



Korea Teachers of English to Speakers of Other Languages May 1997 Volume 1 Issue 1

Pop Songs: Myths and Realities

**Todd Terhune, Chonbuk
National University**

Several people have asked me, "Are pop songs really effective in learning English?". As the demand for English teaching and learning increases in Korea, programs like "Good Morning Pops" and "Good Morning English" are sweeping the nation with a curriculum based on popular western music. Is this healthy learning? Do students really benefit from this?

There is a wide range of opinion about using pop songs to teach; ranging from the idea that using pop songs is not scholarly to basing an entire curriculum on them. Both the former and the latter are extreme views. In my experience, the number of people who agree with the former view is declining while those who espouse the latter are increasing. I want to propose that both extreme views mentioned above are myths and that we should seek a more educated and bal-

anced approach. Let's divide this discourse into the negative and positive aspects of using pop songs to facilitate understanding.

NEGATIVE ASPECTS:

The following is a list of legitimate concerns about the use of pop songs which have been collected from a variety of people, followed by personal comments or examples:

" Many songs do not have clear pronunciation or they have too much instrumental background noise and are therefore difficult to understand. I have found this to be true with the majority of pop songs which I have considered for use or have heard on Good Morning Pops. However, the book, Dictation: New meth-

ods, new possibilities by Davis and Rinvolutri, suggests a dictation activity with background noises because "Students.....see this as an extremely realistic task. There is usually background noise from jukeboxes, traffic,

-continued inside on page six

Also in this issue:

A is for Argentina: A Look at Recent Educational Reform... **3**

Teaching English in Korea and Korea TESOL... **5**

First Pan-Asian Conference Report... **12**

TESOL Inc. Conference in Orlando... **14**

Bright Days in Brighton: The 31st IATEFL Conference... **18**

To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea

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The English The Connection

Korea Teachers of English to Speakers of Other Languages

CONTENTS

May 1997
Volume One
Issue One

Cover

Pop Songs: Myths and Realities... 6

Todd Terhune, Chonbuk National University

Articles

A is for Argentina: A Look at Recent Educational Reform... 3

Graciela Clelia Moyano and Sue Anne Toms

Teaching English in Korea and Korea TESOL... 5

Jeanne E. Martinelli, Pusan Chapter Secretary

First Pan-Asian Conference Report... 12

Jeanne E. Martinelli, Pusan Chapter Secretary

TESOL Inc. Conference in Orlando... 14

Carl Dusthimer, First Vice President

Bright Days in Brighton: The 31st IATEFL Conference... 18

Bonnie Mennel, School for International Training

Columns

President's Message: KOTESOL's First Mission; Teacher Development... 2

Name That Member!... 4

Cultural Corner: Humor in the Second Language Classroom... 11

Techniques: Win Lose or Draw... 15

Book Reviews : Pragmatics by George Yule... 21

Chapter Reports

Cheju... 16

Taejon... 16

Pusan... 16

Cholla... 17

Taegu... 19

Seoul... 19

Center Pull-out Section

National Conference Call for Papers
and
National Drama Festival

For Your Information

Calendar... 22

Membership Application / Change of Address... 24

Constitution and Bylaws... 25

President's Message

KoreaTESOL's First Mission: Teacher Development

*Park, Joo-Kyung,
Ph.D., Korea TESOL
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versity*

The 1st Pan-Asia Conference, a joint project of Thai TESOL, JALT and Korea TESOL, was held in Bangkok, Thailand, January 5-7, 1997. With the conference theme "New Perspectives on Teaching and Learning English in Asia," about 1,400 participants shared their ideas and concerns with friends and colleagues from many different parts of the globe, particularly from Asian countries. It was a huge success not only because of the number of participants but also the functions it served and the missions it accomplished as the first open forum for exchanging ideas and insights into teaching English as an Asian language.

Korea TESOL made a partnership with Thai TESOL and JALT in 1995 and since then has been working very closely with both of them. Dr. Kim Jeong-Ryeol, past Korea TESOL president (1994-1995) served as the Pan Asian Conference Co-Chair and about 50 Korea TESOL members including 25 presenters participated in this conference. It was an invaluable learning experience for Korea TESOL to see how international conferences like this 1st Pan-Asia can be a success, particularly now that the torch has been passed on to us. As the president of Korea TESOL, I am very much challenged to continue the success of this series of three conferences.

At the Bangkok conference, Korea TESOL expanded its partnership with major international associations by becoming an official associate of IATEFL (International Association of Teachers of English as a Foreign Language) and having the preliminary agreement to have another partner-

ship with English Teachers' Association (ETA) in the Republic of China. In addition, we are an affiliate of TESOL, Inc. and an associate of TESL Canada.

As a young, 5-year old organization, Korea TESOL has made tremendous progress in increasing its membership and international involvement. I believe that there have been internal and external driving forces behind it: internally, the national conferences and local chapter activities have drawn many newcomers who were willing to share their expertise as well as concerns and issues; externally, the recent changes in teaching English in Korea, including teaching English at the elementary school level, teaching communicative English at all educational levels, the influx of foreign expatriate teachers, and the need of quality teacher training programs for both Korean and foreign teachers, have brought together many Korean and foreign English teachers who have been searching for a place to work on their professional development.

The organizational growth brings us many new perspectives and challenges in terms of the content and the nature of our missions. As the new president, I have set 3 goals for Korea TESOL this year: first, to support individual member's professional development; second, to pursue organizational development; and third, to make a contribution to this nation and our profession, TESOL in Korea. The three of them are interrelated hierarchically as the first is a prerequisite to the success of the second, which in turn leads to the third.

First things first. It's time for us to identify the major wants and needs of our membership in order to achieve our first goal. One of the most distinctive features, and strengths, of our membership lies in its diversity in teaching level, teaching contexts, and its own linguistic and cultural backgrounds. But at the same time, we all

share one common element: teaching Korean learners of English. According to the literature, the primary concern of the Korean English teachers is their own linguistic competence in English and knowledge the cultures where English is the native language. The lack of English competence pulls down their confidence in their teaching ability. We also hear about the same need of the foreign expatriate teachers, with regard to Korean language and culture. Without understanding who they are dealing with in and out of their classroom, successful teaching and learning cannot happen. Even their personal life can be in jeopardy. The recent occurrence of 'black/white lists' related with teaching in Korea on the internet brings to our attention the necessity for intercultural awareness for ourselves and our students.

Along with the existing Korea TESOL activities, the new approach has been initiated by a group of people in order to accomplish our first goal: "teacher development". It is very encouraging and exciting for me to see this 'small but insightful' group arise and expand its capacity. I strongly encourage all the members to join in their journey.

Now we are getting ready for the two big events: First, the 1997 Korea TESOL conference with the theme "Technology in Education: Communicating beyond traditional networks" will be held in Kyoung-ju, Korea, October 3-5. Second, the 2nd Pan-Asia Conference will be held in Korea, in 1999. The conference theme is "Teaching English: Linking Asian Contexts and Cultures". Many internationally-renowned speakers will be invited to share their wisdom and expertise with their colleagues in Korea and many other Asian countries. However, the success of these conferences is all up to you, members; up to your willingness and commitment to develop your professionalism. I am looking forward to working with you all.

A is for Argentina: A Look at Recent Educational Reform

**Graciela Clelia Moyano
and Sue Anne Toms**

[The following article is reprinted from the December 1996 issue of TESOL Matters under The Exchange edited by Bonnie Mennel.]

Kotesol Editor's Note- Korea has been faced with a rather challenging task of introducing English at the elementary level. Older Korean teachers trained in English years ago, using translation methods, rather than the communicative approaches more and more in practice today, are especially feeling pressured. Native speakers coming in without sufficient cultural or educational training themselves are also feeling the strain.

Korea is not alone. We are not a rock on an island. This article explores the current situation in Argentina, where the government reform movement has just required English be introduced at the fourth grade level. Among their concerns: insufficiently trained teachers. Another debatable topic: English as THE foreign language to be learned (not Portuguese, French, or German.)

Is it "right"? Do countries have the structures in place to carry out these missions? These questions, attempted answers, and more, are precisely the information sharing that must go on at the global international level, to better inform ourselves and give perspective to our own local national arenas.

This is the first in a series of three reports based on presentations made during the 1996 TESOL Travels Seminar "A Hemispheric Dialogue" held July 19-August 2 in Argentina, Brazil, and Chile. These seminars, which grew out of requests from the TESOL membership, are designed for profes-

sionals with a common interest in English language teaching and traveling across language and cultural boundaries. Participants typically share a desire to gain new knowledge of how the profession is practiced throughout the world and to learn more about what is on the minds of colleagues outside their home countries. Presentations (which may include classroom observations) are made by host country and visiting professionals. Teachers and administrators in TESOL business, government, and academic settings have gathered from North and South America, Africa, Asia, and Europe, and traveled together in Eastern Europe (1993), Russia and Scandinavia (1995), and South America (1996), and will go to Australia in 1997. We participated this year as host-country speaker (Graciela) and coordinator (Sue Anne).

In this report on Argentina--and ones to follow on Brazil and Chile--we will focus on English language teaching in each country with a special look at the current trends in materials, methods, ESP, assessment, and teacher training.

In Argentina, as a result of the current government's educational reform movement, the teaching of EFL faces the challenges brought about by the inclusion of English classes beginning in the fourth grade in the nationally mandated school curriculum and an insufficient number of trained teachers to carry out this mandate. This reform began 5 years ago, when the Menem administration began the transfer of school control from the Ministry of Education to the provinces and local communities. The aim was to reduce the budget by making each community responsible for the support and maintenance of their own educational system. The guidelines for the transformation of the educational system, the Federal Law of Education, was passed 2 years ago and guarantees education for everyone. However, not all communities have the economic resources to fund

the same standard of education that, for example, the city of Buenos Aires has. This has brought about great concern for education in the country. The speed of reform is to be decided by each province, and so far the governments of two provinces have adopted the guidelines, as have some private schools in Buenos Aires. The reasons for such slow adoption are the lack of proper buildings for new school populations and the lack of proficiently trained teachers to teach the new school curriculum.

The reform establishes 10 years of compulsory education for children (an increase from 7) in general basic education. General basic education is in turn divided into cycles very similar to the US school system: elementary, middle, and junior high. This 10-year period may be followed by 3 years of non compulsory secondary school (US high school) oriented toward job training or academic studies, that is, social sciences, math, physics, or biology.

An aspect of the reform significant to the TESOL profession is the place assigned to English as a foreign language. English will be part of the curriculum beginning in the fourth grade in all public schools. Until now, if it had been offered, it was as one of several foreign languages. Other foreign languages, with the exception of Portuguese, have been eliminated, not without raising a good deal of controversy. Argentina's membership in the common market/free-trade zone of MERCOSUR (Mercado del Sur), along with fellow members Paraguay, Uruguay, and Brazil, has kept Portuguese in the curriculum. All in all, English, considered a lingua franca, is the language to be taught.

The problem now is the lack of trained teachers. The city of Buenos Aires has three public institutions devoted to the training of teachers of English; all three were formerly administered by the central government but are now

-continued on page 13

Name That Member!

edited by
Jeanne E. Martinelli,
Pusan Chapter Secretary
Pusan National Univ.

Who's tall or short, and large or small, old or young. . .creative and curious, communicating and confused, confident and silly. . .profound and light and free??!! Why Korea TESOL members, of course! It's truly the people --p-e-o-p-l-e-- of Korea TESOL that make our gatherings and idea-sharings what they are. Our membership covers a broad range of personalities, experiences, cultures, beliefs, feelings, and practices. The more we can get to know how varied, yet richly united we are, the more we can help ourselves and grow in our own teaching endeavors.

"Name That Member!" is a feature of our KoTESOL newsletter "spotlighting" members from all around Korea TESOL. You may see a bit of yourself in someone else, or you may learn something new about someone here.

So, read on and enjoy!

Send submissions for future "Name That Member!" profiles to:
jeanne@hyowon.cc.pusan.ac.kr
(Please include a photo):

She was a language major in college, studying French, Spanish, German and Portuguese, including one semester studying at the Sorbonne in Paris, France; until she took an introductory linguistics course and "began to understand what language learning was all about and got hooked."

After receiving an MA in Applied Linguistics in 1984 from Indiana University, she taught for five years at a Catholic seminary near Dubuque,

Iowa, and directed its ESL program for three years.

She was then the director of the ESL program at Santa Fe Community College and taught at the English Language Institute at the University of Florida.

After Florida, "My husband and I de-

"Life should not be dull. There are too many fascinating people, places and opportunities to limit ourselves to a life of routine!"

cided it was time to do something a little more exciting with our lives, so we started looking at overseas possibilities. . .Cheju-do sounded like a good place for us(including a four year old daughter) to be for awhile. . .Here I am a Visiting Professor at CNU. . .I am a "founding member" of our new KoTESOL branch and now am co-chair."

