



Korea Teachers of English to Speakers of Other Languages Sept. 1997 Volume 1 Issue 3

KOTESOL

Teaching speaking skills: An open letter to teachers of English Conversation

by *Peter Ackroyd*

What do you want!?" the voice demanded. I awoke, strapped in a chair, and looked up in panic at the impassive face. The airline steward was offering me a drink. I then remembered how often I had suppressed an angry reaction to the students who commanded in a similar tone, "Ackroyd, I want to see you".

According to a *Korea Herald* article, twenty-six out of thirty Korean Embassies reported that Koreans have a rude image. Appearing rude is a serious matter because under Confucian-based Korean culture, there is a high degree of identification of the individual with the nation and anything to do with it. (I once commented to a Korean about the beauty of some

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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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Contributor Guidelines

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

The English Connection welcomes any previously unpublished article in the following categories:

Feature articles should be 1000-4000 words and should present novel ESL/EFL methodology, materials design, teacher education, classroom practice, or inquiry and research. Feature articles should be lightly referenced and should present material in terms readily accessible to the classroom teacher. Findings presented should be practically applicable to the ESL/EFL classroom. The writer should encourage in the reader self-reflection, professional growth and discussion.

Reports should be 500-1500 words and should highlight events of interest to TESL professionals of a noncommercial nature.

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

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

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

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

Contact information should be included with submissions. Submissions can not be returned. *The English Connection* retains the right to edit submissions accepted for publication. Submissions will be acknowledged within two weeks of their receipt.



KOTESOL

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What Can Korea TESOL Do for Korea and TESOL?

I have talked about professional development and organizational development as Korea TESOL's first and second mission. Now it's time for me to talk about our third mission, making a contribution to the development of this nation, Korea, and our profession, TESOL.

In order to find what Korea TESOL can do for Korea and TESOL in and out of Korea, we need to identify the major concerns, issues, and problems related with teaching English in Korea and search for the ways we can serve as a professional organization for them. Amongst all the problems we face now, I would like to address the following: Teaching English as a means of passing the college entrance exam and students' perception of and motivation for learning English, teaching English to children, and teacher education for both Korean-national and foreign English teachers.

First of all, throughout the history of English teaching in Korea, English was taught as an important part of college entrance exam which serves as the first gate to a successful life. Students' major concern is their grade and so their initial excitement and motivation do not last long in their English conversation classes which are taught mostly by native English-speaker teachers. They get turned off as they experience communication breakdown resulted from lack of their English competence, teachers' teaching ability, and of intercultural understanding from both parties. One of the growing pains Korea is going through now is 'cultural conflict' between Koreans and foreigners at various educational and social settings and circumstances. Lack of appropriate level of intercultural awareness and understanding causes misunderstanding and disputes amongst people who are supposed to work together. This results from the mismatch between what the real world requires and what Korean students pursue in their English classrooms. As Korea is pursuing 'international competitiveness' in order to play an important role in the global market, communicative English proficiency and cultural awareness are more demanded than ever before and yet hard for the Korean students to achieve.

Second, Korea has opened a new age of English education in Korea this year by initiating the elementary English education. It's only natural that teaching English to children has emerged as one of the main issues and concerns for the whole nation. Whether it will be successful or not, it remains to be seen. However, it is obvious that Korea is determined to make through with it. Thousands of elementary school teachers who took the intensive pre-

President's Message by Dr. Park Joo-kyung



and in-service teacher training during the summer and winter break last year by the Government support are teaching English, twice a week, forty minutes each. Some negative and apprehensive views are heard on

the current elementary English teaching and teachers but one step at a time. Folks, you are doing just fine!

Third, teacher education is the key to the success of education. This summer is sizzling hot and is even more so for many KOTESOL members including myself as they are actively involved with summer teacher training workshop programs held nationwide. Hundreds and thousands of elementary and secondary school teachers are fighting against the weather and the seasonal temptation in order to beat their frustration and despair they face in their English classrooms. It is said that the English teacher training for the elementary school teachers will be continued until 2001 at least, by the time when all 4-grade children, 3rd to 6th, will learn English. What matters is the quality and effectiveness of the education program. University professors, native English-speaker teachers and teacher trainers, and Korean English classroom teachers and educational administrators work together for these workshop programs as planners as well as instructors. Effective and productive team work is necessary for making them successful.

Now what can Korea TESOL do in the three major areas of English teaching mentioned above? We need to provide our expertise and professionalism in each area. All the Korea TESOL activities done at the local and national level are excellent ways of doing this. In particular, Korea TESOL conferences and publications have served as the open forum for the domestic and international experts to share their thoughts and ideas that can be implemented to meet the immediate and long-term needs in teaching English in a very practical way. The practical aspect Korea TESOL has as an organization is the utmost strength which makes it unique. We will work hard to further develop our strength, pursuing a balance between theory and practice.

The 1997 Korea TESOL Conference is around the corner. We will mark another epoch in the history of English teaching in Korea in Kyoung-ju, October 3-5, 1997. Innovative teaching strategies along with the ageless wisdom will be shared on many timely topics such as using technology in the English classroom, teaching English to children, teaching culture, pronunciation, songs and games, testing and evaluation, intensive English program, and what not. Come and meet with the internationally-renowned scholars and educational practitioners, and your friends and colleagues. After all, developing professionalism for each one of us and the organization through this conference is the road to making a contribution to our country and our profession.

