them afterwards. More recently, Amerasian children from Vietnam have been allowed to migrate to the United States with their families. These migrants, too, have suffered fearful discrimination in the seventeen years of Communist rule. Such disadvantaged migrants need language and cultural orientation before their entrance into American life and that is what the Philippine Refugee Processing Center provides.

When I tell chance acquaintances where I worked, most assume that refugee programs must be run by well-meaning, but probably inept, do-gooders with little knowledge of current educational theories. In fact, nothing could be further from the truth. The Center staff are indeed well-meaning, but hardly inept. The Philippine Refugee Processing Center has one of the most highly professional programs I have ever seen, a far more advanced training ground than most MA programs. Basic ESL classes make use of the latest Whole Language understandings of the way learning takes place. After just a few hours of class, be-

ginning learners are authoring and illustrating short books which they can proudly read to their classmates. Adults and children work together in the neighborhood libraries, preserving their traditional folktales and developing an appreciation of the benefits which community libraries can provide after their resettlement. The Center is one of those rare educational communities where innovation is both respected and encouraged.

Refugee resettlement is on the decline. There are still millions of refugees in the world (sixteen million is a recent estimate), but the voluntary agencies are turning their attention to treating the source of the problem, assisting troubled countries to develop so that there will be less motivation for refugees to flee their homelands. Educators at the Philippine Refugee Processing Center, too, are looking for ways that they can help Vietnam, Laos, and Cambodia make use of the insights developed at the Center over the past decade. The future of the educational program at the Center is unclear, but those of us who have had the opportunity to work there hope that the Center's contribution will long enhance language and culture education in Asia and beyond.

[Those who would like more detailed descriptions of educational programs at the PRPC and other camps for Southeast Asian refugees may consult the special 1991 Refugee Forum issue of *Cross Currents* (Odawara, Japan: Language

Institute of Japan, Vol XVIII No.1) which includes several articles on the PRPC's language programs. The December 1991-January 1992 issue of *TESOL Matters* (Alexandria, Virginia: TESOL, Vol 1 No. 6) contains a description of the program for children of elementary school age.]

International Conferences and Calls for Papers

April 20-23

Regional English Language Centre (RELC). Regional Seminar on Language, "Teacher Education in a Fast-Changing World," SEAMEO Regional Language Centre, Singapore. Contact Director (Attention: Seminar Secretariat), SEAMEO Regional Language Centre, 30 Orange Grove Rd., Singapore 1025, Republic of Singapore.

July 6-9

AFMLTA 9th Biennial Conference. "Towards Language Excellence in the 21st Century." Darwin, Australia. Contact Language Teachers' Association of the Northern Territory, PO Box 42446 Casuarina, Northern Territory, Australia.

July 6-20, 18-31, 1992

1992 TESOL Summer Institute, Bratislava, Czechoslovakia. "At the Crossroads: Teaching English in a World of Challenge." Organized by the Institute of International Education in conjunction with the Ministry of Education, Youth and Sport of the Slovak Republic; Comenius University, Bratislava; and Hunter College, City University of New York. For more information write: James O'Driscoll, Placement and Special Services Division, Institute of International Education, 809 United Nations Plaza, New York, New York 10017-3859, USA. Tel: (212) 984-5501; Fax: (212) 984-5395.

April 3-7, 1993

TESOL Annual Convention, Atlanta, Georgia, USA.

What is TESOL?

Mission	TESOL's mission is to strengthen the effective teaching and learning of English around the world while respecting individual language rights. TESOL promotes scholarship, disseminates information, and strengthens instruction and research.
Membership	20,000+ teachers, administrators, researchers, materials writers, and curriculum developers.
Founded	1966
Executive Board	16 voting members meet twice a year to establish organization policy.
Publications	<i>TESOL Matters</i> , 6 issues per year; highlights professional interests, conferences, and Association news <i>TESOL Quarterly</i> , 4 issues per year; refereed, research-oriented <i>TESOL Journal</i> , 4 issues per year, refereed, covers practical classroom concerns; available to TESOL members by subscription Interest section newsletters published periodically Professional publications and policy statements
Conventions	April 3-7, 1993 in Atlanta, Georgia, USA
Interest Sections	Member chooses a primary interest section with voting rights and up to two other interest sections; receives periodic newsletters from selected sections.
Committees	Awards, Publications, Nominations, Rules and Resolutions, Professional Standards, Sociopolitical Concerns
Other Resources	74 autonomous affiliates (43 in the US, 31 outside the US, of which the Association of English Teachers in Korea is one) TESOL Summer Institute: July 1992, Bratislava, Czechoslovakia Self-Study guidelines provided for program regulation Placement Services and bimonthly Placement Bulletin Information Service

Teachers of English to Speakers of Other Languages, Inc., 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314-2751 USA. Phone: 703-836-0774.