Her long term goals include opening a language institute connected with a university in Vietnam where her husband is from.

"Life should not be dull. There are too many fascinating people, places and opportunities to limit ourselves to a life of routine!"

Name That Member! Her name is: Carol A. Binder

She's spent the last two years teaching at Kyoung Nam Technical High School in Pusan. Before that she was at Pusanjin Girls Commercial High School for 5 1/2 years. Before that she was at Kamman Boys Middle School for 4 1/2 years.

She is a 1984 graduate of the English Education Department of Pusan National University. She is also a graduate of Jinjoo Girls High School.

Currently she is in the United Kingdom at the University of Edinburgh for one year studying at the Institute for Applied Language Studies. "I hope to improve my English and teaching skills and to research teaching methodologies. Starting in October I will take part in an attachment course, meeting one-on-one with an instructor to discuss methodologies."

Previous travels and studies abroad include a 1995 summer trip to Brisbane, Australia with a group of 16

other Korean teachers. This was organized by Professor Ahn Su Woong of Pukyong University, and Vice President of the Pusan and Kyungnam English Education Association. She also studied in the United Kingdom for a summer in 1994.

She says, "If we want to teach English to elementary students we need good teachers who are good at spoken English; who can manage spoken English. I think it's a priority. It's the first step. In the past we usually learned English based on grammar-translation methods, and we couldn't communicate with each other. That is why I came here (U.K.) We have to teach English using the four skills at the earliest level. . .teaching can motivate students. . .so we have to make students interested in English, using lots of activities: games, cards, so students can accept English naturally."

"An interesting cultural note, she mentioned a fear of seeming boastful, and wanted to be cautious of remarks here; it was decided to print this statement as a further cross-cultural lesson.

Name That Member!: Her name is: Choi Eun Joo ("Silver")

Teaching English in Korea and Korea TESOL: President Park, Joo-Kyung's Plenary

*Jeanne E. Martinelli,
Pusan Chapter Secretary
Pusan National Univ.*

Korea TESOL (KOTESOL) President Joo-Kyung Park gave a rousing call for cross-cultural understanding through our EFL teaching in efforts of realizing globalization and world peace, in her plenary address, "Teaching English in Korea and Korea TESOL", February 1st at Chonnam National University, as part of the one-day Cholla Chapter Mini-Conference that day.

Park urged all EFL teachers in Korea to remember that we are not just teaching linguistic knowledge and competence, and that we must be aware of linguistic and cultural differences between Korean and English. Park reminded the audience of other problems to be aware of in our teaching environments, such as lack of appropriate facilities, materials, and equipment; large classes; and an increasing gap between the "rich" and the "poor" students, i.e. those students who have gone abroad (to an English speaking country) and those who have not.

She also advised teachers to examine their student-teacher interactions to be sure that a case of complaining about students being "unmotivated", might not be other cultural or linguistic style misunderstandings and mis communications. Many Korean English teachers are feeling worried about the focus on communicative competence now, in the TESOL field in Korea, when they were not trained that way, and not all native speaker teachers are necessarily good teachers, Park said.

"KOTESOL is a way to solve some of these problems," Park explained, "KOTESOL is a non-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 KOTESOL shall co-operate in appropriate ways with other groups having similar concerns." (KOTESOL Constitution)

KOTESOL is the only open forum for Korean and foreign teachers to work together for their own individual professional development, while developing their cultural sensitivities at the same time they are working together. Besides monthly chapter meetings and mini-conferences, there are national and international conferences KOTESOL members can attend and become involved in, she said. The 1997 (national) KOTESOL Conference will be held October 3-5, in Kyungju, and the Second Pan-Asia

"Besides monthly chapter meetings and mini-conferences, there are national and international conferences KOTESOL members can attend and become involved in.", Park said.

Conference will be held October 9-11, 1999 in Seoul. (The first recently being hosted by Thailand, and the third to be held in Japan.) KOTESOL publications for its members include a bi-monthly newsletter and an annual academic journal.

Current KOTESOL chapters include Seoul, Cholla, Pusan, Taejon, Taegu, and newly formed/ing Cheju. National special interest groups include Global Issues, and CALL (computer assisted language learning), as well as a teacher development group out of the Seoul chapter. KOTESOL international associations include TESOL Inc., IATEFL (International Association of Teachers of English as a Foreign Language), Thai TESOL (Thailand TESOL), TESL Canada, JALT (Japanese Association of Language

Teachers), and currently being negotiated The Republic of China English Teacher's Association (Taiwan). KOTESOL members include teachers from all teaching levels: elementary, middle school, high school, university, and private institutes.

A question and discussion period followed Park's remarks. "What would you like to get from KOTESOL?" "What would you like to do with KOTESOL?" "What would you like to suggest to make KOTESOL a better organization?" were the questions that brought in interesting comments, such as a request for more teacher training for foreign teachers, perhaps similar to what the Korean government does now for Korean teachers. In response, former KOTESOL President Oryang Kwon suggested that a summer institute or winter program,

possibly providing credited courses, might be explored. A request for more detailed profiles of teachers (students) in the teacher training sessions was made, as well as suggesting that some special KOTESOL background information and promotional materials be sent to "hagwons" (private institutes), educating the directors of the importance of monthly TESOL meetings so as to allow teachers time off to attend. President Park assured all that these issues would be looked into and further investigated.

The session closed with a brief introduction of KOTESOL national executive members present for the national council meeting immediately following the plenary. Future national council meetings will be rotated around to different chapters, Park explained.

Pop Songs:

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machinery or general hubbub when they are trying to listen to English, and the loud music mirrors this."

" The lyrics of some songs are not grammatically correct or too convoluted thereby adding to the confusion of the language learner. Examples: "Ain't got no cash, ain't got no style. Ain't got no gal to make you smile." Don't Worry, Be Happy by Bobby McFerrin. "Home, keep in tone. Hollywood will zone. Up to the point, right to the point. Smoke it like it's a joint." (What does it mean?) More and More by Captain Hollywood Project. "Light she was and like a fairy and her shoes were number nine. Herring boxes without topses sandals were for Clementine." Clementine.

" Some lyrics are too embarrassing to explain to students. Example: "Don't mind if I light candles, I like to watch us play and Baby, I've got what you like. Come closer baby closer. Reach out and feel my body.....Just close your eyes and hold on tight. Oh baby don't stop, don't stop. Go deeper baby deeper." That's the Way Love Goes by Janet Jackson

" Repetition makes the songs boring and useless with limited vocabulary. Examples: "She loves me, yeah, yeah, yeah. She loves me, yeah, yeah, yeah. She loves me, yeah, yeah, yeah, yeah, yeah....." by The Beatles. In the song, I Will Always Love You sung by Whitney Houston, the title phrase is repeated 12 times. In the song, Don't Worry, Be Happy by Bobby McFerrin, the title phrase is repeated 27 times.

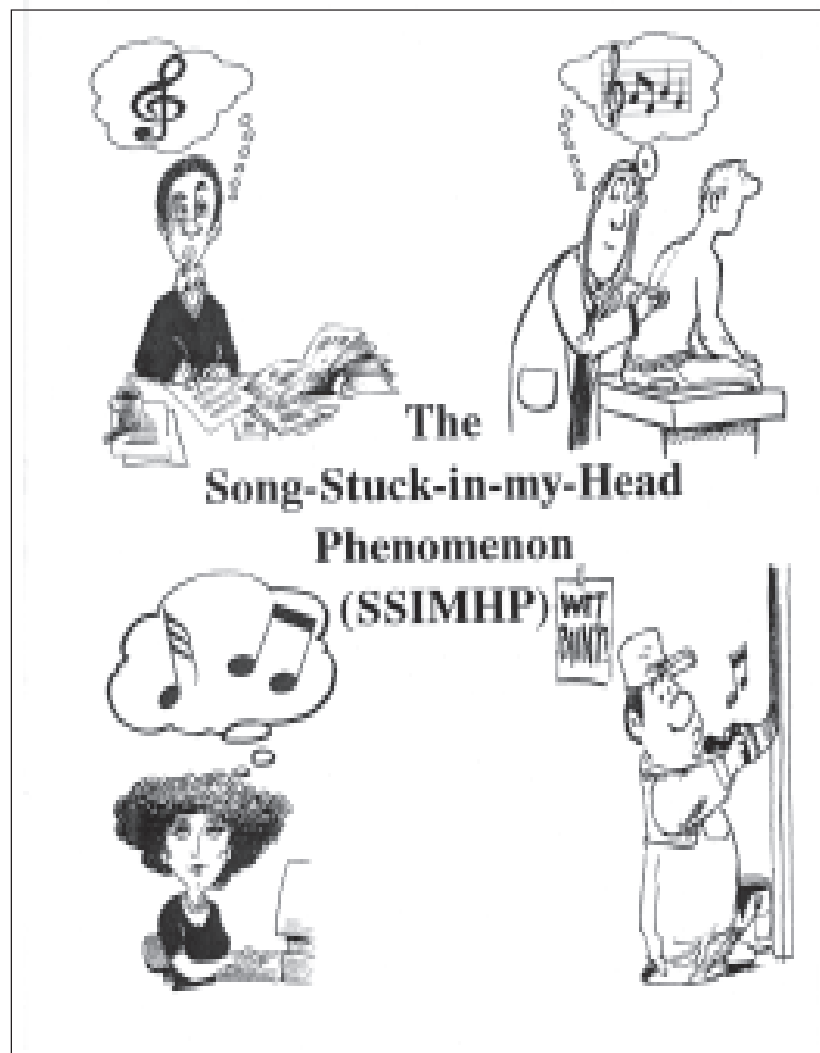
" Songs are too fast or too slow compared to normal speech. Either one is true according to the specific song chosen. However, this can be viewed positively or negatively depending on your lesson focus.

" They are not useful for teaching functions or grammar. This is generally true, but songs can be used to re-

inforce what has been taught.

" Pop songs are not scholarly. Some students think that using pop songs is not "serious" study. Some teachers feel that it is not "responsible"

" Some schools have poor sound equipment making it difficult to understand the songs. A portable cassette tape player is often inadequate for large classrooms. A cheap tape player often destroys clarity of pro-



teaching.

" Pop songs are a lazy teaching method. I believe this to be true if a teacher is predisposed to laziness. However, I have frequently spent more time preparing a music exercise than my standard activities.

" Students have different learning styles. Some of my students adapt very well to music activities while others struggle. However, all types of activities are subject to this same criterion. A lesson plan should be well diversified for this very reason.

nunciation. However, a sound system with a graphic equalizer allows you to emphasize the vocal part of the song and reduce the instrumental background noise.

" Students have different tastes in music and may not like the songs the teacher chooses. Some students have told me that they don't like pop music. We cannot assume that "popular" means that everybody likes it. On the other hand, some students don't like dictation or other activities. Some students don't even like English! What can we do?

POSITIVE ASPECTS:

The following is a list of positive points for using pop music. These come from a variety of sources including personal experience.

" A good source of comprehensible grammatical input. According to Krashen and Terrell's (1988) Input Hypothesis, language acquisition occurs through increased comprehensible grammatical input. In layman's terms, it means that teachers should provide as much understandable correct English input as possible. This is very difficult in an EFL situation. Usually when the teacher is not giving direct personal input, or video/audio taped input, the students are receiving Koenglish input which is neither correct nor understandable to the non-Konglish speaker. Outside of class, the EFL learner must often rely on video/audio taped materials for their sources of understandable correct English. However, many students are not motivated to do their requisite listening outside of class. Perhaps students would be more motivated to listen to music repeatedly and, thereby, increase input significantly. The input would be understandable because they've discussed the meaning of the songs in class beforehand and it has correct grammar and pronunciation because the singer is a native speaker.

" Song-Stuck-in-my-Head Phenomenon (SSIMHP)

Occasionally I start whistling, humming, or singing a tune around the house, only later to find my wife complaining that she couldn't get that song out of her head all day. Murphey (1992) compares what he calls the song-stuck-in-my-head phenomenon (SSIMHP) with the research on din (the involuntary rehearsal of language in one's mind after a period of contact with the foreign language) as it relates to Chomsky's hypothesized

language acquisition device (LAD). (deGuerrero 1987; Krashen 1983; Parr & Krashen 1986) The SSIMHP is "...the repeating of a song in one's head...usually occurring when audition is followed by relative quiet, as with the last song you hear before leaving your home or car." (Murphey 1990a, 1990b).

Murphey postulates that the SSIMHP may trigger the LAD into involuntary rehearsal and thereby process more communicative speech (Murphey 1992). Oliver Sachs writes "[concerning] 'tricking' the LAD into operation via music and song.... one sees again and again how Parkinsonians though unable to walk, may be able to dance; and though unable to talk, may be able to sing." (Personal Communication, March 30, 1988). Perhaps songs play a greater role than we can imagine or understand.