Language acquisition and Chaos: an interview with Diane Larsen-Freeman

by *Jeanne E Martinelli*,
Pusan chapter Secretary

Diane Larsen-Freeman (Ph.D. in Linguistics, University of Michigan, 1975) is a Professor of Applied Linguistics in the Department of Language Teacher Education at the School for International Training in Brattleboro, Vermont. She has published a number of articles in the areas of second language acquisition research, English grammar, language teaching methods and teacher education. Her books include: *Discourse Analysis in Second Language Research* (Newbury House, 1980), *The Grammar Book An ESL/EFL Teacher's Course* (with Marianne Celce-Murcia, Newbury House, 1983), *Techniques and Principles in Language Teaching* (Oxford University Press, 1986), and *An Introduction to Second Language Acquisition Research* (with Michael Long, Longman, 1991). Dr. Larsen-Freeman is also Series Director for *Grammar Dimensions*, a four-level grammar series for ESL university students (Heinle and Heinle Publishers, 1993, 1997). From 1980-1985, Dr. Larsen-Freeman was Editor of the journal *Language Learning*.

Diane Larsen-Freeman is fascinated with how people learn. She's always been interested in learning and theories of learning. From an early Peace Corps experience teaching English in Malaysia, after completion of an undergraduate psychology degree, she discovered that she was "fascinated in particular with how people learn and teach languages."

"I never really would say I had an ambition to be a voice in the field," Larsen-Freeman explains. We are sitting comfortably in two cushioned chairs pulled facing each other, in the middle of her basement office. It's a cozy room in the corner below the stairs, in the graduate building on the beautiful, green, mountainous campus of the School for International Training (SIT) in Brattleboro, Vermont, in the United States. "What I

have I think is a curiosity, and an attitude of inquiry. I stay with a question and I follow that question wherever it takes me," Larsen-Freeman continues.

Larsen-Freeman's manner of speaking is warm and inviting, allowing me to travel with her in honest reflection of her role in the ESL/EFL field today. "I'm

"I feel very blessed looking back on my career, because I really had the opportunity of being present at the birth of a subfield, or what we now refer to as "Second Language Acquisition". There were a number of us who became interested in second language acquisition research in the early '70s," Larsen-Freeman says. Steve Krashen, Doug Brown,

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able to have multiple agendas; I work on several things at the same time, processing some things actively and others more passively. And by putting my ideas out, I like to think I'm making a contribution, and I have an opportunity to learn and go further than myself, by getting feedback."

Red and blue hand-made Latin American tapestries hang on Larsen-Freeman's walls, in between her three bookshelves, teeming with TESOL and other language journals, various language acquisition and teaching books, her own authored books, and numerous folders and binders of papers. Our interview had been rescheduled from yesterday, because of a deadline Larsen-Freeman was finishing then. And now as we are meeting, a scheduled appointment with baby in arms shows up late, the phone is ringing, a computer part drop-off is made, and I'm aware of her multiple and active agenda being very much reflected in her office environment. But, it's a comfortable energy rush, and seemingly congruent with Larsen-Freeman's words, "I wear many different hats, although usually what I use is Teacher Educator. I love teaching. But I'm a Professor of Applied Linguistics, that's my official professorial description,"

Merrill Swain, John Schumann, Elaine Tarone, Evelyn Hatch, and herself, were some of the people, mostly graduate students at the time. She was studying with H. Douglas Brown at the University of Michigan then, and she remembers him coming into class one day saying, "There is this new thing in the air that everyone is talking about: 'interlanguage'."

Larsen-Freeman feels very free in the TESOL field, because she has a lot of different interests she is able to pursue: teacher education, applied linguistics, grammar, SLA research, and writing. "Some people think of me as a grammarian, others might think of me as a language acquisition researcher. I'm interested in language and I'm interested in the learning of the language, and the teaching of the language and I'm interested in how people learn how to teach the language. This field for a long time although it's less and less true now, has allowed me to maintain a variety of interests."

"I feel very lucky in my life, but I didn't start off to be a voice. I started off because I wanted to learn and I thought I had something to share," she says. When Larsen-Freeman started writing, people came to know her more, and then she got on the circuit, and even

more opportunities came along. Now she is to a point where she must choose wisely where she wants to be heard, so as not to get "burned out". She shares the story of her family's decision to move from California, where she'd been teaching at the University of California Los Angeles (UCLA), to Brattleboro, Vermont to teach at the School for International Training. The decision was based on the quality of life for her family. In a way it seemed like she was putting her career second to her family, but that was a choice she and her husband wanted to make at that time (twenty years ago). After she arrived at SIT, she received a phone call asking her to assume editorship of the journal *Language Learning*. So, while she had actually made a decision to leave the more "prestigious" bigger-name university UCLA, for the alternative institute SIT, based on what felt true to her with regard to family priorities, she was in fact actually able to benefit and gain both personally for quality of family life, as well as professionally.

Larsen-Freeman also gained through a major learning experience with her first group of Master of Arts in Teaching (MAT) students at SIT. Larsen-Freeman came from UCLA to SIT believing herself to be quite a "good" teacher, based on her apparent successful teaching experiences she had had there. Her first semester teaching at SIT in the MAT program, she went to hand midterms out to her class. A student asked her, "Excuse me, but why are we doing this?" Larsen-Freeman remembers the shock and really having to think to find a real answer to that question,

after the initial answer of, well, it's mid-term time and I want to see what you have learned. It got her really questioning herself and her methods as a teacher.

What has been most important to Larsen-Freeman from this and other similar encounters that first year at SIT

is to be absolutely clear in her own mind about why she is doing what she does in the classroom. "Self-awareness and awareness of one's students is critical," she says.

Another awareness Larsen-Freeman is currently developing involves the application of the scientific chaos theory to second language acquisition. In this exciting new connection, Larsen-Freeman is looking at second language acquisition in the framework of the scientific chaos theory of nonlinear dynamic systems; incorporating the idea of complex systems that are in the act of becoming rather than being, and the concept of change as irregular. For example, a student may be making seemingly little progress, and then suddenly boom, a seemingly large advancement is made. Or, the student is making great language gains, and then suddenly is slowed down or apparently stalled.