*Teachers of English to Speakers of
Other Languages*

Job Openings

Chungnam National University, Taejon. Seeking one or two native speakers to teach English from the Spring Semester of 1992. Must hold a Master's degree in TESL, Linguistics, or English (or in a language-related area) and have minimum teaching experience of one year at the college level or two years at the high-school level. Benefits: salary will be the same as that of Korean faculty with the same credentials and experience; free apartment (except for utilities) and same medical insurance benefits as Korean faculty. For further information, contact: Professor Yoo Jae-ik, Chairman, Department of English, Chungnam National University, Taejon, 305-764, Korea. Department phone: (042) 821-5331.

Inje University, Kimhae. Inje is looking for a native speaker to teach English from the Fall semester of 1992. Position: Full time instructor in the Language Education Center. Qualifications: Master's degree in TESL, Linguistics, English, or a language-related area. Or a Master's degree in any field with at least 1 year ESL/EFL teaching experience at the college level. Salary: W1,200,000 a month before taxes for 12 teaching hours a week. Benefits: free housing (except for utilities); medical insurance. Send resume with a passport-size photo, copies of diploma, transcript, and references to Professor Lee Jung Soo, Director of the Language Education Center, Inje University, Department of English, 18-3 Obang-dong, Kimhae, 621-749, Korea, no later than May 31, 1992. For further information, please call Professor Moon

Gui-Sunat her office (0525 34-7111-20 x363) Monday through Thursday, or at home (02 937-9619) on weekends.

Yeungnam University, Taegu. Position: ESL Teacher. Duties: teaching English conversation and/or composition. 12 teaching hours a week; additional responsibilities include lesson planning and curriculum design. Qualifications: MA in TESOL or related field plus 2 years teaching experience. Salary: W1,400,000. Benefits: individual housing, medical insurance, sick leave, and paid vacations. Contact: Professor Moon Hak Soon, Chair of English Education, Yeungnam University, 214-1 Dae-dong, Kyongsan City, Kyongbuk 714-749. Tel: (053) 810-3162; Fax: (053) 82-0188.

J's Institute, Taejon. Looking for two full-time native speakers. Female applicants are especially encouraged to apply. The position pays W700,000 per month, for five hours a day, five days a week. A room is also provided. The successful applicant will have a four-year degree from an accredited university and a positive attitude. J's is also looking for part-time teachers. For more information call Jang Young-Sik at 252-3500 or 254-6934.

Lee Jong-gap, a fine arts teacher from Shin-il High School, 41 years old male, wants to improve his English speaking and is looking for a helper in his/her 30's or 40's who is interested in art and can spare time once a week to talk with him. He will serve the helper dinner, coffee and some drinks. For more info, call 413-2692.

From the TESOL Placement Bulletin:

Cheju National University, Cheju-do. Position: Visiting Professor, Department of English Education. Duties: responsible for English Conversation program within the department; possible advisement to and proofreading for campus English newspaper. Requirements: teach 12-14 hours/week; maintain regular office hours. Qualifications: MA or above in TESOL or in Education, from an accredited institution. Experience: 1-2 years junior college level or above preferred. Preferences: cultural sensitivity; sociable nature; dedication to

students. Salary: minimum level equivalent of \$1,100/month. Benefits: housing on campus, health insurance, retirement/severance pay, live in Korea's most healthful environment, experience a unique subculture within Korean culture. Contact: Chairman, Department of English Education, College of Education, Cheju National University, Cheju City, Cheju-do 690-121. (In the Placement Bulletin it says that the deadline for applying is the end of January, but Gary Boivin at Cheju National implies that the position is still open. His address is: Chejudo, Cheju-shi, Cheju Daehakkyo Kyosu Apt. B-dong, 207-ho. Zip code 690-121.)

Pohang Iron and Steel Company, Pohang. Position: English Instructor. Duties: 30 hours/week EFL instruction to professional staff at basic through advanced levels. Occasional development of supplemental material. Qualifications: unaccompanied native speakers with MA in TESOL or Education preferred; overseas work experience highly recommended. Deadline: open. Salary: W1.5 million monthly gross. Contract: 1 year (renewable). Benefits: 1-way airfare, spacious modern housing provided (furnished, utilities, cleaning service); comprehensive medical benefits available, 2 weeks vacation. Starts: immediate and future positions. Send resume, supporting documents, and recent photo to: Mr. Song Chun Kun, Education and Training Center-POSCO, 74-3 Ji Kog Dong, Hyoja, Phang, Kyongbuk 790-390.

Dong-A School Foundation. Position: ESL instructors. Duties: maximum of 22 teaching hours/week, curriculum development and lab duties. Requirements: BA/MA in TESOL or related fields. Salary: \$14,000-\$18,000/year. Benefits: RT air fare, furnished apartment and low-cost medical insurance. Starts: January 1, 1992. Contact: Dal-young Lee, Dong-A School Foundation, 226-2 Jayang-dong, Dong-ku, Daejon 300-100. There is a deadline of September 30 on this, but you might try them anyway.

BCM English Education Center, Seoul and Taegu. Position: EFL instructor. Duties: teaching conversational English to Korean adults. One-year contract. Requirements: BA, prefer MA/MAT in

The Newsletter appreciates notification of position openings from any source, and requests full details on responsibilities, credential requirements, position status, and benefits. Please contact John Holstein.