" Lyrics are conversational, personally associative, and participatory. In applying a text classifying approach developed by Bronckart (1985), Murphey (1992) found that a computer analysis

qualified pop songs as situational discourse, or conversation. Murphey examined 50 pop songs with a total corpus of 13,161 words. Questions and imperative sentences accounted for 25% of the corpus. According to Murphey, the contexts and

frequency of the pronouns 'you, I, me, my'; together with the vague referents of time, place and gender allows the listener to personally adapt the lyrics to whatever context is relevant at the moment. Murphey also found that the words-per-minute speed of pop songs averaged 75.49 which is about half that of normal speech. "It is not so much that songs are slow, although some are..." Murphey says,

"...but that they have frequent pauses. The pause structure would seem to invite listeners to respond, if not in their own words, then at least with an echo of what they just heard. The frequent calling to 'you' also encourages audience participation in the enunciation, contextualization, and the meaning making of the song. The pauses and a slow rate may allow listeners to search for referents in their own contexts, internally or externally, an activity that deepens appropriation." These things all together make pop song lyrics highly conversation-like.

" Music is motivational. Using a formula to measure human interest developed by Flesch (1974), Murphey (1992) described pop songs as "highly dramatic and of high human interest". The motivational quality of music cannot be denied. Everyone turns to music to 'soothe the savage beast' or to accomplish a task now and again. In the classroom, you can select music to calm a rowdy children's class or to liven up a 'dead' high school class. Outside of the classroom, I know I would rather listen to Korean music than President Kim Youngsam's latest speech.

" Songs emphasize intonation, stress, and rhythm in language. The fact that songs emphasize intonation, stress and rhythm is undisputed. However, these aspects of language are often ignored or de-emphasized by many teachers. Graham (1992) states that "Rhythm, stress and intonation are.... essential elements which belong in the classroom at all levels of language learning. Without them, it is impossible to convey meaning successfully."

" Music can enhance the classroom atmosphere. Many teachers, including Carolyn Graham of Jazz Chants fame, sometimes use instrumental music to enhance classroom atmosphere during certain activities. Songs and music can be used to relax students and provide an enjoyable classroom atmosphere. Learning a new language is inherently a high-stress endeavor. Songs and instrumental

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music can be used to reduce tension and boost creativity. (Griffiee 1992)

“ Redundancy and simplicity are good for learning. In the previous section, we looked at repetition as a negative aspect. Some people may view the same thing as a positive aspect. After all, many language exercises utilize repetition drills for memorization purposes. My high school teacher often said "Repetition is the key to learning". Griffiee (1992) writes that the simplicity of songs is not a weak point. He postulates that simplicity, redundancy, and a certain 'expectedness' contribute to our understanding.

“ Music improves memory. I think that most people would agree that putting text to music is one of the fastest and most permanent ways of

memorizing. To this day I can still remember childhood poems and songs that were put to music. In college I studied French for one year. I can remember very little of what I learned, but I can still sing the French songs I learned 8 years ago. As I am living in Korea, I decided to take the opportunity to study the Korean language. I'm still a beginner but my greatest fluency lies in being able to sing Korean songs from memory. It never fails to give me a sense of pride and accomplishment. "Songs can be used for pattern practice and memory retention. If appropriate tasks are given, songs can give pleasurable repetition with no boredom and provide active participation in the language." (Griffiee 1992)

“ Songs are authentic language sources. In *How To Be A More Successful Language Learner* by Rubin

& Thompson, they emphasize "real-world listening". What can be more "real-world" than music. We hear it everyday as we walk down the street, in our homes, in our cars. Even in non-English-speaking countries, English pop songs can be heard in the coffee shops, singing rooms, hofs, homes, movies, and just walking down the street. If we want students to practice listening to English, why don't we tap a resource that is virtually right in front of them all the time.

Pop songs also contain examples of real or colloquial speech. For example, in many songs the '-ing' form is usually reduced from the full '-ing' to just an '-in' sound, but this reduction is a regular feature of standard American English. In addition, many catch-phrases, cliches, and idioms can be found in songs. The natural language of songs, as opposed to the ar-

A Common Pop Song Activity; Based on the Song 'Hero' Sung by Mariah Carey

PRIMARY FOCUS: Pronunciation

SECONDARY FOCUS: Listening and Vocabulary

LEVEL: Intermediate

STUDENTS: Second year university students majoring in English Education

PURPOSES: 1. To emphasize the linking of words and assimilation of sounds in speaking (see chart to the right)

2. To introduce new vocabulary
New vocabulary: melt, carry on, cast, hold on, in time

3. Discussion of meaning

4. Dictation

IN CLASS: 1. Cloze exercise - play the song two or three times while the students try to fill in the missing words.

2. Write the correct answers on the board and allow students time to correct their answers.

3. Discuss new vocabulary

4. Ask comprehension questions:
What is the main idea of the song?
Is this song positive or negative?
Who is the 'hero'? What suggestions does the song give for solving difficult problems?

5. Discussion (optional) How does this song make you feel? Do you agree with the ideas of this song? How do you usually deal with diffi-

cult problems? Where do you go/ What do you do when you are depressed?

6. Play the song again now that they understand and have the correct words. (Listening with understanding helps to reinforce the previous activity.)

7. Dictation: (This can be taken from the song or be totally unrelated to the song. In my class, we study 15 problem sounds and I usually quiz them here with minimal pair one-word dictation.)

EXAMPLES:

...look inside...	changes to	...loo kinside...
...be afraid of...	changes to	...beyafrai dov
...with the....	changes to	...witha....
...what you are...	changes to	...wha choowar.
[__t y__]	changes to	[__ch__]
...inside you...	changes to	...insijoo....
[__d y__]	changes to	[__j__]

tificial language in many textbooks, is one way to incorporate modern, living language into the classroom. (Griffiee 1992)

" Songs are cultural. Language reflects culture. Therefore, language is cultural and songs are authentic language forms such as poetry, and conversation. "Music is a reflection of the time and place that produced it. Every song is a culture capsule containing within itself a significant piece of social information. Why do the songs of the 1940s sound the way they do and have the themes they do? Be-

monitored listening, they can be one source of listening practice for the EFL student. Songs provide a contextual focus in listening. Both examinations and conversation are contextual. Most major English exams which our students prepare for include contextualized listening comprehension questions. Songs can provide a repeatable source of relevant input for Korean students of English.

READING:

Songs can be used as text in the same way that any poem, short story or novel or any other piece of authentic

Music is a reflection of the time and place that produced it. Every song is a culture capsule containing within itself a significant piece of social information.

cause they reflect not only the available sound technology of their time, but also the fears and hopes of their time. That is true for the songs of every decade. Bringing a song into the classroom entails bringing the culture of the song in with it. Additionally, songs can be used as a way of looking at a culture and comparing it with other cultures." (Griffiee 1992)

" You can utilize songs to teach and/or reinforce all content areas: grammar, vocabulary, listening, reading, speaking and writing.

GRAMMAR:

Songs are a natural context in which many common structures occur frequently. This provides an opportunity to reinforce structures or teach functions.

VOCABULARY:

Songs are very good for introducing new vocabulary because of the meaningful context provided.

LISTENING:

Students often complain of poor listening abilities and are dismayed by the lack of input they can find. Although songs do not incorporate

material can be used.

SPEAKING:

"Songs and music can be used as a launching pad for conversation in the same way that poetry or other forms of written discourse can be used: their form can be discussed or their content can offer a springboard for class discussion." (Griffiee 1992)

Songs can also focus on pronunciation and provide an opportunity for practicing with a native speaker outside of the classroom by singing along with the song. Some songs, like The Boxer by Simon & Garfunkel, can help students improve their speaking speed by singing along. Also, because of the personal nature of music, students, by understanding and singing a song, can produce meaningful and expressive speech.

WRITING:

Lyrics can serve as inspiration for writing the same as they can for conversation. In addition, if students can write poetry, try having them write their own words to a well-known tune. Students can also paraphrase or summarize the lyrics of a longer song.

CONCLUSION:

Indeed, pop music has both positive and negative aspects for teaching. However, it would seem that the negative aspects can be minimized through educated and responsible use. On the other hand, the misuse of pop songs, at best, is of questionable value and may be a waste of time. I believe that pop songs (and other types of music) can be a valuable and scholarly resource for language teachers if, and only if, they are used in a balanced and responsible way.

CHOOSING SONGS:

Allow me to suggest the following general guidelines:

" Is the pronunciation clear? Some singers tend to be better than others in this area. John Denver is a good example of both clarity and popularity in Korea.

" Does it have useful vocabulary? There is minimal benefit in teaching a song which has no new vocabulary for your students. The Boxer by Simon & Garfunkel is a good example in this category.

" Is it interesting to the students and to the teacher? Consider your students ages and try to find something that is of common interest to all students as well as yourself. This is very important if you want them to listen to the music outside of class.

" Can you explain the content without embarrassment? This includes embarrassment to students as well as yourself. Using Songs

" What is the focus of the lesson? The best situation is when the song you select is a direct complement to your lesson i.e. the song contains a structure, vocabulary or discussion theme that can be used directly in a text lesson. There are literally hundreds of different ways to use music in the classroom. I recommend the book, Songs In Action by Dale T. Griffiee; Prentice Hall International, 1992; as a good resource for activi-

-continued on next page

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ties.

" What level are your students? A well chosen song is very flexible for different levels. For example, a simple cloze exercise could contain 10 blanks for a low level class and 50 for an advanced class. The lower class can focus on articles or verb tenses and the advanced class can focus on phrases and/or colloquial pronunciation.

" What time of day is your class? Some classes in the evening are tired and need music that invigorates them, while other classes might need their energy level controlled a bit more.

" Can you provide copies for the students? Many activities need photocopies for each student. Optionally you can use the chalkboard or OHP. More importantly, do the students have a way of listening to the music outside of class? Can you provide audio copies for the language laboratory? Can the students obtain personal copies from somewhere?

" Avoid disturbing other classes. How big is your class? Can every student hear the song clearly without disturbing other classes? Do you have a language laboratory that you can use? Some songs are quieter than others. If the song can't be heard by every-

one without disturbing other classes, then maybe you should not use music in your class. Another option would be to teach acappella songs or to use a guitar or other live instrument if you have the skill.

" Avoid using songs too much. Using songs too often is not responsible teaching. A diversity of activities should be your aim. Perhaps one song a week or two a month is a good average.

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Pusan to Host Miniconference

The first Pusan Chapter of Korea TESOL Miniconference will be held in Pusan, South Korea on Saturday, May 24th, 1997. This one-day conference, under the theme "Theory into Practise: Teaching English in the Asian Classroom," will bring together over 100 teachers of English to study and share ideas under the leadership of 15 workshop leaders and plenary session presenters.

Workshop and session leaders will come from Taiwan, Japan and throughout South Korea to offer their experience and concepts. The critical component is the "sharing" environment, where practicing teachers can exchange their own problems and solutions with each other, and discuss theoretical frameworks in light of real-world practicalities.

Topics will cover the real issues teachers encounter while teaching English, together with theoretical frameworks that guide our decision-making processes before, during and after teaching.

Korea TESOL (KOTESOL) is an affiliate of TESOL, Inc. (Teachers of English to Speakers of Other Languages), and is associated with JALT (Japan) IATEFL, and TESOL-Canada. The Pusan chapter is centered in South Korea's second largest city, and extends over much of the southeast corner of the peninsula. Membership is almost equally balanced between native-speakers of English and non-native speakers, public school teachers and private language institute teachers, children's teachers and adult/university teachers.

This first Miniconference is in response to the success of a previous one-day workshop and a demand for more training and sharing opportunities.

Cultural Corner: Misunderstanding and Misusing Humor in the Second Language Classroom

edited by
Jeanne E. Martinelli, Pusan
Chapter Secretary; Pusan
National University

Editor's note- "There is, in these last years of the twentieth century, no more noble calling than to help the people of the world live together in peace and understanding with a fully developed spirit of inquiry about other cultures and other ways. This is not an easy quest and requires all of us to become fully aware of our own cultural conditioning and fully cognizant of the assumptions and values that lie outside our awareness but influence every part of our conscious lives. It also requires that we build some skill in developing and maintaining relationships with people from cultures different, sometimes dramatically different, from our own." --L. Robert Kohls, "Developing Intercultural Awareness" 2nd edition

How do we become fully aware of our own "cultural conditioning"? Here we all are together in Korea, teaching "English". As Koreans and "native speakers" wrestling with the language and cultural implications of "teaching English", what "cultural paradigms" are we working from? How do we become more fully conscious of our cultural values influencing our daily lives? How can we work toward deeper cross-cultural understandings and more effective English teaching?

This column, "Cultural Corner" is devoted to issues concerning culture affecting English teachers in all levels of education Korea.