Larsen-Freeman's official introduction to the chaos theory was in keeping with the nonlinear and unpredictable nature of the theory. She was in a bookstore, browsing, when out of the blue, some total stranger, another customer, thrust a book in her hand and told her, "Here, read this, it's great." The book?

Chaos, by James Gleick. That was probably 1989, Larsen-Freeman states, and the book remained on her bookshelf at home, until she picked it up to read a few years later, in 1992. It's like "the butterfly effect" in action. The idea of a slight change in conditions hav-

ing major implications for the future, as when a butterfly flutters its wings in one place in the world and thus causes change in the weather in another part of the world a month later. Larsen-Freeman not only read this book on chaos, "randomly" handed to her in a bookstore one day, one year, but she is ac-

tively engaged in researching its connections to second language acquisition today, several years later.

According to chaos theory, every time language is used, it changes. We are changing the English language even as we speak, she says. Our choice of words effects the frequency of usage of those particular words, and thus the longer-term shape and style of the language as well.

A "blurring of boundaries", a theme Larsen-Freeman addressed in her plenary talk at the First Pan Asia Conference in Thailand last January, also fits into this chaos theory. SLA needs to move away from an "either/or" mentality: grammar "versus" communicative, competence "versus" performance, language use "versus" language change, etc. to a "both/and" outlook.

And a blurring of boundaries, or a reversal of roles, is how Larsen-Freeman manages to have both a family and professional life. Her husband, Elliot, an aerospace engineer she met at the University of Michigan, is more of a "house husband" who manages much of the home front and their two sons, one starting his college career now as a freshman. Balancing both a career and a family is a challenge, Larsen-Freeman says, but one she has no doubts or regrets about committing to, as they actually easily support and give to those different needs within herself; to her different parts. And even when it does feel a little chaotic at times, she's not terribly concerned. After all, she's got the theory down. She's just refining it a little at a time, and a lot at another time. She's practicing to see what the practical elements look like here, and what they feel like there. She's in the midst of the complexity she loves, and she's working hard on putting it out there for feedback and input from the rest of the TESOL community, so we can all grow and acquire some insights to benefit our own teaching and students' learning in the best way we possibly can. Learning tells you how to teach; becoming, rather than being, the best teachers we know how to be.

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'97 Conference slated for Oct. 3-5 in Kyoungju

As Summer 1997 draws to a close, we, the 1997 Korea TESOL conference co-chairs, hope that you have had a restful and refreshing summer. We also hope that you are firming up plans to attend the 1997 Korea TESOL Conference in Kyoung-ju on October 3-5, 1997 at the Kyoung-ju Educational and Cultural Center.

National Conference by Kari Kugler

*Technology in Education:
Communicating Beyond Traditional Networks
Kyoung-ju, October 3-5,*

We invite you to use this conference as a starting point for Fall Term 1997. Make it a term of professional growth by using the ideas and strategies which you learned at the 1997 Korea TESOL conference!

We are very excited to announce that Carolyn Graham of *Jazz Chants* fame will be presenting at the conference along with the following world class English educators:

- * David Nunan, The English Centre, University of Hong Kong, Hong Kong
- * Jack Richards, University of Auckland, Auckland, New Zealand
- * Julia ToDutka, Educational Testing Services, Princeton, NJ, United States
- * Tim Grant, Co-editor of *Green Teacher*, Toronto, Canada
- * Alan Maley, National University of Singapore, Singapore
- * Angela Llanas, Anglo Mexican Cultural Institute, Mexico City, Mexico

as well as other notable speakers from Australia, China, Japan, Korea, Malaysia, Taiwan, Thailand and the United

Kingdom. The 1997 Conference is being moved out of Seoul to historic Kyoung-ju where, "the present day exists side-by-side with a thousand-year-old history. The Education and Cultural Center is a self contained, world class conference and hotel center located in the Pomun Lake Resort area. Rooms, meals, and a convenience store are all available in one building,

thus affording greater contact and exchange of ideas between conference participants.

We are now completing negotiations on a transportation, lodging and meals package. Information on this package will be mailed to you soon. Please contact the conference co-chairs (via the addresses and phone numbers below) for more information. We look forward to seeing you in Kyoung-ju on October 3-5, 1997!

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Overview of the Pomun Lake resort and convention center site of the 1997 KOTESOL conference. The resort lies just outside Kyoung-ju the former capital of the Silla kingdom. (Kyoung-ju Tourism Agency)

Developing Intercultural Competence: Expanding the Goals of EFL and ESL

*by Dr. Alvino E. Fantini,
School for International
Training*

EDITOR's NOTE -- What is "Intercultural Competence"? And why should we as foreign language teachers in Korea be concerned with this notion? Internationally renowned for his work in the intercultural field, Alvino Fantini, Ph.D., takes us through issues surrounding intercultural awareness, and argues why cultural learning and intercultural exploration must take place in the classroom.

Many educators involved in programs that prepare individuals for living, traveling or working abroad have long understood the importance of cross-cultural preparation to ensure intercultural ef-

fectiveness. Multinational corporations, for example, increasingly recognize that success in a global marketplace depends, to a large degree, on their employees' ability to deal effectively in the international arena. Many domestic corporations in the United States also acknowledge that maximum efficiency depends on good ethnic relations among employees in the work place (Newsweek, 1990). In other fields, as well, like medicine and social work, health practitioners and social workers alike are realizing that effective care requires sensitivity to cultural differences

when dealing with patients and clients of various ethnic backgrounds. And everywhere in the world, successful intercultural marriages and relationships with friends and neighbors depend on an ability to deal with differences in a positive way. From the arena of international business, then, to the intimacy of family life, there is a need to be able to deal effectively and appropriately with diversity, whether ethnic, racial, religious, or cultural.