The Newsletter cannot vouch for the status of an institution whose name appears in this publication nor does it certify the veracity or accuracy of information published.

TESOL; at least 1 year ESL/EFL teaching experience; ability to work well with others, especially in a cross-cultural situation. Deadline: ASAP. Salary: W1,440,000 a month for 120 teaching hours. Benefits: 1-way ticket to LA after 1-year contract, RT after 2 years; housing assistance, insurance benefits. Starts: ASAP. Send resume, copies of diploma, 2 passport-size photos, recommendations to: Byoung-chul Min, Director, BCM English Education Center, 1318-8 Socho-dong, Socho-ku, Seoul.

Pagoda Language School,

Seoul. Positions: ESL instructors. Duties: teaching conversational English. Requirements: degree in TESOL. Deadline: continual. Salary: commensurate with experience, performance review twice a year. Benefits: RT airfare, furnished apartment, medical insurance, etc. Start: new term begins every month, positions open throughout the year. Send your resume, a photo, photocopy of diploma to J. Lee, Director, 56-6 2nd St., Jong-ro, Seoul. Tel (02)-274-4000.

English Training Center,

Seoul. Position: ESL instructor. Duties: 6 hours/day teaching. Requirements: MA, BA in TESOL or related field. Qualifications: 2 years ESL teaching, overseas experience. Deadline: open. Salary: W1,200,000/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 Dufield, 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/day. Requirements: degree in EFL/ESL, or re-

lated field. Qualifications: minimum 2 years teaching experience. Deadline: any time. Salary: W1 million (about \$1,400)/month after taxes. Benefits: individual housing. Starts: mid-July, January, 1992. Contact: International English Institute, 826-26 Yeoksam-Dong, Kangnam-Ku, Seoul 135-000.

ELSI/Korea, Seoul. Position: ESL instructor. Duties: plan, teach, and evaluate assigned classes according to established curriculum. Requirements: 30 hours/week with split shift probable. Contract: 12 months. Qualifications: BA/BS degree plus 1 year full-time ESL teaching experience or degree in TESL/TEFL. Prefer advanced degree in TESL/TEFL plus 2 years ESL experience. Deadline: ongoing openings. Salary: W1,015,000/month. Benefits: furnished housing, RT airfare, shipping allowance, completion-of-contract bonus, medical coverage, paid vacation, sick leave and on-site orientation. Contact: Recruitment Officer #4B, ELS International Inc., 5761 Buckingham Parkway, Culver City, CA 90230.

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: \$17-35K/year. Housing provided or subsidized. Many other benefits. Send resume & cover letter (with local fax number & marital status), photocopy of passport & degree, transcripts, 3 letters of reference, 2 passport sized photos, to: Korea Services Group, Dept KJA, 147-7 Bum-jeon Dong, Jin-Ku, Pusan 614-060. If available withing 60 days fax (51) 817-3612 or 807-5377.

The TESOL Placement Service

If you're a member of TESOL and are thinking about a career move, sign up with the TESOL Placement Service. Write to the address below for a Candidate's Registration Form. Complete this form and send it to them along with your resume and US\$18. They make the information available to any employer who requests it. In addition to this service, TESOL publishes the bimonthly *TESOL Placement Bulletin*, from which several of the job openings on these pages were borrowed. The *Placement Bulletin* includes job announcements from all over the world. You can get this *Bulletin* if you sign up for the TESOL Placement Service.

Here's the address:

TESOL Placement Service
1600 Cameron Street, Suite 300
Alexandria, VA USA 22314-2751
Tel. 703-836-0774. Fax. 703-836-7864

Making career choices? TESOL has information for you

TESOL offers a new packet for anyone considering teaching English to speakers of other languages inside the United States and around the world. Written by professionals in TESOL, the readings define TESOL as a career, explain the qualifications and credentials required, outline the opportunities for teaching, and give valuable advice on how to get started in the field. The packet also contains lists of resources for teacher training, job placement and teacher exchange, foreign agencies, and state departments of education. The cost of *Making a Career Choice* is US\$13.50 plus 10% for postage and handling. To order, please contact TESOL, Department of Field Services, 1600 Cameron Street, Suite 300, Alexandria, Virginia 22314-2751 USA. Tel. 703-836-0774, Fax 703-836-7864.

The ESL/EFL Job Search is now available!!

Adapted from various sources, including the Career Planning and Placement Center of the University of Michigan and TESOL, this booklet includes interviewing dos and don'ts and a variety of interviewing tips. Both the seasoned professional and the newcomer to TESOL will find this booklet invaluable. Order your copy now! Please contact: TESOL Field Services, 1600 Cameron Street, Suite 300, Alexandria, VA 22314, USA. Tel. 703-836-0774.

Peer Editing

Peer evaluation of composition is supposed to be an effective method of getting the student more involved in applying the principles of good writing. The ordinary method is to have the student read and make comments on a fellow student's composition. I tried this method in various ways for four years in a paragraph-level composition class and found that, while it is effective in generally stimulating interest, it seems to be ineffective in providing more involvement in application of principles. The comments the peer editor writes do not evidence much perception of rhetorical problems in the client's writing; too much attention is given to mechanical or vocabulary problems, and problems in the client's (writer's) application of larger principles are often ignored. It seems that both good and poor writers provide this near-sighted editing.