Submissions for article ideas are also warmly welcomed. Please contact Jeanne with any or all of the above at: jeanne@hyowon.cc.pusan.ac.kr or (051)510-2609 or beeper 012-784-8644

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Pusan National University Visiting Professor from Australia, Phillip O'Neill, looks at the role of humor, most specifically sarcasm, in our teaching. Phillip raises provocative questions regarding humor and "exclusivity" or "inclusivity". . . "sensitivity" and "insensitivity". . . depending on which English group one may or may not be a part of; and he gives some positive suggestions for avoiding possible cultural misunderstandings with regards to humor.

contributed by
Phillip O'Neill; Pusan
National University

In a recent class which encouraged students to reflect on the question of 'world view' and explore their perceptions of themselves and others, students were asked to rank the attributes listed by Min, Byoung-chul in his book *Ugly Koreans, Ugly Americans* (1) according to their degree of offensiveness. One of the most salient responses to emerge in the American category was the use of 'sarcasm' by American instructors:

Among friends, sarcasm is a common tool used by Americans in conversation, but Koreans hardly, if ever use it. It often takes the form of a humorous ironic statement (eg, saying "Oh that's great" to imply that a situation is not good). Americans should avoid using sar-

casm when interacting with Koreans. It will most likely not be understood, or worse, it may be taken literally. (Min, 1995, p.136)

Whatever the relative accuracy of Min's observation, it was clear from student rankings (in a class of 30 students, some 75% ranked this as the most offensive characteristic) and reactions in the panel discussion which followed, that the perception is widespread.

The response both intrigued and puzzled me as I had not previously been aware of it. With my own consciousness on the issue raised, however, it became clear that same weekend just how certain styles of humour could indeed be 'misread.'

At a local KOTESOL meeting in Pusan, a presenter (of Scottish origin) gave a 'hands-on' workshop on the value of games in the language classroom. During the entire presentation, rather than working cooperatively to make the presenter's job easier and facilitate general understanding, many participants competed to come up with the smartest and quirkiest responses (and make the odd, 'good-natured' reference to the presenter's variety of English.) While the ongoing sparring provided an element of fun, it also made the task of explanation and comprehension very difficult at times. Most significantly, it excluded the majority of Korean participants who were no doubt left feeling confused and frustrated. In short, what was said 'in fun' could very easily have been misinterpreted as an essentially insensitive and undermining attitude by others outside the dominant American group present.

The second incident occurred that same evening. Just after it was suggested that I help review a column in the forthcoming newsletter, someone drew attention to the fact that 'it had to be done in English.' At the time,

-continued on page 20

First Pan-Asian Conference Report

*Jeanne E. Martinelli,
Pusan Chapter Secretary
Pusan National Univ.*

New Perspectives on Teaching and Learning in Asia was the theme of the First Pan-Asian Conference held this past January 5-7 in Bangkok, Thailand. Sponsored by KOTESOL (Korea TESOL), JALT (Japanese Association of Language Teachers), Thai TESOL (Thailand TESOL) and with the help of IATEFL (International Association of Teachers of English as a Foreign Language), over 40 participants from Korea joined hundreds of other teachers from Thailand, Japan, Malaysia, Indonesia, Hong Kong, Singapore, and other Asian countries, to wrestle, debate and attempt to define such issues as what exactly is meant by Asian English? What is the relationship of culture and language in Asia? And, How do we prepare students to be both local and global speakers of English, able to communicate in both national and international settings?

The opening plenary was given by linguist Henry Widdowson who talked about English and its relation to communication and community, and "the old problem about the way the subject English as a Foreign or Other Language is to be relevantly and realistically defined." Language should complete and complement a context, instead of being redundant, uninteresting, and meaningless, he said. Widdowson illustrated what he meant by "authentic language", with an example of a family breakfast conversation, where the piecemeal language ("Here. . ." "Pass me. . .") was entirely appropriate because it was communicatively complete since the actions of that particular setting completed the language, but it was linguistically incorrect ("David, here is a cup of tea for you." "Would you pass me the marmalade, Father, please?").

Widdowson said, "The language of attested use can only be authentic to the contexts in which it is used, but these contexts cannot be replicated in classroom conditions, since learners, by the very fact that they are learners, do not have the linguistic and cultural competence upon which authentication depends. So the question arises as to what kind of language and what kind of language activities are appropriate for learning, and what kind of contexts can be contrived in the classroom which will make English a reality for learners, and at the same time guide them toward the achievement of their goal. And what is it necessary, or indeed possible, to teach so as to provide learners with the means to reach their objectives?"

Echoing similar sentiments in his welcoming address, Marc Helgesen, of Miyagi Gakuin Women's College, Sendai, Japan, and author of the popular textbook, *English Firsthand*, asked, "What kind of teaching is appropriate for your students? What doesn't work? Are we moving toward an Asian methodology?" He said, "There is no such thing as a single Asian culture. What do we as English teachers and students throughout the region have in common?"

"The extent you are open to learning your students, helps assure how suc-

cessful you will be in the classroom," said Diane Larsen-Freeman, School for International Training, Brattleboro, VT, USA, in her plenary. "To teach means to learn. We are learning our students." She suggested that no one can teach English, and so we must ask, "What can I give students that will help them become independent learners? We must direct students and give them tools; help free them from the fear of making mistakes," she said.

There was conversation and debate about the idea of communicative (vs./and) grammar. There was applause for the new teacher development movement, where teachers are increasingly learning to trust themselves and share ideas with others. "We all share similar problems, and each individual teacher is uniquely endowed," Alan Maley, National University of Singapore, emphasized, in regards to encouraging teachers, nonnative and native speakers of English alike, to work together and share strengths and insights. Madeleine du Vivier, IATEFL chair, in her closing address, reminded us that success depends on what the teacher brings to teaching (as well as what the students bring) into the learning situation. "What is authentic in one context might need to be made appropriate to another," she said, voicing a prevailing conference concern.

In the "Agenda 2000" Colloquium du Vivier offered concrete ways teachers and students could communicate throughout the region: Write in

Note also that there is a special internet source "IECC-HE" intended for teachers seeking other teachers for international and intercultural classroom e-mail partnerships in higher education. To subscribe send an e-mail message to:

iecc-he-request@stolaf.edu

More information is available at URL:

<http://www.stolaf.edu/network/iecc/>

teacher journals, and swap them. Do some regional linking; for example, Japan and Korea. Observe other classes. Share observations; ideas. What about collaborative research? Joint research projects?

Also in the "Agenda 2000" Colloquium, in what was probably one of the nicest down-to-earth and touching examples of everything being discussed at this First Pan-Asian Conference, Jeong Ryeol (Jay) Kim, former KOTESOL President 1994-95, and Korea Pan-Asian Conference Chair, very eloquently told of his own personal English language learning experiences with his first native speaker teacher, and the cultural differences that crept into that learning process. "Mr. Roses, this is 'our' mother," Jay introduced his mother

to his teacher. "No, Jay, not 'our' but 'my'," responded the teacher. But in Korean culture, because of the emphasis on the group, collectivity, 'our' had been my language choice, Kim explained. He recalled his English textbook life, where people ate bacon and eggs for breakfast, and had friends named Susie and Buffy; and contrasted this with his real life where he ate kimchi and rice and had friends named Jin JongDo and Choi SunHae.

Since 1975, Asia has been growing faster than any other region in the world. The English teaching and learning community is expanding and growing as well. What actual Englishes will be coming out of the Asian-Pacific rim countries and how the Englishes will reflect the culture of these communities is the concern

of all of us in the English teaching field. With great excitement for our tasks that lay ahead, KOTESOL President Joo-Kyung Park invited everyone to mark their calendars and plan ahead for the Second Pan-Asian Conference to be hosted by Korea, October 8-10, 1999. (A Third will be held in Japan in 2001.) She urged participants to take home ideas and energy from this first conference and work out specific project ideas to bring back to the next Pan-Asian Conference to further our dialogue and understanding of the role that English is playing and will play in the future (in the government, economics, trade, culture, and education) in the region. Park also informed the cross-cultural crowd of the next KOTESOL Conference, October 3-5, 1997, in Kyongju, and encouraged all to attend.

Argentina:

-continued from page three

run by the municipality. The English Department of the Instituto Superior del Profesorado "Joaquin V. Gonzalez" (the largest teacher-training college in the capital because it trains teachers in almost all secondary school subjects) accepts about 180 candidates each year, 60 of whom graduate after the 4-year training course. This institution and the Instituto Superior del Profesorado en Lenguas Vivas "Juan Ramon Fernandez" each have a 4-year training program for secondary schools teachers. The prospective teachers study some 23 subjects in English and 7 in Spanish, attending classes 21P25 hours a week in different shifts (see table with full list of courses). In the 3rd and 4th years they observe classes in public schools and teach a few lessons. They graduate after an internship during which they teach 30 lessons with one school group.

At the Escuela Superior de Maestras en Lenguas Vivas "John F. Kennedy" the training is more intensive. It has a 2 1/2-year program for elementary school teachers in Spanish and in English, French, or Portuguese. Ten to 15 hours a week are devoted to the

teaching of English. Their training is also completed by a teaching internship in a primary school. This type of training has been very successful, precisely because of the background provided by subjects studied in Spanish, such as psychology, pedagogy, and ethics. Although the teachers trained in this program may not be as proficient in the foreign language as those who have more exposure, they have a better overall preparation for the teaching profession. Despite the best of efforts, the graduates of these three institutions are by no means enough to fill the needs of all the public and private schools in the area.

In Argentina, access to English study is widespread. Anyone can take courses at private institutes that teach English informally. A good number of people study English very successfully for different reasons over several years. Although they may acquire a high level of proficiency in the language, they are by no means trained to teach it efficiently. Nevertheless, the current shortage of teachers allows them to obtain posts as teachers in elementary and secondary schools. Because many of them do not have teaching diplomas, extra training (less intensive than the academic courses outlined above) is provided for these

teachers because they are helping to fill the gap.

With continued concerted efforts by those involved in the formal academic preparation of future teachers, as well as supplemental measures to train additional teachers as more and more provinces adopt the new curriculum, members of the profession hope to come ever closer to meeting the foreign language learning needs of Argentina's youth.

Argentine-born Graciela Clelia Moyano is professor and chair of Phonetics & Phonology in the English Department at the Instituto Superior del Profesorado "Joaquim V. Gonzalez" Teacher Training College. Sue Anne Toms is a Ph.D. candidate at the University of Florida. Authors Sue Anne Toms and Graciela Moyano are interested in further correspondence regarding the issue of elementary English and teacher training in Argentina and South Korea. Contact Graciela Moyano at gracem@tournet.com.ar and Sue Anne Toms (until April 30) at toms@grove.ufl.edu

TESOL Inc. Conference in Orlando

***Carl Dusthimer,
First Vice President;
Hannam University***

And what a conference it was. The site was the Orange County Conference Center, a place so large that it belied the size and scope of the conference itself and the organization that sponsored it. There were well over 8000 teaching professionals from over 60 countries; more than 1800 were from outside the US. The conference was kicked off with a fascinating performance by Teja Arboleda, a.k.a. Ethnic Man. Mr Arboleda's performance used comedy, drama, character studies, magic, and foreign languages to address the enigma of cultural, racial and ethnic identity. It was truly an eye opening and thought provoking experience.

Korea TESOL President Dr. Park Joo-kyung was our official representative and was thus busy throughout the conference attending meetings and networking with affiliate representatives from around the globe. Among her duties was giving a presentation at the Affiliate Leaders' Workshop. Her talk concerned various types of organizational board structures here in Korea, including the one adopted by KATE (Korea Association of Teachers of English) and another used by Korea TESOL.

Dr. Park and I were also active at the networking area set up for conference attendees from outside the US. There we were able to build some bridges with many teachers who are interested in coming to Korea, and share the positive aspects as well as potential problem areas. It was interesting to note that Korea, along with Japan, generated the most interest among all the countries represented.

The tri-country partnership of KOTESOL, JALT and Thai TESOL

held a meeting with Terry O'Donnell, the TESOL Inc. Affiliate Liaison, to discuss future TESOL Inc. support for the Pan Asian Conference series, the second of which will be held here in Korea in October, 1999. The issues discussed included speaker sponsorship, joint promotional activities, and more general support for affiliates in Asia. We were also able to confirm the reception of a speakers grant for the 1997 Korea TESOL conference that Demetra Gates and Kari Kuglar ('97 conference co-chairs) had been working on over the past few months.

The second Pan Asian Conference was another one of our priorities during our time in Orlando. We held a lunch meeting (which almost ran into dinner!) to discuss plans for that conference. The meeting was attended by representatives from Korea (host country), Japan, England, Thailand, Canada, and Taiwan. Much of the discussion revolved around ways to continue what was begun in Bangkok; namely identifying areas where cooperative research can be pursued, and identifying the commonalities and differences in the teaching and learning of English in our respective countries. This led to assigning tasks to the attending organizations such as setting up electronic bulletin boards and/or websites where exchanges of ideas can be held and discussed by a wide audience. Another idea begun in Bangkok (the Colloquium 2000, which attempted to identify the aforementioned) was discussed and it was

decided that we will hold another colloquium as a follow up at the '99 PAC.