Today, language educators - and especially teachers of English as a Second and Foreign Language - are also learning this important lesson. In fact, culture and intercultural preparation is clearly becoming a significant and integral part of newer approaches to language education. Culture learning, and its counterpart, intercultural exploration (which seeks to compare and contrast target and native cultures), are no longer peripheral or

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foreign Language Learning proposed for all public schools within the United States. These Standards (1996) promote five goal areas (commonly referred to as the five C's): Communication, Culture, Comparisons (i.e., intercultural exploration through contrast and comparison of target and native cultures), Communities (i.e., connecting with speakers of the target language whether locally or abroad), and Connections (i.e., using the target language to reinforce other subject matter areas also being taught). This dramatic shift of focus and expansion of goals of the field of foreign language teaching in the United States has important implications for teachers of ESOL and for the re-conceptualization and re-design of language programs. To help in this effort, TESOL has included a volume on new ways of teaching culture (that includes sociolinguistic and intercultural techniques as well) as part of its series of professional publications (Fantini, 1997).

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supplemental aspects of many modern language courses, to be included only if there is time left over or as a motivational technique for students when things slow down. Rather these aspects are increasingly cited as equal goals to "language as communication," to be explicitly stated and consistently included throughout the language program.

To this end, the American Association of Foreign Language Teachers (ACTFL) - the professional equivalent of TESOL - has recently drafted and disseminated new Standards for For-

BEYOND THE MELTING POT

Despite the image many Americans often hold of themselves, having been brought up in the "melting pot" era, the United States is, curiously, one of the most multilingual-multicultural countries in the world. Today, many people question whether melting - especially "forced" melting - is an appropriate model for a democratic society. Renewed immigration (with increasing numbers of Koreans and other Orientals than ever before) plus vast numbers of recent refugees - more diverse than ever before in the languages and cultures they represent - add to the diversity of United States society, making it even more heterogeneous than before. Moreover, international and intercultural contact on a global scale are a reality of modern life. These trends call for broadening the scope of "international" education to include "intercultural"

aspects. Whereas previous generations were raised primarily with ethnic survival skills, deal with people outside our own ethnic groups is a common experience of most! Americans; and, for this, we need intercultural skills as well. Given this scenario, "cultural pluralism" provides an alternative model. This conceptual shift, however, requires a different stance in our educational policies and practices. Despite "backlash" movements (such as neo-Nazis and Skinheads) attempting to safeguard the preeminence of particular groups, and despite the efforts of English-only adherents, linguistic and cultural diversity have always been, and will probably always be, intrinsic to the North American continent. This experience, however, is not unique to North America, but is becoming increasingly a worldwide phenomenon. Dealing with diversity in a positive way, however, whether in the U.S., Korea, or elsewhere, requires different attitudes and new abilities. Developing "intercultural competence" provides a key. What is Intercultural Competence?

The notion of intercultural competence is fairly new. For this reason, a special issue of the professional publication of SIETAR International (the Society for Intercultural Education, Training, and Research), *The International Journal of Intercultural Relations* (Martin, 1989) explored questions such as, "What is intercultural competence?" "What are its characteristics?" "Can individuals be trained or educated toward increased intercultural effectiveness?" And SIT and World Learning established a Task Force to explore what we mean by intercultural competence (ICC) as well as to establish institutional standards for their attainment. These may provide a model for similar efforts elsewhere.

Although researchers characterize ICC in various ways, three aspects commonly emerge: 1) the ability to develop positive relationships, 2) the ability to communicate effectively and appropriately, with minimal loss and

distortion, and 3) the ability to attain compliance and cooperation with others. These abilities are displayed through behavioral traits such as empathy, flexibility, patience, a sense of humor, and a tolerance for ambiguity, among others. ICC is further enhanced when we grapple with, and develop proficiency in, a second language. Learning to perceive, conceptualize and express ourselves in alternative ways is a sine qua non of intercultural competence -the topic of another special SIETAR journal issue dealing with "Language, Culture and World View" (Fantini, 1995).

EDUCATIONAL APPROACHES TO INTERCULTURAL COMPETENCE

Developing ICC is dealt with piecemeal in most educational systems, if at all . . . and often late in the process. Ideally, intercultural education begins early and continues through to adult education. Current attempts form part of multicultural education, bilingual education, global and international education, foreign and second language education, and ethnic heritage education. Unhappily, most of these important efforts are generally fragmented and uncoordinated.

Dealing with diversity in a positive way, however, whether in the U.S., Korea, or elsewhere, requires different attitudes and new abilities. Developing "intercultural competence" provides a key.

A WORLD-WIDE PHENOMENON

Although exchange programs, international businesses, and other endeavors, have helped to underscore a need for ICC, today everyone everywhere needs to learn to deal with diversity in positive ways. This is true not only in the U.S. and Canada where there are new waves of immigrants and refugees joining the diversity which has always been there, but elsewhere in the world as well. Whereas northern European countries, for example, previously received workers and immigrants from southern Europe, southern European countries now experience immigration from northern Africa. Likewise, movements of populations have occurred extensively in Asia and Africa; and of course, Latin America has long experienced mixes of Africans, Europeans, and indigenous peoples. Virtually every country around the globe faces intensified cultural diversity, challenging earlier traditions of nationalism and homogeneity. It is difficult to imagine returning to a world of ethnic and cultural uniformity.

Because most young adults today completed basic education before many of these efforts existed, the role of language education assumes even more importance as another vehicle through which ICC can be developed. Our generation needs to understand that each person's world view is culturally influenced and that our own view was developed so early in life that we are usually unaware of its existence. Likewise, we are unaware that our view is only one of many ways of understanding and interpreting the phenomena of the world. We know little about cultural relativity and cultural determinism, and this ignorance is reflected in our misunderstanding and intolerance of people who are different. Conversely, we also know little about the commonalities which all human beings share universally, despite our most treasured cultural inventions.