Simply asking the writer for comments does not result in editorial success. It is too abstract. Providing a numbered checklist (1. Topic sentence/a. clear b. complete c. specific; 2. clear central idea; etc.) and asking only to write the number where the writing principle was violated does not accomplish much more. Another approach, a list of specific, concrete questions, is nearly impossible to compile for all aspects of writing. It is possible to devise a concrete question for balance ("How many sentences are used for a: the introduction __/ b. discussion __/ c. conclusion __?"); concrete questions for certain other aspects, however, such as clear focus on the central idea, are not possible.

There is one way that covers most principles, and is an absolute test for organization. It seems to be effective in showing the writer (client) how his idea is understood by the reader (editor). And it's fun. Assuming that your students write their paragraphs from an outline, have the editor write an outline from the client's first draft without seeing the client's outline or asking any questions. The client then compares the editor's outline with his/her outline.

And, surprise!

B.N. Vaca
Myoungryundang University

Blocking

When reading in English, many English language students "can't see the forest for the trees." They focus on individual words (and details) instead of the general structure (the main idea and its major supports).

Recently I stumbled on to a way to help the student see the forest. We might call it blocking. Ask the students to draw, as they read the first time, lines in the margin which block off areas of introduction (where they are likely to find the main idea), each major supporting idea, and the conclusion.

This has three advantages. First, the graphic impact of the blocking provides a more concrete sense of the main idea and its structure than the reader can get from simply being asked to look for the main point and major supporting points, answering a few questions, or writing an outline after finishing the reading. Second, blocking can also be done mentally (after the student has become familiar with this structure-based approach to reading), making it more likely that the student will use this method outside the classroom and continue to employ the approach. Third, the student is freed from reliance on post-reading comprehension questions.

After the students block off the reading individually, they can compare and discuss their blockings with each other (an unfailingly interesting activity) and/or they can compare their individual blocking with the teacher's.

John Holstein
Sungkyunkwan University

Incorporating Task Demands in Roleplays

Something that seems to have been happening to me in the last six months is trying to integrate task management demands into the scenarios of roleplays.

I first found myself doing it in a roleplay where students had met Americans one-on-one on campus. I wanted them to debrief each other in groups about their conversations before doing it again with other

partners, so I found myself asking the Americans to go back to the tourist hotel and tell each other about the students they had met and the students to go back to the student lounge and discuss the Americans. This serendipity was satisfying. The point was the debriefing, the intention of which was to review the language used, became an integral part of the roleplay.

Another instance was when I had students left over in another roleplay about the recounting of a drowning, a robbery and a fire. As I remember, it was the students who suggested they could give TV news reports about the incidents. This was more satisfying than just asking them to repeat what had been said by the others. How could I make the instruction giving part of the process? As spymaster? Movie director? Svengali?

Greg Matheson

Human, Fish, Worm

Sometimes students have a difficult time talking about relationships and emotions, especially if they are asked to role play characters or situations which they do not understand well. They might find it hard to play the role of an American or European and undesirable to play that of a Japanese. If they role play Koreans there is no uniqueness to the exercise: all is understood and probably has been experienced before in real life or on TV.

In order to create a unique situation and one in which the students can discuss relationships and emotions without being fettered by stereotypes or cultural prejudices, I use the relationships among and between a human, a fish, and a worm. Everyone knows about fishing.

The method: Divide the class into three equal groups (students can share a role to make groups equal). Designate one group as humans who go fishing, another group as fish, and the third as worms. Ask each group to discuss their situation as related to the other two groups among themselves. You might start them off with, "What do you all think of ... (humans,

fish, worms)?" After five minutes, ask the students to form groups of three: one human, one fish, and one worm. Now ask them to discuss their situations and how they feel about each other.

During discussions there is usually a need for vocabulary help: rod and reel, hook, bait (especially versus lure), net, gills, squirmy, icky (how else would you describe a worm?), food chain, predator and prey, instinct...

Except for this assistance, the students are left on their own. It is interesting to note that some do make the full circle of the food chain: humans eat fish (Why not worms? Some do!), fish eat worms, worms eat humans after they die and are buried.

I think that this exercise is also a good introduction to ecological and environmental topics. It is also possible to employ other examples from the animal kingdom. Good for all ages, too.

Robert Faldetta
Dongduk Women's University

Three Little Questions

I learned this from Stephen Williams at ELS Chongno. One student prepares three questions to ask the others at the next lesson, e.g., about their opinions, goals, experiences... The students in groups answer the questions. Usually they take about 20 to 30 minutes. The first time I do it I usually ask the questions myself to find out things I really want to know about the students.

I have never had a failure with this activity from intermediate level up. (I haven't tried it, though, in the first week of a course.) The beauty of it is that it is student-centered, it is about the students themselves, and it involves very little work for the teacher.

Greg Matheson

DO YOU HAVE a "technique" you can share with other readers of the *AETK Newsletter*? Then write it down (or up, if you prefer) in 300 words or less and send it to John Holstein for publication in the next issue.