Some connections: California TESOL, JALT, Korea TESOL, Thai TESOL and Uruguay TESOL jointly sponsored a gathering where we shared ideas for international cooperation and publicized the Pan Asian Conference in 1999. We connected with David Nunan, who will be a plenary speaker at our conference in Kyoungju in October. We have been trying

We were able to build some bridges with many teachers who are interested in coming to Korea, and share the positive aspects of teaching English in Korea.

to get him here for the past few years, and this year it is finally going to happen. We also spoke with Penny Ur, the author of innumerable teacher resource books, in an effort to bring her to this year's conference. Unfortunately, she will be in Poland during the time of our conference, and, thus can not make it. The good news is she has tentatively agreed to present at KOTESOL 1998 or at the Pan Asian Conference in 1999.

It was also with great pleasure that we met some fellow Korea TESOL members at the conference. Kirsten Reitan from KAIST presented, and Greg Wilson from Masan shared some insight as to the future of Korea TESOL. All in all, the Orlando conference was by far the best, and most productive that I have attended. The next conference, TESOL '98, Connecting Our Global Community, will be held in Seattle, Washington. If there is any way you can attend, I can promise that it will be the conference of a lifetime.

Techniques: Win, Lose, or Draw

*edited by Kiama
Robinson; Daecheon
Middle School, Pusan*

My name is Kiama (Kammy) Robinson and currently I am teaching at a public middle school in Pusan. My five years of teaching experience span in five countries. I am hard at work on my Master's thesis in TESL from the School for International Training.

CONFESSIONS OF A MAGPIE:

I am a bit like one of those birds because I cannot help myself from collecting all the bright and shiny new ideas that I encounter in my teaching travels. I have attended numerous seminars etc in the few years that I have been teaching, and have done quite a bit of reading in the field, so if I should inadvertently credit the wrong source for any activity in this column, I apologize in advance. If you happen to know the "correct" source, please pass along your information.

NOTE:

For this to be a "hands-on" column, I would like your input. Please feel free to jot any successful activities that you have tried in your classes or pass along your experiences with an activity, by contacting me at: KATKIM@HOTMAIL.COM .

Thanks to Misha Yi and Chantel Steffan for suggesting this activity. It was a real life-saver! (This is based on a game that was popular a few years ago in the U.S. and Canada.)

I tried this one on all my 1st and 2nd grade middle school classes. There are between 42-52 students per class. It can be done within 45 minutes, including playing "Rock, Paper, Scissors" to illustrate the meaning of the game's name.

PURPOSE:

The purpose is for team members to try to guess what their players to illustrate on the board.

MATERIALS NEEDED:

1. Vocabulary list (based on assigned textbooks) such as: shy/picnic/orange juice/handsome/expensive/Open your book.
2. Pen and notebook for teacher to write down target word.
3. Chalkboard and chalk/white board and pens plus 2 erasers (or big sheets of paper, markers, and tape)

PROCEDURE:

- " Divide class into teams, and divide board into columns, one per team. Write team names students have chosen at the head of each column.
- " Teacher chooses one lexical item from list and writes it in the notebook. (I tell them if it is a sentence or a phrase.) If they do not know the item, I cancel it and find another item.
- " 1 player from each team comes to the front to get his piece of chalk.
- " Players huddle around teacher who shows them the secret word.
- " Players go to the board and try to draw a graphic representation of the item without using words, speaking or miming.
- " Teacher stands facing the teams to be ready when they start guessing.
- " When team members think they know what it is, they raise their hand.
- " Teacher points to the first student to raise his hand. If his guess is incorrect, the teacher points to the second student to raise his hand, etc.
- " Teacher periodically reviews team points. (There is a tie between Handsome Boys and Genius.)

RULES:

Students may NOT:

- " say the word out loud when they read it (in case of sharp listeners in the front row)
- " use Korean or English letters (or numbers?)
- " gesture or pantomime the item
- " "guessers" must raise their hands when ready and not shout out their guesses

VARIATIONS:

(I have not tried these out yet, but think they might be worth a try next time.)

- " Points: If 1 team is really lagging behind, give the next round a higher value (bonus points), and couple selective vision with an easier lexical item.
- " Spotters: When I got a massive number of hands that seemed to go up simultaneously, it is difficult to say which was first, second, etc. so...Choose "spotters" to help out.
- " Challenges: 1 team could challenge another by choosing an item from the textbook (as tie breakers, or not).
- " Shuffle: Students move forward in their row/team as the first person comes up to draw, and then goes to the back of the row/team at the end of his turn. To quote Don Maybin, this would "...give a feeling of constant activity even though the majority are awaiting their turn." (from a JALT seminar called "Motivating Students and Tired Teachers" he gave in 1992?)
- " "Warm!": Teacher could reply to guesses with "cold" (not even close), "warm" (not too far off base), and "hot" (really close!).

Chapter Reports

*edited by Carl Dusthimer
First Vice President;
Hannam University*

Cheju

Carol Binder

English teachers in Cheju-do have recently begun to organize a new chapter of KoTESOL. Last fall, we had our first general interest meeting, and since then a small but determined group of teachers has begun to lay the foundation for a full and active organization in the future.

Because our chapter is new, our goals at present are primarily to develop leadership and a consistent format for our meetings. Currently, our membership consists of only about 20 teachers, so our main goal is to inform others about KoTESOL and our chapter and increase our membership.

Last month, to coincide with the new school year, we elected new officers: Hyun Sung Hwan and Carol Binder will be serving as co-chairs, Kang Kyung-ae as secretary, and Oh Kyung Yul as treasurer. Along with these officers, Laurel Luth, chair of the academic committee, and Oh Eun Ja, chair of the social committee, have key roles in the organization.

To date, we have had numerous presentations and material reviews by our own members; however, as our membership grows and we have more money, we will be looking to bring in outside speakers as well. Our most ambitious project so far has been the publication of our own newsletter. With money from sponsors/ advertisers, a four-page newsletter was published and distributed to all of the public schools and language institutes in Cheju-do.

We are looking forward to an exciting year as we grow and develop, but we can certainly use the support of all members of KoTESOL. Anyone who can offer ideas or who would like to address our group sometime this school year please contact Carol Binder (fax: 064-57-8716 or e-mail: carolcab@cheju.cheju.ac.kr) or Hyun Sung Hwan (fax: 064-33-6100 or e-mail: H648H@chollian.dacom.kr)

Taejon

Jim Query

In March, Robert Dickey from Miryang Sanup University cleared the board with his "Quick Chalkboard Fixes." A potpourri of mighty fine fixes they were - leaving everyone present with that I-want-some-more feeling. Tony Hyun Chul Joo next enlightened us with the methods he has adapted from his sabbatical to the continent "Down under," where he studied classroom methodology. Tony's scintillating exercises using the Present Continuous verb form as well as those ever popular "Wh-" questions led to a video of his elementary school age students involved in games and competition that turned out to be fun as well as educational.

Our April meeting saw Kirsten Reitan give a demonstration of a "talk show" approach to discussions in the reading classes. An energetic, hands-on, participative effort by the folks at the meeting conveyed the effectiveness of this popular conversation genre. On the same program, Kim, Won Myung gave a presentation of how Korean English Teachers and native speaking English Teachers can complement each other.

May will once again be the prime time for our annual Drama Festival - time for the student thespians to teach the teachers a thing or two - and have a

good time doing it. Six groups from around the country will energy and appetite for English with thousands (hundreds anyway) of cheering on-lookers. Why not join us?

Pusan

Jeanne Martinelli

The Pusan TESOL Chapter is looking forward to an upbeat, stimulating, rewarding new year for its members. As in the past, meetings will continue to be held the last Saturday of every month, at 3:00 at ESS Institute in Nampodong. This year's first meeting was held Saturday, March 29, at 3:00, at ESS Institute in Nampodong. A panel discussion soliciting input from members as to what exact topics and speakers people hope to have this coming year (members were encouraged to bring their mailed out to them "Membership Needs and Interests Questionnaires" with them to this meeting), was a part of this first session.

Culture, culture, and more culture -- cultural understanding and awareness were the issues raised as most necessary to Pusan chapter members. How to deal with multi-level classrooms, evaluating student learning levels and learning styles were also concerns, as well as the state of English language education in Korea in general at the moment. Future monthly meetings will be developed with these concerns in mind. Also, special effort will be made to facilitate the open discussions with more sensitivity to including the Korean native language speakers, who may find the sometimes fast paced English discussions with their cultural undertones a true challenge.

Seoul TESOL Chapter President, Andrew Todd opened this first meeting, with his expertise in games adaptable to all age levels. Andrew's enthusiasm and energy is always a welcome ingredient to any Pusan gathering. We thank him for his travelling to join us and sharing his experiences and ideas.

A special thanks also goes to recently stepped-down Pusan KoTESOL Chapter President, Michael Duffy. Michael has kept Pusan KoTESOL alive and moving for the past five years. As a long term resident to Korea, his guidance and expertise are appreciated, and he will continue to be a very special and valued KoTESOL member. April 26 meeting highlights will include Pusan National University's Visiting Professor Phillip O'Neill discussing results of a survey he undertook this past winter while involved in teacher training. The survey attempts to define and understand teachers' attitudes toward teaching English at the elementary level. Dr. Jay Kim, on the national curriculum committee for the English elementary teaching program will be joining him, as we explore practical implications and considerations for all of us involved in the TESOL field in Korea. A local Korean elementary teacher will also be present to share her experiences in this new road ahead for Korea and English education.

May promises to be extra satisfying with a mini-conference scheduled for May 24. Invited international TESOL experts include popular children's textbook series "Let's Go" author Karen Frazier; and David Paul of David English House is confirmed to join us from Japan. Our KOTESOL President Dr. Joo-Kyung Park will be part of this Pusan conference, as well as presenters from Taiwan and all around Korea. Deadline for the call for papers has been extended to April 30. Please, please, act now, contact Pusan chapter and give a proposal.

Pusan Chapter executive members, President Naun Hwang Young, Robert Dickey, Leslie Miller, Mike Hughes and Jeanne Martinelli are committed to making this year's Pusan TESOL membership something worth your time, professional growth and development, and money. We are committed to an inclusive communicative membership body. Please make yourself at home and share your thoughts and concerns in our multicultural professional teaching organization.

Starting in March, formal name tags are available for paid members. (Let's get to know who we are by name and face.) Nonmembers will be asked to pay a ₩3,000 entrance fee (and get temporary stick-on name tags!) for each meeting attended as a nonmember. The ₩3,000 admission fee is deductible from the full membership fee when/if that person signs up at that meeting. Local Pusan chapter newsletter mailings will go out to members by the 15th of every month. These will be separate from the national bi-monthly newsletter and annual academic journal, included in a TESOL membership.

Our mission is to work together and provide a networking and communication system of professional growth and development, and increased cross cultural understanding and sensitivity for all members, and participants.

For further information contact Naun Hwang Young: 502-9316 or Jeanne Martinelli: 510-2609 or 012-784-8644. Happy teaching! And here is to a productive year of challenge, stimulation, and deepened commitment to our TESOL profession!

Cholla

Rachel Phillips

We started 1997 with our third mini-conference, which was held in Kwangju at Chonnam University on the first of February. Nine speakers presented at the biggest conference we have had yet. Park Joo-kyung, our president, was the plenary speaker. Her talk about KOTESOL and teaching English in Korea was inspiring. It reminded me of what we can do to help our students, as well as the whole country's future.

I want to thank our other speakers: Na Bok-hee from Chonnam Technical High School, Maria Oh and Kim Choon-kyoung from Chonnam University, Frank Hardisty from Honam

University, Todd Terhune from Chonbuk University, Valerie Love from Namwon Girls' High School, Robert Dickey from Milyang National University, and Coy Domecq from Chosun University. Between them, they covered a variety of subjects: teaching reading, vocabulary, and fixing Korean pronunciation problems, using jazz chants and music, teaching third grade beginners, and structuring an English course. There was something for everybody, and we all had a great time. I also want to thank Top ELT Bookstore for donating the books for our raffle. We would not have been able to do it without their help.

The April meeting had two presenters. Laura Mortensen from Namwon Middle School presented two activities to encourage children to tell stories in English. In the first activity the teacher helps the class make an imaginary monster. Students vote on the size, shape, color and number of the monster's facial features and body parts while the teacher draws the monster on the board. In the second activity, the students choose a well known folktale, change the setting of the story to modern times, and act it out. It's a lot of fun, and a good way to get them to really use English.