ONE MODEL AND ITS IMPLICATIONS

Intercultural education, then, can benefit most from a unified conceptual model. One such model, formulated

by the Council of Europe, offers several points worthy of consideration. First of all, this model acknowledges that, even where intercultural education is grounded in a legal framework, laws alone are inadequate. We must go beyond to work against indirect forms of social discrimination in order to guarantee freedom and protection for all members of society. Secondly, the European model acknowledges and accepts diversity as a fact in today's world. It assumes the importance of intercultural education for all of society's members (mainstream persons as well as minorities) and that it is a conscious choice - a method of social and educational action. Thirdly, their model is based on principles of free movement of peoples, of mutual respect, of social change, of equal opportunity, while eschewing dominance and assimilation. And finally, intercultural knowledge is viewed as a weapon for combating intolerance and xenophobia, ethnocentrism and cultural hierarchies. In all areas, education is at the core, and its goal is "cultural literacy."

Besides becoming culturally literate, however, we also need to

develop the attitudes and skills appropriate for successful multicultural interaction. The acronym "A+ASK" may be helpful to remind us that Awareness + Attitudes, Skills and Knowledge, are all important (Fantini, 1997). Knowledge alone is inadequate without the concomitant awareness, attitudes, and skills. An appropriate educational model, therefore, needs to include knowledge (through courses and formal education), skills (through exercises, activities, and practicum), while it also explores attitudes (our sentiments and feelings) and expands awareness (a fundamental part of most experiential activities). Together, these form a wholistic educational approach - one

that prepares the student in cognitive, psychomotor and affective domains

Multicultural contact, developing second language proficiency, cross-cultural experiences, and an appropriate educational model, all aid the goal of developing ICC. From all of these experiences, we learn not only about the target culture and language but, more significantly, we are provoked to introspect and question ourselves, our own perspectives, and our own culture - the things that we have always taken for granted. For this reason, one often hears the maxim among interculturalists: "looking out is looking in."

AN EDUCATIONAL CHALLENGE

Developing ICC presents an educational challenge for both educators and learners, but its attainment enables exciting possibilities. Intercultural competence offers the

chance of transcending the limitations of one's own world view. "If you want to know about water," someone once said, "don't ask a goldfish". Those who have never ex-

perienced another culture nor struggled to communicate through another language, like the goldfish, are often unaware of the milieu in which they have always existed.

Positive contact with other world views can result in a shift of perspective and an appreciation for both the diversity and commonalities among human beings. This paradigm shift is the kind described in the Aquarian Conspiracy (Ferguson, 1980) as "the greatest revolution in the world - one that occurs with the head, within the mind." But for this to happen, we need to be educated to become better global participants - able to empathize and understand other persons on their

own terms as we also deepen an appreciation of our own heritages. Intercultural competence offers such a promise. And we who labor in the field of ESOL have a golden opportunity to help our students (as future interculturalists) develop such competence.

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- More than thirty years ago, Alvino Fantini helped to develop the Sandanona Estate of The United States Experiment in International Living into the present School for International Training, the academic branch of World Learning. Internationally recognized for his work in language education and the intercultural field, Fantini is Senior Faculty in SIT's Master of Arts in Teaching Program, an international consultant, and a past president of the Society for Intercultural Education, Training and Research (SIETAR International). Among various works on language and cross-cultural education, he recently completed a new volume as part of the TESOL Series, New Ways in Teaching Culture, published by TESOL Inc., Alexandria, Virginia.*

Looking Forward to the Dialogue Continuing: Future Colloquia

The "Agenda 2000 Colloquium" at the First Pan Asian Conference in Bangkok initiated a dialogue between English educators in Thailand, Japan, Korea, the United States, England and Australia. Their goal was

to discuss the issues of culturally relevant teaching techniques and materials, the appropriate use of technology in education and the effective use of English throughout Asia. Their conclusion was that language teaching professionals in Asia need to search for a Pan Asian Teaching Model. This can be accomplished through research on their own professional practices and then coming together to discuss what they have in common and what distinguishes teaching English in Asia.

At first it was assumed that this dialogue could only continue at the Second Pan Asian Conference which will take place in Korea in 1999. But plans are underway to continue the colloquia at the Korea TESOL Conference on October, 3-5th in Kyoung-ju, at the JALT '97 Conference Hamamatsu on October, 9-12th and finally at TESOL '98 in Seattle, Washington on March 17-21.

As topics are being identified, it is helpful to review the topics that have been previously identified. It was questioned whether distance learning programs and Asian campuses of British, Australian and North American universities are here in Asia learning what it means to teach in Asia or are they here to sell the same programs they are selling at home. The role of professional organizations such as TESOL and IATEFL in providing opportunities to share ideas and materials across national boundaries was discussed. Predictions for the role of technology over the next twenty years were also made. The final topic discussed was the acculturation of English to Asian cultures.

Since the first colloquium, momentum has increased to continue the dialogue. New topics have emerged from both Korea and Japan. The Korean topics are the changes in English testing, the addition of English to the elementary school curriculum, English ability level grouping throughout the school years, the promotion of team teaching between Korean and native speaker teachers and the need to include a cultural facet in English education. The topics coming from Japan are English testing and college entrance exams, the use of CALL, English education in the elementary school, the role of other foreign languages, the trend to do content instruction through the foreign language, the role of native English speakers and non-native English speakers in the profession. While many of these topics seem very similar, the dialogue must go beyond the superficial similarities to identify both the commonalities between and the distinctiveness of each country in the region.

Pan Asia

by
Kari Kugler

In Korea, the national university entrance test has traditionally assessed students' ability to translate written English and to remember grammar rules. But currently the emphasis is changing to the ability to use English to communicate.

In Japan the negative effects of English testing for university admission is raising questions about the wisdom of having English as a compulsory subject on the test. English became a mandatory subject in the Korean elementary school curriculum in March of this year. The goal is for students to speak better English through learning it at an earlier age. In both countries the problems related to this change are who will be the teachers, what and how will they teach and how this will affect English education in Korea and Japan.