Reviews

Management in English Language Teaching, Ron White et al.;
Cambridge University Press, 1991.

Reviewed by Greg Matheson

THIS BOOK is for anyone who is looking for an escape route out of the classroom, and isn't this everyone? Move up and out. But the opportunities in Korea to open your own school or become an academic director seem more limited than they should be, comparing the one or two ads for teachers a week here with the page of ads in the Japan Times every day and three pages on Monday. If the Korean educational market opens, will foreign-run schools take off?

The book, the first specifically about management specifically in ESL, talks about this market segmentation, outlining the most distinguished segments in Britain. It also discusses market strategies, covering pricing, selling, promotion and services.

It has nothing to say about cross-cultural misunderstanding between management and teachers and is essentially about the situation of the private school in Britain.

Books about subjects like management, sociology and quintessentially grammar tend to tell you things you already know in language you don't understand (violating one of the rules of communicative methodology but in line with ESP methodology).

The authors of this book have really nothing to say to practicing managers and people with backgrounds in marketing and accountancy. But for the teacher with no such experience it will be a textbook more interesting than stan-

dard ones on organization, marketing and finance.

There are no case studies, though there are interesting exercises (the ESL teaching experience showing through). It's all pretty theoretical although it's not hard to read. It's all normative. There's not much troubleshooting. So I'm not saying read this book and make a million bucks.

The accountancy chapters are about double-entry bookkeeping, financial statements and profit and loss, giving hints at how books can be cooked. Then comes managing cash flow, determining break-even points, marginal analysis, budgets, management information, school capacity, effects of using financial information to assess managers, and raising finance.

This stuff is not all necessarily common sense. For example, in a school where the principle is a maximum 10 students per class and part-time teachers can be employed on a monthly basis, how many classes should be opened if 63 students apply? The obvious answer is 7 classes of 9 students each. But this makes less profit than turning away 3 students and having 6 classes of 10 students. It is more profitable to reject the 3 students unless their fees would pay for the seventh teacher.

These chapters are about bottom-line considerations (which ultimately determine whether we get a job), but the major part of the book is about problems closer to the concerns of the talent which

occupies center stage, i.e. us. I'm talking about the administration or organization chapters. Because being a good teacher is about being a good manager (at least of students) it would seem management theory should have something to say to teachers about the teaching process. Although this hope may not be fulfilled, the book does talk sense on curriculum development and other matters that affect all teachers, even the least management-inclined, and which shade into academic areas where management thinking would seem to be valuable. The curriculum model suggested is analyze, define objectives and evaluate. Also discussed are implementing innovation and program evaluation. The balancing of task needs, group needs and individual needs is stressed.

More pedestrian (and more useful?) is the chapter on staff selection, where employers are urged to consider job descriptions of non/teaching staff, advertising, selecting a short list (of no more than 4-6 applicants), interviewing (9 pages), and induction. Then follows staff development: training, performance reviews, career planning, career counseling, discipline and dismissal. The aims and means of communication in schools are characterized as oral, written, welfare, counseling, conflict management, staff associations, negotiating and dealing with industrial action.

The final most pedestrian nuts-and-bolts issue is in the chap-

ter on organizing resources and information, where managing time, timetabling (4 pages), office systems, records and office hardware are explained.

It is obviously a comprehensive introduction to the world of teaching as a business. It will tell you more than you wanted to

know. But you won't come out of it a competent manager.

So, required reading for aspiring school owners and academic directors. Perhaps the rest of us should stay in teaching, though. Chongro Bookstore has the book. Or read it at the British Council.

Read a good book lately?

Many of the most useful books and articles we read are those recommended by others. Please share your reading experiences with us in your review of a book or an article which impressed you. A comparative review is even more interesting. Here are some general guidelines you can use in your review:

Heading: title, author, city of publication: publisher, year of publication. number of pages. (as used in the *TESOL Quarterly* which, by the way, follows the requirements of the *Publication Manual of the American Psychological Association*, third edition; this can be obtained from the Order Department, American Psychological Association, 1200 Seventeenth Street, NW, Washington, DC 20036. It is also available in many libraries and bookstores in the U.S.)

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
- (if it's a textbook or methods book) your personal experience in using it

Style: Let's avoid side comments and observations, and keep it focused on the needs of the reader. And we all know the importance of conciseness and clarity, which are easier taught than done.

Please send your review to the Contents Editor.

John Holstein

The Cambridge University Press EFL Management Championship

What is it? The EFL Management Championship is a simulated business challenge. After enrolment, your team is sent a description of a language school and its operations; the challenge, and your task, is to decide the school's direction for the next three years. At each phase, your decisions are processed by our computer to assess the profit/loss you will have made and how your decision have affected academic quality. The Championship is a unique opportunity to test your management skills against some of the best brains in EFL WORLD-WIDE.

Who is it for? Anyone, individuals or teams, who wish to enter. Including:

- EFL Teachers and Students
- EFL Managers and Administrators
- EFL Principals and Directors of Studies
- Business with English Courses
- ELT Publishers
- MA Linguistics Students and Lecturers
- British Council Offices and DTEOs

What do I need to enter?