The second scheduled speaker was unable to make the meeting, but luckily Christine Clark from Chonju Education University was able to step in at the last minute. She presented a jigsaw puzzle activity called "Baker Street" from Keep Talking. If you aren't familiar with this book, it is well worth looking at, it's excellent. There are five houses on Baker Street. Each student gets one or two bits of information about the people who live there, and then they have to get the rest of the information from their classmates, so they can find out who lives in each house, who drinks beer, who has a canary, and so on. It is a good activity for large classes, but probably not for beginners.

After the presentations we had a short

-continued on page 19

Bright Days in Brighton: The 31st IATEFL Conference

**Bonnie Mennell School
for International Training**

The 31st Annual International Conference of IATEFL (International Association of Teachers of English as a Foreign Language) was held April 2nd-5th at the Brighton Centre in Brighton, England. I had the good fortune to attend as a workshop presenter (Pronunciation Awareness Teaching Techniques), a delegate and a representative of my institution, The School for International Training, which sponsored an information booth in the ELT Resources Exhibition Hall. As a seasoned TESOL Convention presenter and participant, I had long been curious about IATEFL and its annual conference. Two years ago, after attending a very exciting pre-TESOL Convention Institute on Pronunciation jointly sponsored by TESOL and IATEFL in Long Beach, California, I joined IATEFL because of its strong international focus, the quality of its bimonthly Newsletter and its forward thinking and vital Pronunciation Special Interest Group. This Interest Group's newsletter "SPEAK OUT!" is an excellent forum for current research and practice in the teaching of pronunciation. It is currently the only newsletter of its kind. (TESOL approved the establishment of a Pronunciation Interest Section in March at its annual conference!)

The conference was refreshing and exhilarating! I was impressed by the truly international focus of the Presentations (from 71 different countries), the balance of theory and practice in the sessions, and the international mix of delegates. Each of the 18 concurrent sessions offered a wide range of topics to choose from, representing all of the Special Interest Groups and more: Applied Linguistics, Business English, Computers, Curriculum Design, ELT Management, English for Specific Purposes, Global Issues, Learner Independence, Literature and Cultural Studies, Materials design, Media and Video/AV Aids, Pronunciation, Research, Teacher Development, Teacher Trainers, Testing, and Young Learners.

The time I spent between sessions talking with presenters and other delegates or anticipating the next workshop was an extremely exciting and valuable part of the conference. IATEFL is thoughtfully set up to allow time for this important professional exchange as well as time to get to the next session.

The Plenary sessions were varied and provocative. (The following descriptions are drawn from the IATEFL Conference booklet.) Wednesday's Opening Plenary "Lost nails and maypoles: some current language issues" by Jean Aitchison, Rupert Murdoch Professor of Language and Communication at the University of Oxford, and a Professional Fellow at Worcester College, focused on three issues: First, "lost nail" fears: widespread worries by native speakers that lack of care will lead to language disintegration which lead to confusion among some learners. Second, the "bizarre behavior" problem: uncertainty exists over which euphemisms and politically correct terms are a passing fashion, and which are modern terminology. Third, the "maypole" behavior of verbs: their key role in the sentence was emphasized, alongside the difficulty of preventing learners from "drowning in detail". She highlighted the importance of linguistic corpora as an aid in thinking about these points.

On Thursday, we had the choice of two Plenary sessions. One by Penny Ur, an experienced teacher and teacher trainer who lives and works in Israel, entitled "Are language teachers born or made?" She began by exploring the phrase "a born teacher" and the implication that the ability to teach is at least partly based on a natural talent or predisposition. She went on to explore the implication that perhaps much more effort should be invested in the selection of teachers, and less in their training and to discuss the functions of natural predisposition and deliberate goal-oriented learning in the preparation of teachers and related issues such as criteria for the selection and the content and methodology of effective training programmes.

The other by Michael Hoey, Baines Professor of English Language and Director of the Applied Language Studies

Unit at the University of Liverpool, was entitled "How can text analysis help us teach reading?" He showed how attention to text analysis opens up possibilities for helping readers to read more effectively for their purposes by touching on three areas: how a reader might get more actively into the interaction that a text is setting up (the first perspective), how s/he may pick up key points by identifying the shape of the text, i.e. where the text is going (the second perspective) and how s/he can get sense out of a text quickly by pursuing chance threads running through a text (the third perspective).

Friday's Plenaries were offered by Della Summers, Director of Dictionaries at Longman, and Rex King who spent 33 years in Hong Kong and taught English to some 3,000 students. Summers' talk was entitled "Credibility gap? - the language we use and the language we teach". She raised the following issues: Communicating naturally in English may be every student's long-term goal, but how natural is the language presented in ELT materials? The advent of powerful new resources -computerized corpora of spoken and written language- has sparked a revolution, and the changes in dictionaries have been dramatic, particularly in the coverage of spoken language. Yet course books and even pedagogic grammars seem to have been less affected. Just how great are the differences between "real" language and "taught" language? Do the learners themselves care? She offered evidence why they might.

King's talk was entitled "Can public examinations have a positive effect on classroom teaching?". In Hong Kong, public examinations control, to an alarming degree, what is taught in the classroom. Because of this, the Hong Kong Examinations Authority (HKEA) has made a conscious effort to design its examination syllabuses and question formats to minimise the negative effects of its English Language examinations. The aim is to integrate language skills in a way that reflects real-life use of English in the Hong Kong environment and to narrow the gap between the ex-

-continued on page 21

Chapters

-continued from page 17

business meeting (the best kind), at which several announcements were made. Kim Jin-woo gave us the tentative schedule for the next three Cholla Chapter events: the next meeting will be on June 14th at Honam University Kwangsan Campus, this year's MT will be in Tamyang on September 6th and 7th at the Songam Training Center, and the Cholla Chapter Drama Festival and chapter elections will be October 11th at Chonju University. Please keep these dates open if you would like to join us. Next, Park Joo-kyung announced that the next general conference would be held in Kyoungju (hooray!), October 3-5, which is a holiday weekend, meaning horrendous traffic (boo!), so register early and make your travel arrangements as soon as you can. You have been warned. Demetra Gates and Kari Kuglar, the '97 conference co-chairs, are working with a travel agent to arrange transportation to the conference from various parts of the country. This information will be sent out by the conference committee as soon as it is available. Please act early. Finally, Jack Large from Wonkwang University in Iksan, announced that he has made it his mission to have every member of Korea TESOL called and their personal information and current membership status checked so we can update our national database, and get you the information you need more efficiently. So don't be surprised when they call you, or you can call them. He and his assistant, Marty Kim, are at 0653 50 6519 at Wonkwang University. Jack's other numbers are (home) 0653 834 8529, fax (home) 0653 834 9170, and his email is larjak2@nuri.net or large@wonnms.wonkwang.ac.kr

Wonkwang instructor, Kim deok-ja, has been named the telephone task force chairperson. Volunteers for local calling in your area should phone Jack Large at his home or office.

Taegu

Steve Garrigues

As has been our custom for the past several years, our January meeting was a social gathering and dinner at the Taedong Hanshik Buffet Restaurant, located near the ELS Language Institute. The gathering was well attended by Taegu TESOL members and friends.

There was no meeting in February, which is always our winter break. The speaker for the March meeting was Prof. Han Sang-ho, of the University of Kyongju. Dr. Han's special area of interest is in the English learning processes of Korean children, and he gave an in-depth presentation on this subject based on his extensive research, as well as an explanation and critique of the new national program to introduce spoken English in Korean elementary schools. His presentation was followed by a lively question and answer session.

In April, the speaker was Ms. Mary Lorna Kibbee, from the Cholla TESOL Chapter in Kwangju. Her workshop was titled "Boredom, Music, Participation" and focused on the problem of what to do with tired or bored students, or with those classes experiencing "exam burnout". She presented a number of practical and enjoyable interactive methods to engage students at all levels through the use of music and songs.

April saw a big change for the Taegu TESOL Chapter. Ever since the chapter's founding we have held our meetings at the Taegu American Center, but with the closing of the Center in March we have had to find a new venue for our meetings. The April meeting was the first in our new premises, on the fourth floor of the Pokchigwan Building on the campus of Kyongbuk National University.

Seoul

Andrew Todd

All the president's men have gone to pastures new. Troy Ottwell our publicity officer has gone back to Texas in search of a master's degree. He is hoping to return to a university position in Korea. Mike Noonan has gone to look for a job in the Gulf. We wish him and his hard drive well. Cate Crosby the treasurer has accepted a job at Yonsei University but will be out of the country until next semester. Greg Matheson, stalwart former president has taken a much awaited university posting in a rustic setting. All of these departures have hastened the premature graying and wrinkling of President Andrew.

After a bunch of mailing glitches Oxford University Press, Korea has stepped in and Sang Ok Park, marketing coordinator, is now responsible for keeping the mailing list up to date. She isn't psychic though so let her know of changes in your mailing information by calling her at 02-757-1327 or faxing her at 02-773-3862.

Gavin Farrell has taken over from Cate Crosby and is now assuming a vice presidency. Gina Crocetti has also stepped into a vice president's role. We now need committee members to spread the load of managing Korea's biggest chapter.

I.D. cards have been issued. Anyone attending 75 percent of the meetings will receive a certificate indicating that the individual concerned has been involved in their own professional development. (Last year several individuals required written proof to this effect in order to renew their university contracts.

Perhaps the most ambitious project to date, which is currently underway, is the video taping of presentations with a view to compiling a library with access to all members. You can watch all your old favorites over and over again.

Moving?

Use the Change of Address form on page 24 to notify KO TESOL of the change

Humor:

-continued from page 11

mercifully, the 'joke' went over my head. No harm was of course intended. But what the American speaker did not realise was that for many of us from other parts of the world, the question of our 'place' frequently confronts us in various subtle and not so subtle ways - the English Language and Literature Department at this University refused me because I was not a speaker of American English (however that is defined given the huge range of regional and sociolectal variations); the writer in today's Korea Herald who, in discussing the use of Konglish and 'real' English makes the claim that "The majority of Americans use English poorly or incorrectly." (thereby relegating the rest of the English-speaking world to invisibility); my Korean language instructor who refers to English as 'miguk-mal.' The anecdotes are endless, and endlessly frustrating. While I am not particularly patriotic, I have to acknowledge that my 'place' is 'different' and I find myself struggling at times to establish my identity amongst a group of 'foreigners' who are generally self-referential to the extreme. In this context what was an act of ostensibly harmless 'humor' could have been powerfully been misinterpreted.

These examples are somewhat unfortunate in that they focus on those English speakers raised in the country centred between the Canadian and Mexican borders. Min's book, however, is based on Americans, and the reality is that Americans are dominant in English teaching circles in Korea. The point I am trying to make is not that there is something perverse about American humor per se but rather that humor in any context, is culture specific. Whereas humor from my part of the English-speaking world tends to be rather dry and self-deprecating, for example, American humor tends to be sharp, fast and directed at others. More significantly, perhaps, humor is often rooted in attitudes with are essentially ethnocentric and

self promoting. (Interestingly, the other most highly ranked offensive behaviour was 'attitudes of superiority'. (Min, 1995, p.162).)

Sarcasm is a particularly powerful form of negative humor. In the strictest sense of the word, it refers to language which intentionally expresses the opposite of what is actually meant in a bid to mock or insult others. What may be intended humorously or teasingly in order to 'break the ice' or draw students out, may in fact be literally received as mock-

ing or insulting behaviour by many Koreans whose social discourse, particularly in the classroom, is very different. Moreover, in the light of what many see as the 'colonising' effects of English language and culture on the Korean Peninsula, it is not surprising that sensibilities are further aroused.

Of course having said this it is undeniable that what is sometimes experienced as sarcasm in the classroom is indeed directly expressed as sarcasm-used at times in order to control through a process of subtle, or not so subtle humiliation. At times, too, it emerges as the more indirect product of exasperation. For those with little experience of language learning or language education, for those who are unaware of the huge structural and conceptual differences between Korean and English, it may be an expression of frustration and irritation when students are unable to confidently and spontaneously produce the desired response. Similarly, on a level of culture 'unawareness', it may be a response to student's inability or seeming unwillingness to interact in the expected way.

On the other hand, what is experienced by many Korean students as sarcasm may in fact be the result of unquestioned and accustomed use of humor on the part of the teacher. Rather than being maliciously targeted, that humor may in fact be well

intended. This aspect of socio-culture behaviour is far more subtle, less easily definable, and far more pervasive. The fact that it is generally well-intentioned, however, does not make it anymore accessible to others. If I, as an English speaker, can at times feel mystified, offended and excluded by particular forms of native-speaker 'humor', then imagine how puzzling and upsetting that same humor might be

humour is often rooted in attitudes with are essentially ethnocentric and self promoting.

for a speaker from an entirely different linguistic and socio-culture background.