Currently in Korea ability level grouping is the exception. Before this approach is adopted more information is needed on its effectiveness. One drawback to ability level grouping that has been identified is that students who are in low ability groups are more inclined to give up. They are unmotivated to do little more than meet minimum standards.

Team teaching between Korean teachers and native speakers is an idea that has been around for many years. It has been tried and retried under the umbrella of various programs for the past 25 years. And the same argument against its effectiveness continues to rise up. Teachers and principals are reluctant to devote precious class time to instruction that is not directly tied to the national curriculum. How then can team teaching be made more effective? A related concern is how to incorporate the teaching of culture.

A corresponding concern from Japan is the balance of power between native speakers of English and non-native English speakers. What are the roles of the two groups in English education programs and professional organizations? Models need to be found that effectively combine the roles of native English speakers, non-native English speakers, technology and the teaching of culture in English education in Asia.

The colloquium then, must go beyond the claim that all countries across Asia are encountering the same issues in English education. What must be done is to share experiences and ideas with other teachers throughout Asia and encourage collaboration among teachers in exploring the issues that confront us.

Kari Kugler is 1997 Korea TESOL Conference Co-chair and Pan Asia 1999 conference coordinator. She can be reached by e-mail at <haceta@bora.dacom.co.kr>.

Trends and Transitions: JALT97 Trends Lead Us to Explore. Transitions Lead Us to Change

by Jane Hoelker, JALT National Public Relations Chair

JALT97, the 23rd Annual JALT International Conference on Language Teaching/Learning and Educational Materials Exposition, will take place October 9-12th. The venue is the new, exciting ACT City in Hamamatsu which is less than an hour by train from Tokyo Station. The conference theme is "*Trends and Transitions*." Main Speakers include Penny Ur sponsored by the British Council, Chris Candlin sponsored by the Australian International Educational Foundation and Dr. Devon Woods of Carleton University sponsored by the Canadian Embassy who will also join the 4Corners of Japan Tour.

In addition, Alastair Pennycook of the University of Melbourne is sponsored by AIEF as a 4Corners of Japan Tour Speaker. The 4Corners of Japan Tour is a two-week pre-conference tour. The AIEF-sponsored Speaker and the Canadian Embassy-sponsored Speaker will be joined by Dr. Lilia F. Realubit of the University of The Philippines, recipient of the JALT Annual Asian Educator Scholarship. The Tour has brought the Speakers into more intimate contact with JALT members. This contact adds, as Julian Edge 1996 Tour-Conference Speaker and Sandra Savignon 1995 Tour-Conference Speaker said, a special and rich dimension to their contributions two weeks later at the conference.

The Conference starts Thursday, October 9th, with a special program of Featured Speaker Workshops lead by these respected language educators: Dave Willis, Adrian Underhill, Aleda Krause, Michael Swan, David Nunan and Jack Richards. Each speaker has been sponsored by one of the Associate Members of JALT. For more information on these exciting workshops, see the June issue of *The Language Teacher*.

During the next three days there will be more than 400 hours of plenary speeches, workshops, lectures, demonstrations, colloquia, roundtable discussions, and poster sessions. In the exhibition area the Associate Members will display the most recent texts, software, and services to help you in your classes. The extensive "Australian Fair," a special event for 1997, will have the latest in educational materials from Australia. The N-SIG exhibitions will show you the research and other activities they are involved in. In addition, there will be a host of social events such as the traditional Conference Banquet and the Prentice Hall "One-Can-Party."

For updated information about JALT97 check conference information at
<<http://www.miyazaki-mic.ac.jp/JALT/JALT97.html>>.

The JALT World Wide Web page is at
<<http://langue.hyper.chubu.ac.jp/jalt>>.

The Language Teacher is on-line at <<http://langue.hyper.chubu.ac.jp/jalt/pub/ltt>>.

Information and application forms can be found with the June issue of *The Language Teacher*.

See You^{est} in Hamamatsu^{est}!

If you have any questions about JALT97, please contact the JALT Central Office, Urban Edge Bldg, 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110, JAPAN Tel: +81-3-3837-1630 Fax: +81-3-3837-1631

Traveling KOTESOL members bring experience to Korean schools

The smiling faces that make KOTESOL the special kind of English teaching support organization that it is, this month bring you the following two member profiles:

Name that
Member edited by
Jeanne E. Martinelli

She's from Lakewood, a suburb of Denver, Colorado in the United States. She majored in art with an English minor, from Fort Lewis College in Durango, Colorado, and she has a secondary art teaching certificate.

Her first EFL teaching job was in Kumamoto City, on the southern island of Kyushu in Japan. After a few years in Japan, she came to Seoul and taught at Pagoda Foreign Language Institute.

After two years in Seoul, she got tired of the big city life and moved back to Japan, where she found a job teaching business English, until she decided to go to graduate school. She went to the School for International Training in Brattleboro, Vermont in the United States, and earned a mas-

ter of arts in TESOL.

She is currently teaching at Keimyung Junior College in Taegu, and likes the job very much and finds the large classes very challenging.

Name that member!: Nora Karr

He graduated from the University of Windsor (Canada) in 1995 with a degree in English (ESL focus) and Political Science. He was active in the University of Windsor Debating Society and won a few trophies.

After graduation he left for Europe and settled in Italy, working as a cook in a restaurant (EFL jobs were hard to find). "Finding that Italian lost its romance in a small sweaty kitchen I went home where I briefly worked for the Canadian government helping

physically and mentally challenged teenagers find employment." he said.

After that he came to Korea under the EPIK program (formerly KORETTA), where he currently works in a high school. He is the Seoul Chapter Financial Vice President, and is very excited about the video library of guest speakers they're presently working on.