- An on-line fax machine or access to one
- An entrepreneurial and managerial spirit
- A sense of humour
- An entry fee of £70

Prizes for the best performing teams include:

- First prize £1000
- Second prize £150
- Third prize £100

There are also special prizes for the best performing teams in certain countries.

For more information or to register please contact:

ELT Marketing
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or Tel: (0223) 262766
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Mitigating Circumstances

(Continued from page 1)

had done the right thing in failing the student.

Having learned that I should never assume that my students would consider homework an obligation rather than an option, I informed my students on the first day of the next semester that homework would indeed be factored into their composition grade, and that missed assignments would mean a lower grade. Additionally, I became more strict about handling in late assignments, as I had received reams of late assignments at the end of the previous semester. On the other hand, in conversation class, attendance is as important as written assignments.

Because students cannot make up for conversation practice that they miss when they are absent from their conversation class, good attendance is a requisite.

In my newspaper column, I related the story of a freshman who had not attended my class for three weeks, and came late in the fourth and fifth week. Since after the third week, I assumed that she had dropped my class, I didn't expect to ever see her. When she showed up for the second half of class in the fifth week, I asked her if she was only visiting, and she smiled and turned her head away. After she missed the first half of the class in the sixth week, I demanded to know exactly what she was doing. Since the only response I could get from her was embarrassed laughter, I told her that I wanted her to write down her excuses for being absent or late, and I also wanted her to write about the importance of a college education.

Some of her excuses were as follows:

"I had a quarrel with my father the night before, and my eyes were swollen from crying, so I couldn't come to class with an ugly face." This I labeled as 'father error.'

"Your class starts at 9:00 a.m., and I woke up too late." The class started at 2:00 p.m.

"I had a headache, so I went to the hospital." I called this acute hypochondria.

"I was chatting with my friends in a cafe, and I thought that my third period class started at 3:00 p.m. (rather than 2:00) because in high school my third period class started at 3:00 p.m." This I considered the most reasonable excuse for a freshman who was still not accustomed to the university system. All of these excuses were provided by the same student, and when I discussed them with her later, she was surprised that I was questioning any of them.

In terms of her views on the value of a college education, she stated that "social activities" were more important than the education one receives. At the time, I responded that this was pure nonsense—a view that I have later come to wonder about after reading the Kirk article. I still regard it as nonsense, but I now understand that she may have regarded this viewpoint as the only logical viewpoint a college student should have.

In the same semester, I had a composition student who caused me a lot of undue stress and concern. This student showed up for class in the second half of the fifth session. In that time, she had missed two quizzes and three

homework assignments. She again missed class in the sixth week of the semester, so I inquired about her status in my class. I was told that she was a registered student, and my inquiry was relayed to her. She approached my prior to the seventh class session (the last before the mid-term examination) and announced, "You wanted to talk to me."

I was later to find out that this student, in my words, had "unofficially dropped out" of the university. She was not attending her classes, but was being provided with official excuse forms that stated she had been reporting for the student newspaper. When I asked Korean professors in the English department whether I am required to accept these excuse forms, the response of one professor was, "Well...we should." When I asked how many I was expected to accept, I was told by another professor, "Well, I don't know, but would say...several." The only clearly established rule that I could extract from my conversation with these professors was that the excuse forms pertained to attendance only, and that the student was still responsible for graded assignments or quizzes that she missed.

At this point I wondered how far I should go in attempting to help this student successfully complete my class. Given that she has very few choices about the type of education she receives, I began to feel some sympathy for her plight. She is in a university that for most is a "second choice"—which comes just before "last hope." She is in a major that may not necessarily be one that she is interested in, but one where she thought her best chance for university admission

lay. Additionally, she holds feelings of political and social responsibility that were inculcated through peer pressure and the influence of more senior university students. Given that she had very few options in the type and quality of education she was to receive, I could understand her lack of enthusiasm.

At the same time, I expected that she was aware of the system that she has grown up in, and I objected to being forced to deal with problems that she was creating. I was torn between trying to understand her situation and telling her to face up to it. In the end I sent her a note, via the department office, asking that we get together and discuss what we could do about the missed grades. Now, months later, she still has not accepted my proposal. She attended class several times in the second half of the semester, but she turned in no homework, and did not take the final examination. As a result, I had no choice but to assign an "F" for her final grade.

Despite the student's personal choices that led to her failure, I still feel I am partially to blame. When she first talked to me I felt angry because she had no more of an explanation than, "I've been very busy." Instead of discussing the problem then, I dismissed her promise to attend class faithfully (which may or may not have been genuine) with a statement that attendance was not enough to pass the class, that she would have to make up the assignments. Later, when she offered me a handful of excuse forms, I threw them in the waste can in front of her, saying, "I don't want these." Her embarrassment was immediate, and she

turned and walked out before I could explain that attendance was not even figured into her composition grade, and that it was the assignments that I wanted—not a handful of excuse forms.