The message, I think is clear, we constantly expect our students to react to and engage in situations which are culturally unfamiliar. Because the innuendos and references are clear to us, we assume that they are clear to others. Humor is clearly one domain which may prove problematic as a potential source of cross-cultural misunderstanding. In this light, as mediators in the language classroom, we need to:

- a) acknowledge that humour is a culturally determined phenomenon;
- b) be aware that what is perceived as humorous in one socio-cultural context may not be appropriate in another;
- c) be sensitive to how we use and manipulate humor when interacting with students;
- d) highlight, exemplify and contrast humor as an integral aspect of socio-cultural behaviour in our teaching.

REFERENCES:

- (1) Min, Byoung-chul (1995) *Ugly Koreans, Ugly Americans* BCM Publishers Inc, Seoul

Book Reviews: *Pragmatics* by George Yule

reviewed by
Gina Crocetti, Seoul
Chapter Vice President;
Kwang Woon Univ.

Pragmatics is the second in an introductory series edited by Henry Widdowson. The book is divided into four sections beginning with a survey. The survey comprises more than half the book and gives an overview of the field of pragmatics relating it to other areas of linguistic concern such as semantics, syntax, discourse analysis and culture. The text is meant to be easy to read and is free of the usual bibliographic references. Instead, these are saved for the third section entitled References. The references are organized by survey chapter giving the reader plenty of options for further reading. The second section, Readings, contains excerpts from existing literature to illustrate how the study of pragmatics is

applied. Each short text excerpts is followed by questions to stimulate and guide the readers investigation. The Glossary defines terminology introduced in the survey section and cross-references it to serve as an index also.

The series is meant to make linguistics accessible and understandable to novices and to lay people with a curiosity about language. This series should quell the beginners complaint that the field of linguistics is loaded with unfamiliar vocabulary making reading arduous. Even students already familiar with linguistics, but about to embark on a new area of study, will find the series helpful. And visitors to the field will appreciate the easy access to specialist knowledge and the direction provided for further research.

Yule describes pragmatics as the linguistic wastebasket. He says linguistics happily studied the abstract principles of language in search of univer-

sals but discarded everyday language in use. The discards became the study of pragmatics: speaker meaning in context and how more is communicated than the words spoken. Yule devotes a chapter to each of seven concepts; highlights of which include reference, presupposition, politeness, and speech events.

Current linguistic practice is to at individual's preferred for learning a language. Does a learner need to see the whole picture to know where to fit the parts, or is it enough to learn the parts and watch them add up to the whole? The wide view of language learning has been applied to the introductory linguistic series so that each book relates its topic to the entire field. Thus how pragmatics fits into semantics and syntax is made clear as is the purpose of pursuing it as an area of research. This simplified, yet challenging introductory series to linguistics is a welcome preparation for the body of detailed, technical linguistic research already in existence.

IATEFL:

-continued from page 18

amination room and the world outside. His talk looked at how this has been done in practice by looking at an actual examination and outlining the key features of other papers. He also evaluated how successful the HKEA has been in its wash back aims, both in terms of teaching content and methodology.

After a short address by David Crystal, honorary president of IATEFL, the closing Plenary, "In another tongue" was offered by Claire Kramsch, Professor of German and Foreign Language Education at the University of California at Berkeley and Director of the Berkeley Language Center. Hardly any other experience makes you more aware of yourself as both familiar and strange than speaking in a tongue different from your own. Indeed, communicating in a foreign language has been seen recently by sociolinguists and feminists as potentially constructing new social and cultural identities through encounters

with the Other. What is the nature of this Otherness? What is the relation of language and cultural identity in language learning? Can awareness of this facilitate cross-cultural understanding, or even "communicative peace"? She drew on concrete observations of and testimonies from language learners in addressing these issues.

The evenings were full with tours around Brighton; a real Scottish Ceilidh Dance where everyone had a chance to dance to the sound of the The Reel Tyme Ceilidh Band and listen to magnificent bagpipe playing and watch demonstrations of the Sword Dance and Highland Fling; storytelling with Andrew Wright; a writing workshop with Mario Rinvulcri; a talk on Regency English with Ian Dunlop and the Conference Dinner. The beautiful, rocky beach and local pubs also provided opportunities for networking and discussions sparked by the conference agenda.

IATEFL will be held on 14-18 April '98

at the University of Manchester Institute of Science & Technology, Manchester, UK.

IATEFL publishes a Conference Report each year which is distributed to all members as part of their membership package. The report will include Plenaries and Presenter's Reports as well as reviews of the conference content from the perspective of overseas delegates. It will also be available for sale to non-IATEFL members. For information on the Conference Report and/or membership, contact IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Whitstable, Kent, England, CT5 2DJ. Telephone: +44 (0) 1227-276528. Fax: +44 (0) 1227-274415. On the WORLD WIDE WEB: <<http://www.man.ac.uk/IATEFL/>> Email: <100070.1327@Compuserve.com>.

Bonnie Mennell is Director of the Summer Master of Arts in Teaching Program at the School for International Training in Brattleboro, Vermont, USA.

Calendar

*Edited by Robert J. Dickey,
Pusan Chapter Vice President;
Miryang National Polytechnic University*

CONFERENCES

May 24 '97 Pusan Chapter/ KOTESOL Mini-Conference "Theory into Practice: Teaching English in the Asian Classroom" Pusan University of Foreign Studies Young (Naun) Hwang, Chapter President (Home Tel) (051) 502-9316 (Fax) (051) 505-9317 (e-mail) naun@hyowon.pusan.ac.kr, rjdickey@soback.kornet.nm.kr

Jun 7-8 '97 First International Conference on Multimedia Language Education Rocmelia '99: Republic Of China Multimedia English Learning and Instruction Association (ROCMELIA) Chinese Naval Academy, Kaohsiung, Taiwan (Tel) +886-7-771-9365 (Fax) +886-7-713-1095 (e-mail) <rocmelia@acer.net (Web Site) www.rocmelia.com.tw

Aug 11-15 '97 SICOL '97 The Fourth Seoul International Conference on Linguistics "The Prospect of Language Studies in the 21st Century." THE LINGUISTIC SOCIETY OF KOREA Sogang University The conference will consist of (1) a series of forum lectures for the plenary session by invited leading scholars, (2) general sessions for presentation of submitted papers, and (3) special sessions focusing on the following topics: (i) Space Semantics, (ii) Phonetics in Phonology, (iii) Ellipsis in Syntax and Semantics. INVITED SPEAKERS: Robert Freidin (Princeton U.) Ronald W. Langacker (USCD) Edward Keenan (UCLA) Susumo Kuno (Harvard U.) Donca Steriade (UCLA) For Further information, please contact: Prof. Ki-jeong Lee

Prof. Jong-Yurl Yoon Dept of English/Hanyang Univ. Dept of English/Kookmin Univ. (Tel) (02) 290-0777 (02) 910-4378 (Fax) (02) 290-0741 (02) 910-4229 (e-mail) kjlee@email.hanyang.ac.kr liku@kmu.kookmin.ac.kr

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

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

Aug 22-24 '97 ROCLING X (1997) International Conference Research on Computational Linguistics Academia Sinica, Taipei, Taiwan ssion 1 of the 5th International Symposium of the (Japanese) National Language Research Institute "Language Study and Thesaurus of the World." Tokyo, Japan Preceding the symposium there will be an open session about thesaurus. Secretariat: Hiroshi Nakano, National Language Research Institute, Japan 3-9-14 Nishigaoka, Kita-Ku, Tokyo JAPAN 115 (e-mail: nakano@kokken.go.jp

Oct 3-5 '97 THE 1997 KOREA TESOL CONFERENCE "Technology in Education: Communicating Beyond Traditional Networks" Kyoung-Ju Education and Culture Center Kyoungju, Kyungbuk. Demetra E. Gates Taegu National University of Education 1797-6 Daemyung 2 Dong, Nam-ku Taegu, 705-715 South Korea (Work phone) 82 (53) 620-1426 (Work fax) 82 (53) 622-8270 (Home phone) 82 (53) 559-4292 (Home fax) 82 (53) 559-4293 Kari

Kugler Keimyung Junior College Department of Tourism & English Interpretation 2139 Daemyung Dong, Nam Gu Taegu 705-037, South Korea (Work phone) 82 (53) 620-2663 (Work fax) 82 (53) 628-3340 (Home phone) 82 (53) 653-5416 (E-mail) haceta@bora.dacom.co.kr

Oct 9-12 '97 JALT '97 "Trends and Transitions" Hamamatsu City, Shizuoka Prefecture, Japan Featured: Penny Ur, Dr. Devon Woods, (more to follow) Manager, JALT Central Office / Urban Edge Building 5th Floor 1-37-9 Taito, Taito-ku, Tokyo 110 JAPAN (Tel) +81-3-3837-1630 (office hours, M-F) (Fax) +81-3-3837-1631 (e-mail) lbd@gol.com will be routed properly (Web Site) <http://langue.hyper.chubu.ac.jp/jalt/>

Nov 7-9 '97 TESL/Canada '97 World Skills: Language and Living Victoria, British Columbia (Tel) +1-604-298-0312

Nov 14-16 '97 6th International Symposium and Book Fair on English Teaching English Teachers' Association of Taiwan (ETA-ROC) National Taiwan Normal Univ., Taipei, Taiwan contact Kari Kugler Keimyung Junior College Department of Tourism & English Interpretation 2139 Daemyung Dong, Nam Gu Taegu 705-037, South Korea (Work phone) 82 (53) 620-2663 (Work fax) 82 (53) 628-3340 (Home phone) 82 (53) 653-5416 (E-mail) haceta@bora.dacom.co.kr Prof. Johanna E. Katchen College Dept. of Foreign Languages National Tsing Hua Univ. Hsinchu 30043 Taiwan (Work fax) +886-3-571-8977 <katchen@FL.nthu.edu.tw>

Nov 18-20 '97 English for specific Purposes: Meeting the Challenges of Today and Tomorrow Puteri Pan Pacific Hotel, Johor Bahru, Malaysia

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

Nov 21-23 '97 AATG-ACTFL
(American Council on Teaching of
For. Lang.) Nashville, TN

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

Mar 14-17 '98 American Assn of Ap-
plied Linguistics Annual Confer-
ence Seattle, WA

Mar 17-21 '98 TESOL '98 "Connect-
ing Our Global Community" Se-
attle, WA (USA) TESOL, Inc 1600
Cameron St., Suite 300, Alexan-
dria, VA 22314-2751 USA (Tel) +1-
703-836-0774 (Fax) +1-703-836-
6447 (e-mail) conv@tesol.edu
(Web Site) http://www.tesol.edu

CALLS FOR PAPERS

May 24 '97 Pusan Chapter/
KOTESOL Mini-Conference
"Theory into Practice: Teaching
English in the Asian Classroom"
Pusan University of Foreign Stud-
ies Call For Papers (see pages
within this issue) The deadline for
submission of abstracts is
May 15, 1997 for infocontact:
rjdickey@soback.kornet.nm.kr

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

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

machine translation, parsing, spo-
ken language processing, corpus
linguistics, language-based infor-
mation retrieval, text processing,
electronic lexicon and lexical se-
mantics, speech recognition/syn-
thesis. Official Conference Lan-
guage: English Submission:
ROCLING X c/o Dr. Keh-Jiann
Chen Institute of Information Sci-
ence, Academia Sinica, Nankang,
Taipei 115, Taiwan (Tel/Fax) +886-
2-788-1638 Types: a) Regular Pa-
per [max. 25pp., double-spaced],
b) Short Paper, and c) Project
Notes [both max. 10pp., double-
spaced] Copies: Send four (4) cop-
ies of full paper. Format: The title
page should indicate submission
type(s), and contain abstract (less
than 200 words), name, affiliation,
address, and email address of the
author(s). Papers should follow ei-
ther the ACL or the LSA
stylesheet. Strongly Recom-
mended: Electronical submission
of the title page at the same time
of sending the paper. Electronic
Submission: [plain text files only]
Accepted via email at
rocling@hp.iis.sinica.edu.tw OR
rocling@research.bell-labs.com
Submission Deadline: June 16,
1997 (Monday) Notification of Ac-
ceptance: July 9, 1997 (Wednes-
day) Final Version of Paper Due:
August 1, 1997 (Friday)

Oct 3-5 '97 THE 1997 KOREA
TESOL CONFERENCE "Tech-
nology in Education: Communi-
cating Beyond Traditional Net-
works" Kyoung-Ju Education and
Culture Center Kyoungju,
Kyungbuk Call For Papers (see
pages within this issue) The dead-
line for submission of abstracts is
May 15, 1997. Demetra E. Gates
Taegu National University of Edu-
cation Dept. of English Education
1797-6 Daemyung 2 Dong, Nam-
ku Taegu, 705-715 South Korea
(Work phone) 82 (53) 620-1426
(Work fax) 82 (53) 622-8270
(Home phone) 82 (53) 559-4292
(Home fax) 82 (53) 559-4293 Kari
Kugler Keimyung Junior College
Department of Tourism & English
Interpretation 2139 Daemyung

Dong, Nam Gu Taegu 705-037,
South Korea (Work phone) 82 (53)
620-2663 (Work fax) 82 (53) 628-
3340 (Home phone) 82 (53) 653-
5416 (E-mail)
haceta@bora.dacom.co.kr

Nov 7-9, '97 TESL/Canada '97 World
Skills: Language and Living
Victoria, British Columbia Calls
for Presentation available: (Tel) +1-
604-298-0312 Mar 14-17 '98
American Assn of Applied Lin-
guistics Annual Conference Se-
attle, WA proposal due date: Au-
gust XX, 1997

Mar 17-21 '98 TESOL '98 "Connect-
ing Our Global Community" Se-
attle, WA (USA) TESOL, Inc 1600
Cameron St., Suite 300, Alexan-
dria, VA 22314-2751 USA (Tel) +1-
703-836-0774 (Fax) +1-703-836-
6447 (e-mail) mbr@tesol.edu
(Web Site) http://www.tesol.edu
Calls for Participation avail - call
Robert Dickey in Korea at (0527)
50-5429 or through e-mail
<rjdickey@soback.kornet.nm.kr>
Call for Participation due May 15
and August 29, 1997

EVENTS

May 17 '97 2:00p.m. Korea TESOL
1997 Drama Festival at Hannam
University. Students will perform
skits, scenes and adaptations of
other works. Though this festival
is aimed at un-experienced "ac-
tors," with a focus on language,
there will be a performance by one
or two groups that have had more
experience, during intermission.
For further information contact
Lori Roach at Hannam Univer-
sity, 133 O-Jung Dong, Taejon 300-
791; (Office) 042-629-
7335, (Home) 042-625-
5040, (Home fax) 042-623-8472.