After Korea? Possibly Japan or the United Arab Emirates, and then to a Spanish speaking country, possibly Cuba. "I speak broken Spanish, low-rent Italian, bad Canadian French and Konglish." he said.

Name that member!: Gavin Farrell

If there are members you'd like to see featured, or special KOTESOL member stories you'd like to share, send information (include photos) to:

*<jeanne@hyowon.cc.pusan.ac.kr>
or to: Jeanne E. Martinelli, Pusan National University, Department of English Education, San 30
Jangjeon-dong, Kumjeong-gu,
Pusan 609-735.*

Presiders needed for National Conference

by *Kirsten Reitan*

I recently attend and presented at the TESOL '97 conference in Orlando, Florida. The conference was interesting and informative, but also very large and impersonal. When I got to the presentation room, I set up my equipment, waited for participants to arrive, introduced myself, gave my

presentation, and made sure that I ended before the next presenter had to use the room. This is the usual situation at most conferences. And at a big conference, a presenter can often feel that he or she is lost in the shuffle.

If you've been to the Kotesol conference or more recently the Pusan mini-conference in May, you may have noticed that the situation is a little different. Each presenter is introduced by another person. This system of having a presider introduce and "take care of" the presenter seems to be

unique to Kotesol. It was introduced to personalize the conference and each presentation. Our conferences have grown tremendously since the presider system first started, and since we now have anywhere from sixty to ninety presentations, it is difficult to find enough presiders to cover all the sessions. However, we would like to keep the personal touch and make presenters comfortable.

The presider's job only requires one hour. The resider will receive a photo of and biographical information about the presenter. Then the presider meets the presenter at the room, introduces the presenter to the participants, and assists with distributing handouts or setting up AV equipment. Finally, the presider keeps track of the time, and ensures that the session ends on time. To keep this personal touch, we need people willing to be presiders. If you are interested in presiding over one session, please contact me. I will be out of the country until August 26, but you can leave a message on my answering machine or send me e-mail at <reitankb@sorak.kaist.ac.kr>; fax: 042-869-4610; telephone: 042-869-4698 (9 am to 6 pm) or 042-869-4914 (from 8 pm to 11 pm)

What is Teacher Development?

by Greg Matheson
Soonchunghwan University

Under the leadership of Park Joo-kyung, KOTESOL has introduced the concept of development and this has led to discussion of the concept of teacher development. This term means different things to different people but some people write the term Teacher Development with capital letters, using it to refer to a special form of activity that is somewhat different from individual professional development. Going to a chapter meeting and learning something is professional development but is not Teacher Development, at least according to the people who capitalize the term. Sitting around with teachers from your school and complaining about the students and the boss may however be part of Teacher Development, even though it would not generally be thought of as professional or professional development. Professional development has the wider meaning and is the less loaded term. Teacher Development takes a stand on how teachers need to look at what they are doing and how they can get from where they are to where they want to be.

Being a teacher can be very rewarding but also very confusing. It is very difficult to see the results of our efforts. It may sometimes seem that you can't get there from here. When a lesson goes well, however, we walk on air.

To understand what we are doing, we need to bounce ideas and experiences off each other, according to this view of Teacher Development. The problem is we are not inclined to do this. We seek to avoid losing face and to retain our autonomy by keeping others out of our classrooms and not talking about our failures or things we are proud of.

It does not have to be this way. We

can get together and listen to each others' problems. We can watch a video of each other teaching. We can write. We can talk. We can listen. We can speak. We can share methodology, activities. We can guest teach. According to this view, Teacher Development is both for new teachers who are bright-eyed and bushy-tailed and for old teachers who are burned-out.

Barbara Wright has made a distinction between teacher training and teacher development, placing both under the umbrella of teacher education. She says for the new, pre-service teacher, teacher education may take the form of teacher training, and for the experienced (post-service) one, it will be teacher development. In many countries, teachers begin by taking formal education courses before they are employed (Teacher Training). These teachers find after they are

One stream in Teacher Development is represented by the Teacher Development SIG of IATEFL. Developing out of teacher groups mentored by Adrian Underhill, the position of these British teachers is perhaps defined by an affinity to the ideals of the Learner Independence SIG and an antagonism to the goals of the Teacher Training SIG, also of IATEFL. Taking a leaf out of the book of encounter groups and other forms of group psychotherapy, they believed that they could come together to help each other as teachers and solve their problems themselves. Just as they expected their students to learn by interacting in groups without their direct intervention, they also felt that they could set themselves the aim of learning without a trainer or other leader. They thus suggested a bottom-up alternative to the top-down one traditionally followed in professional develop-

Just as they (teachers) expected their students to learn by interacting in groups without their direct intervention, they also felt that they could set themselves the aim of learning without a trainer or other leader.

employed that they need to become involved in Teacher Development activities to improve their teaching skills. On the other hand, many foreign language teachers in Korea have not had any pre-service coursework in education. They begin on the Teacher Development side of the continuum to gain knowledge of their field (through in-service training, self development, mentoring, and activities with professional organizations). Later, these teachers may decide to take coursework (Teacher Training) leading to advanced degrees and/or a more profound knowledge of educational theory (from the prospectus for a KOTESOL Teacher Development/Teacher Education SIG.)

In TESOL Inc., meanwhile, there is no Teacher Development SIG, but similar philosophies get a hearing in the Teacher Education Interest Section.

How would Teacher Development work in Korea? The idea of a teachers organization such as KOTESOL or the other organizations like KATE and KOSETA, PALT, PETER, et cetera is a form of teacher development on a large scale. Not being imposed, but being collaborative, voluntary activity, these organizations follow the ideals of non-formality that characterize Teacher Development. Teacher Development groups however are usually small and a commitment is often expected from each of

-continued from previous page

the members in it.