It further irritated me that she was able to acquire these official excuses so easily, and that the faculty adviser was willing to provide her with so many excuse forms. It seemed to me that he was supporting the notion that students do not have to attend class. At any rate, I have learned that my display of

irritation did not prove to be beneficial to the situation.

As teachers, we have to learn to cope with students' problems. In Korea we have the additional burden of coping with these problems in another cultural milieu. When I was expecting the composition student to handle the problem of the missed classes and assignments, perhaps she was handling it in a way that she considered to be proper. When I ask the advice of Korean professors,

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So you thought a million wasn't enough.

if we had

All right then,

\$2,000,000

we would give it

to YOU

for your contribution

to the

AETK Newsletter

(Deadline April 15)

That's how much we value your contribution. You've got lots of good ideas about language teaching and learning, you've got tips on making the most of living in Korea, constructive criticism, interesting questions...and all of these have direct relevance to *Newsletter* readers. So please send us your contribution. And, when we get the two million, we'll send it to you without delay.

Mitigating Circumstances

(Continued from page 27)

they deny that her way was the acceptable way, but I cannot help feeling that there is more to it than they care to tell me. In other words, there seems to be a hidden agenda in the university system, and for some reason they are hesitant to reveal it to the foreign professor. I would like to know if my way of thinking is appropriate, or not, for a Korean university. I am a member of the faculty, but outside the information system. If I were privy to the accepted, real way of doing things, I think that I could function without these feelings of irritation. Until that time, I will have to take the initiative to locate the students and try to determine what the problems are and work out a solution before they become big problems.

How to Motivate EFL/ESL Students to Speak English

(Continued from page

absolutely crucial that the English language teacher know how to utilize the aspects of motivation creatively if he/she is going to be truly successful in encouraging the students to speak.

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- Graves, Kathleen. (1990). Seminar on "What Motivates People to Learn Another Language," presented at Sogang University, Seoul, December 2, 1990.
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AETK Seoul Winter Meetings

(Continued from page 6)

Kim Tae-cheol (Sinil High) agreed that most people both in the profession and outside see a need for a change in methods but that as a teacher preparing students for exams he can only use club activity time once a week to do games, songs etc. He told us his department head, aged 61, threw away the grammar-translation method 20 years ago and uses nearly the natural approach, emphasizing communication, but continues to be denounced by teachers and parents. Kim concluded that change in the exam system is essential.

Lee Yong-nam (Dong-San Junior High) talked about his philosophy of teaching. Given pride of place were attitudes. The teacher's job is to get the students not to fear the subject. For this it is necessary for the teacher not to be a slavedriver but a friend and co-worker. Praise for good work and tolerance for mistakes go along with this. At the same time, like a doctor, teachers have to know their students, what they like and dislike. On the basis of this, good materials could be chosen. Recommended were penfriends, meditation and independent listening to pop songs (Bob Dylan was his favorite).

February: ESL Publishing

Over 30 people (thinking about texts for the new academic year?) gathered to hear publishers' representatives introduce their companies and their books.

Dugie Cameron (Longman Regional Director for Asia-Pacific) led off putting teachers at the wrong end of the stick of a communicative Gaelic lesson to see if we could take as good as we give. He

related how Longman had moved to customize its product for its markets. Lingual House had been developed for East Asia and staff moved from London to Tokyo and Hong Kong.

Lee Young-jae (Foreign Language Limited), a member since AETK began, told how after a career in the Foreign Ministry and business he set up the company 13 years ago, distributing texts and publishing among others Kosofsky's, now in its seventh impression.

The modest Chang-Oh Lim (Sisayongsa) spilt the beans on *Side by Side* being the biggest seller. An oldie but, at least for non-teachers, a goodie.

Not just a pretty face, E. J. Kweon (Oxford) surprised with her talent for comic repartee. Budding materials writers were counseled to get in contact with publishers before writing manuscripts, because in the publishing process they would only have to be torn apart.

Park Jong-yeon (Mun Jin Dang) introduced his company's activities in book wholesaling and retailing and its language institute, and has indicated there are discounts for AETK members.

Thanks to the book people for coming and may they all make a million, for on the symbiotic relationship with teachers depends teachers' widening of their repertoires.

Constitution and Bylaws of the Association of English Teachers in Korea

Constitution

(Revised October 1991)

I. Name

The name of this organization shall be the Association of English Teachers in Korea, herein referred to as AETK or "the Association."

II. Purpose

AETK is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals the Association shall co-operate in appropriate ways with other groups having similar concerns.

III. Membership

Membership shall be open to any person interested in the teaching of English in Korea who supports the goals of the Association. Non-voting membership shall be open to institutions, agencies, and commercial organizations.

IV. Meetings

AETK shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Meeting and shall include a business session.

V. Officers and Elections

A. The officers of AETK shall be a President, a Vice-President, and a Membership Secretary/Treasurer. Officers shall be elected annually. The term of office shall be from the close of one Annual Meeting until the close of the next Annual Meeting.

B. The Council shall consist of the officers, the immediate Past President, the chairpersons of all standing committees, and two members elected at large, and a non-voting Recording Secretary. The members-at-large shall serve for two years each, with one member elected each year. The Recording Secretary shall be elected for a term of one year. The Council shall conduct the business of the Association under general policies determined at the Annual Meeting.