Send submissions for the Calendar to
Robert J Dickey Miryang National
University English Department, 1025-
1 Nae 2 Dong, Miryang Kyungnam,
Republic of Korea 627-130 or
<rjdickey@soback.kornet.nm.kr>

Korea TESOL

Membership Application / Change of Address

Please fill in each item separately. Do not use such time-saving conventions as "see above." The database programs used to generate mailing labels and membership directories sort answers in ways that make "see above" meaningless. Long answers may be truncated. Use abbreviations if necessary.

Please check the items that apply to you

- ☐ New membership application
☐ Membership renewal
☐ Change of address / information notice

Type of Membership

- ☐ Individual (30,000 won/year)
☐ Institutional (50,000 won/year)
☐ Commercial (300,000 won/ year)

Payment by ☐ Cash ☐ Check ☐ On-line transfer (Please make on-line payments to KOTESOL at the Foreign Exchange Bank (외환은행) account number 283-18-01616-1. In order to insure that your application is properly processed either include your name on the bank transfer slip or send a photocopy of the bank transfer slip with this application.

First name: _____ Last name: _____

Chapter: _____ (Seoul, Taejon, Taegu, Cholla, Pusan, Cheju)

Date of membership: _____-_____-97 (Today's date.)

Confidential: _____ (YES or NO) (If you answer YES, the following information will not be included in any published form of the membership database. The information will be used by KOTESOL general office staff only for official KOTESOL mailings. But, it means your friends will not be able to find you.)

E-mail address: _____

Home phone (_____)_____ fax (_____)_____ beeper (_____)_____

 (House, APT# / Dong)

 (Gu / Ri / Myun / Up / Gun)

 (City / Province / Country)

Zip: _____-_____

Work phone (_____)_____ fax (_____)_____ cell (_____)_____

 (School, company name)

 (Bld. # / dong)

 (Gu / Ri / Myun / Up / Gun)

 (City / Province)

Zip: _____-_____

To which address would you prefer KOTESOL mailings be sent? _____ (Home / Work)

Notation: Write a brief introduction of yourself ; major papers, presentations, specialties, interests...

Date_____ Signature:_____

Mail this form to:

Jack Large , Department of English Education W onkwang Univ. 344-2 Shinyong Dong Iksan, Chonbuk 570-749
 (Work phone) 0653-50-6519 (Home) 0653-834-8529 (Fax) 0653-834-9170 (E-mail) larjak2@nuri.net

Constitution & Bylaws of Korea TESOL

Constitution (Adopted April 1993
Amended October 1996)

I. Name The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be '에스케이티에스엘'.

II. Purpose KOTESOL 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 KOTESOL shall co-operate in appropriate ways with other groups having similar concerns.

III. Membership Membership shall be open to professionals in the field of language teaching and research who support the goals of KOTESOL. Non-voting membership shall be open to institutions, agencies, and commercial organizations.

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

V. Officers and Elections 1. The officers of KOTESOL shall be President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

3. If the office of the President is vacated, the First 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, 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 thirty days prior to the vote.

Bylaws (Adopted April 1993)

I. Language The official language of KOTESOL shall be English.

II. Membership and Dues 1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

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

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be from the date of payment to the next Annual Business Meeting. Dues shall be assessed on a pro-rated basis. The Treasurer will have the pro-rated schedule.

III. Duties of Officers 1. The President shall preside at the Annual Business 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 KOTESOL. The first and second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of the Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee and shall be responsible for planning, developing and coordinating activities.

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

IV. The Council 1. All members of the Council must be members in good standing of KOTESOL and international TESOL. 2. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

3. Minutes of the Council shall be available to the members of KOTESOL.

V. Committees 1. There shall be a National Program committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs. 2. There shall be a Publication Committee responsible for dissemination of information via all official publication. 3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL. 4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term the Co-chair shall become the Chair of the National Conference Committee. 5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nomination and Elections Committee and for conducting the election.

VI. Chapters 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council. 2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter. 3. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

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

VIII. Audits An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

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

CALL FOR PAPERS

THE 1997 PUSAN CHAPTER of KOREA TESOL MINI-CONFERENCE

May 24, 1997 Pusan, S. Korea

The deadline for submission of abstracts is April 30, 1997.

The '97 Conference Committee is accepting presentation proposals in all areas relevant to teaching and learning English in the environment of NE Asia, specifically Korea.

Please submit proposals for the 1997 Pusan Chapter of Korea TESOL Mini-Conference to:

Robert J. Dickey	office phone: + 82-527-50-5429
Miryang National University English Department	
1025-1 Nae 2 Dong	FAX: +82-527-50-5250
Miryang City, Kyungnam S. Korea 627-130	e-mail: rjdickey@soback.kornet.nm.kr

THE 1997 PUSAN CHAPTER of KOREA TESOL MINI-CONFERENCE PRESENTATION PROPOSAL May 24, 1997

Presentation title: _____

Type (Check one): ☐ Paper/Workshop ☐ Workshop ☐ Panel

Level (Check all that apply): ☐ Elementary ☐ Secondary ☐ University ☐ Adult Education

Equipment needed (Check all that apply): ☐ OHP ☐ VCR ☐ Cassette Player

How many presenters for this presentation? _____

List the following contact information for each presenter (use a separate sheet if necessary)

Name: _____

Fax: _____ e-mail: _____

Work phone: _____ Home phone: _____

Affiliation: _____

Address: _____

Biographical data: Write a brief personal history of each presenter for the program. The maximum length is 100 words. Use a separate sheet if necessary.

Use a separate sheet for your abstract. Be sure to include the title and names of the presenters on each proposal submitted. The maximum length is 150 words. Submit one copy of everything by April 30th, 1997 to Robert Dickey at the address listed above.

THE 1997 KOREA TESOL CONFERENCE
October 3-5, 1997 Kyungju Educational and Cultural Center
Technology in Education: Communicating Beyond Traditional Networks
Call For Papers

Deadline for Submission: May 15, 1997

Here are some areas in which the 1997 Conference Committee is
accepting presentation proposals.

- Alternative approaches to teaching
- Peace, justice and environmental education
- Technological approaches
- ESP
- Globalization in Asia
- Curriculum and course development
- Pan-Asian teaching concerns
- English materials development for Asia
- Cross-cultural teaching
- Use of video in the English classroom
- CALL
- Ethnomethodology in the classroom
- Using Internet
- Linguistics in teaching communication
- Testing and evaluation
- Classroom management
- Elementary English Education
- Multi-media in language learning
- Secondary English Education
- Literature and drama in the classroom

See reverse side for abstract form. For additional information, contact one of the following individuals:

Kari Kugler

Keimyung Junior College Dept. of
Tourism and English Interpretation
2139 Daemyung-dong, Nam-ku
Taegu, 705-037

Work phone: + 82-53-620-2663
Home phone: + 82-53-653-5416
Home fax: + 82-53-628-3340
E mail: haceta@ bora.dacom.co.kr

Demetra Gates

Taegu National University of Education
Dept. of English Education
1797-6 Daemyung 2 Dong, Nam-ku
Taegu, 705-715

Work phone: + 82-53-620-1426
Home phone: + 82-53-559-4292
Home fax: + 82-53-559-4293
Work fax: + 82-53-622-8270

1997 Korea TESOL Conference Presentation Proposal

Technology in Education: Communicating Beyond Traditional Networks

October 3 - 5, 1997

Presentation Title: _____

Type (Check one):

_____ Paper _____ Workshop _____ Panel _____ Paper/Workshop

Level (Check all that apply)

_____ Elementary _____ Secondary _____ University _____ Adult Education

Equipment needed (Check all that apply):

_____ OHP _____ VTR (VCR) _____ Cassette recorder _____ Computer

How many presenters for this presentation? _____

List the following contact information for each presenter (use a separate sheet if necessary)

Name: _____

Fax: _____

Work phone: _____

Home phone: _____

Affiliation: _____

Address: _____

Biographical data: Write a brief personal history of each presenter for the program. The maximum length is 100 words. Use a separate sheet if necessary.

Please check the times that you are available to present:

____ Saturday, October 4, 1997, 9 am - 12 pm ____ Sunday, October 5, 1997, 9 am - 12 pm

____ Saturday, October 4, 1997, 1 pm - 5 pm ____ Sunday, October 5, 1997, 1 pm - 5 pm

Length of presentation: _____ 50 minutes _____ 90 minutes

Use a separate sheet for your abstract. Be sure to include the title and names of the presenters on each proposal submitted. The maximum length is 150 words. Submit one copy of everything by May 15th, 1997 to either Demetra E. Gates or Kari Kugler, 1997 Korea TESOL Conference Co-Chairs. Please include two 3 1/2 x 4 cm. color photos. You should receive an answer by July 1st as to whether your proposal has been accepted for presentation. Thank you very much for your interest in making the 1997 Korea TESOL Conference a success!!

Korea TESOL
1997 Drama Festival
May 17, 1997 2:00 p.m.
Hannam University, College of Liberal Arts Bldg. 4

Korea Tesol Members,

Yes!! It's that time again. The Drama Festival is coming up in May and you need to apply now to be one of the six groups that will be asked to show the world what you and your students can do. This year we are accepting applications from all over Korea. Because this has become a national Korea TESOL event, we are setting the deadline for applications for April 30th, 1997. Depending upon the number of applicants, we will decide soon thereafter whether a run-off is necessary. If it is necessary, it will be done by region or by school.

We want to stress that this is not a festival for seasoned actors. Rather, it is a chance for students with little or no acting experience to get up on stage and have some fun. We also emphasize the idea that a lot of elaborate props are NOT necessary.

We will gladly entertain original skits, scenes or adaptations of other works that are funny, serious or otherwise entertaining to an audience that may reach thousands (or at least two or three hundred.)

We want to focus on language, and let the students know that this is an opportunity for them to improve their English speaking skills, and not necessarily their acting skill. We can't all act well, but we all have the ability to speak well!!! If you are interested, the following information will be important:

The stage dimensions are approximately: rear; five meters, front; nine meters

Please direct any inquiries about the festival to: Lori Roach

Hannam University

133 O-Jung Dong

Taejon 300-791

(Office) 042-629-7335 (Home) 042-625-5040 (Home fax) 042-623-8472

IMPORTANT NOTE!

Though this festival is aimed at un-experienced "actors," we are also planning to include in the program a performance or two by groups that have had more experience. This (these) "encore" performance(s) will be held during the intermission at the festival. Here, we will choose one or two groups to perform a scene or short playlet that they have been working on over the past couple of months, as an encore to the other performances. This will provide your students, who have worked long and hard, a showcase to demonstrate their acting and speaking skills. This is also an opportunity for the better speakers of English to set an example for other students.

Application Form
Korea TESOL Drama Festival
May 17, 1997

Please fill out this form completely and send it back to Lori Roach at:

Hannam University
Dept. of English Language and Literature
133 O-jung Dong Taejon 300-791

Tel: 042-629-7335
Fax: 042-623-8472

Be Creative

Name of School/Institution _____

Name of your group _____

Name of group leader and faculty advisor _____

Telephone number _____

Member names (maximum of ten)

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Type of play/skit ☐ Comedy ☐ Drama ☐ Other

Title of play/skit _____

Thank you for your interest! We look forward to seeing you!!