C. If the office of the President is vacated, the Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

VI. Amendments

This Constitution may be amended by a majority vote of members attending the business session of the Annual Meeting, provided that written notice of the

proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least sixty days prior to the Annual Meeting.

Bylaws

(Revised October 1991)

I. Language

The official language of AETK shall be English.

II. Membership and Dues

A. Qualified individuals who apply for membership and pay the annual dues of the Association shall be enrolled as members in good standing and shall be entitled to one vote in any AETK business meeting.

B. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the Association shall be recorded as "institutional members" without vote.

C. The dues for each category of membership shall be as determined by the Council, and the period of membership shall be for one year from the date of enrollment.

III. Duties of Officers

A. The President shall preside at the Annual Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within the Association.

B. The Vice-President shall be the convener of the Program Committee and shall be responsible for planning, developing and coordinating activities for meetings sponsored by the Association.

C. The Secretary-Treasurer shall keep minutes of the Annual Meeting and other business meetings of the Association, keep a record of decisions made by the Council, maintain a list of Association members, and be the custodian of all funds belonging to the Association.

IV. The Council

A. All members of the Council must be members in good standing of any other organization with which the Association may establish an affiliate relationship.

B. Four members of the Council shall constitute a quorum for conducting business.

C. Minutes of the Council shall be available to the members of AETK.

D. The members of the Council to be elected each year shall be elected at the Annual Meeting.

V. Committees

A. There shall be a Program Committee chaired by the Vice-President which shall be responsible for planning and developing programs for meetings sponsored by the Association.

B. There shall be a Publications Committee responsible for regular dissemination of information to AETK members.

C. The Council shall authorize any other standing committees that may be needed to implement policies of the Association.

D. National Conference Committee Chair. There shall be a National Conference Committee chaired by the National Conference Chairperson for the next annual conference. This Committee shall be responsible for planning and developing the annual conference. The National Conference Committee Chairperson shall be elected at the Annual Business Meeting two years prior to serving as chair of the National Conference Committee and shall serve as a member of the National Conference Committee for the first year of the term. The Vice-President of Program shall be an ex-officio member.

E. Nominations and Elections Committee Chair. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of the Association to be elected at the Annual Business Meeting. The Chair shall be elected at the Annual Business Meeting. The Chair is responsible for appointing a Nominations and Elections Committee and for conducting the election during the Annual Business Meeting.

VI. Parliamentary Authority

The rules contained in *Robert's Rules of Order, Newly Revised* shall govern the Association in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

VII. Amendments

The Bylaws may be amended by a majority vote of members attending any properly announced business meeting of the Association provided that notice of the proposed change has been given to all members at least thirty days before the meeting. The Bylaws may be amended without such prior notice only at the Annual meeting, and in that case the proposal shall require approval by three-fourths of the members present.

AETK December Presentation

(Continued from page 6)

bachelor's degree. This program may be of interest to teachers who would like to be certified through the British Council, or as a refresher course in teaching English as a foreign language.

The other program outlined is the Diploma of Teaching English as a Foreign Language to Adults (DTEFLA). The "Dip" program, roughly the equivalent of a one-year master's program in the United States, requires ten hours of practice teaching in one of the Council's language programs, and can be completed in one year on a part-time basis.

While both programs certify you to teach English language through the British Council, and are highly regarded in certain parts of the world (namely Europe), the Korean Ministry of Education still requires a master's degree for teachers of English at the university level. Thus, if you currently hold an undergraduate degree, neither the certificate nor the diploma offers access into the Korean university system. Yet, both are viable options for anyone who is interested in more training in the teaching of English, or in updating one's awareness of current trends in language teaching.

Mr. Jones has provided AETK Seoul with two pamphlets detailing educational programs available through International House. These pamphlets will be available at future AETK Seoul meetings or by contacting Robert Faldetta.

ASSOCIATION OF ENGLISH TEACHERS IN KOREA 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 W20,000 per year
- Student W10,000 per year (for full-time university students only). Individual and student members are entitled to free admission to meetings and reduced admission to conferences, and receive the quarterly *AETK Newsletter* and other mailings.
- Institutional W50,000 per year (Institutional members are entitled to two subscriptions to the *AETK Newsletter* at one address. Additional subscriptions at the address are available at W3,000 each. The institution may also place advertisements in the *Newsletter* at no charge.)
- Commercial W200,000 per year (Commercial membership gives the company advertising space free of charge in the *Newsletter*, the option to purchase the AETK mailing list, and an invitation to exhibit at meetings and conferences.)

PAYMENT BY: _____ Amount _____

- Cash
- Check
- On-line Transfer (Please make on-line payments to Seoul Shintak Bank account #17301-2780606. Be sure to put your name on the bank slip beside "sender" so AETK 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 AETK members?

- Yes
- No

Date _____ Signature _____

Please send this form to Robert Faldetta, Dongduck Women's University, 23-1 Hawolgok-dong, Sungbuk-ku, Seoul 136-714. For more information call Robert.

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Association of English Teachers in Korea