I am at the moment involved in a formal teachers course at Soonchunhyang University for elementary school teachers in the Asan and Chonan areas. A lot of other English teachers in colleges around the country have also been involved in similar courses for elementary school teachers, as the country does the 'teacher crunching' necessary for all children in fourth and fifth grade to have English teachers next year. The course has been great as all the teachers have been enthusiastic and interested in studying. It would be wonderful if it could just continue on forever. However, it is coming to an end. The teachers will be able to continue to study English by themselves of course. They have to continue to study English by themselves. But they will be losing the benefits that are created in classrooms when people come together with one purpose.

In classrooms people naturally get the urge to study. This urge is only partly the result of teachers doing what they do and responsible people expecting the students to knuckle down and study. Students can also get caught up in spite of themselves if there is en-

thusiasm among the other members of the class. This makes studying something by oneself very different from studying it in a group. As the elementary school teachers taking part in the course leave for their separate schools, they will be leaving an environment that has encouraged enthusiasm by bringing a lot of people together. The enthusiasm they feel will be dissipated by the comparative solitude in which they will be placed and the inhospitability of the environment to the commitment that studying English requires. Fanfare. Roll of drums. Enter Teacher Development. The ANSWER is for these teachers in small groups in their separate schools or groups of schools to band together and to TEACH THEMSELVES. They need to get together once a day for perhaps only 10 minutes, or half an hour every couple of days, and do a section from a textbook. Teachers in turn can take responsibility for leading the section by preparing to explain difficult words and suggest appropriate language. Teachers manuals can help this to be done. This is what I have been encouraging in teaching the listening class in the course. I have been starting the class off and talking if there is any time left at the end, but the teachers have been actually playing the tape and asking the questions. We have been doing microteaching.

The question about this answer, however, is whether it will work. Will these teachers form Teacher Development groups back in their schools. Like communicative language teaching, simulations, action research and so much else of what is suggested teachers do in TESOL and education, I and many other teachers give lip service to ideals that we swear by but do not particularly follow. Doubt has been sown in my own mind that the teachers will study either individually or in groups by the reluctance of a few teachers to take on the responsibility of presenting the sections. What do you think? Are you interested in discussing these issues or forming Teacher Development groups? Persons interested in teacher development and teacher education are urged to join a new group forming within KOTESOL to discuss these issues. The group is at the moment most active on the Internet but has held one symposium in Taejeon and aims to meet once a month either in Taejeon or Seoul.

Greg Matheson is former Seoul chapter president. He can be reached at; 0418-44-0399(H), 0418-530-1306, 1383(W), 0418-530-1381(Fax), and via e-mail at <grr@bora.dacom.co.kr>.

Korea TESOL Journal seeks editor, articles

The Korea TESOL Publications Committee invites applications and nominations for the Editor of the Korea TESOL Journal. The Publications Committee is particularly interested in receiving applications from those who (1) have a recognized research and publication record, (2) have an established record of editorial work, (3) are committed to the further development of the mission of Korea TESOL. The new Editor of the Journal will direct and implement journal policy within the mission and parameters established by the Publications Committee of Korea TESOL. Review of applications will begin immediately. Initial applications, consisting of a CV, a letter of application, and two refer-

ences, should be sent to the Chair of the Publications Committee:

Jeong-Ryeol Kim Korea National University of Education Department of Elementary English Education Tarak-ri Kangnae-myeon Cheongwon-gun Chungbuk 363-890 South Korea <jrkim@knuacc-sun.knu.ac.kr>.

Korea TESOL Journal encourages submission of previously unpublished articles on topics of significance to individuals concerned with the teaching of English to speakers of other languages, particularly in Korea, and other Asian Pacific Rim countries. Articles should be typed and no more than 20-pages

double-spaced in length. Authors should include a cover page with the full title of the paper, the authors' names, addresses, phone numbers, and if available, fax numbers and e-mail addresses. All articles should have an abstract between 100 and 200 words in length. All submissions should conform to the requirements of the *Publication Manual of the American Psychological Association* (4th ed.) Authors are responsible for the accuracy of references and reference citations, which must be in APA format. Submissions should be made to the Chair of the Publications Committee, Jeong-Ryeol Kim, contact information as noted above.

Chapter Reports

edited by
Carl Dusthimer

Taejon

by Kirsten Reitan

In June we had a very exciting presentation by Andrew Todd. He gave a very dynamic, interesting, interactive talk on the use of games in the language classroom. We learned how to use games to teach a concept or to review language the students have learned. The games can be adapted for any teaching level and can be used in many teaching situations. He also gave us many useful handouts.

Currently we're on summer hiatus, so our next meeting won't be until Saturday, September 20th at Hannam University. Our guest speaker will be Steve Garrigues from the Taegu Chapter who will speak about cultural differences and how they affect communication. And as usual, one of our members will present an activity that works. We will also be having elections for new officers in September.

If you are interested in running for office or know someone who would like to serve as a local chapter officer, come to our September meeting. Until then, enjoy the remainder of your summer, and we'll see you in September.

Seoul

by Gavin Farrell

The sizzling summer has left the Seoul Chapter a bit frazzled, but intact otherwise. Attendance was running consistently around sixty-five, but dropped a bit in the July heat.

In June Seoul financial Vice President Gavin Farrell presented communicative exercises for high school classes. An EPIK teacher in Ansan, Gavin is counted on to teach his classes conversation. Unfortunately, he found there to be a shortage of materials in this area from the mainstream sources, and had to use his imagination to get his students talking to each other. With his own activities, and a few borrowed ones, Gavin showed eight sure fire ways to get a room full of sixteen-year-old students speaking English to each other.

The second half of the June meeting was a slide presentation by media Vice President Gina Crocetti on the United Arab Emirates. Spending three years teaching at the UAE University, Gina became something of an expert on the subject. It can even be said that she wrote THE book on it (*Culture Shock: The United Arab Emirates*). Detailing the relationship between government and religion, attendants were well informed on the variances of Muslim states and how a foreigner can expect to be treated in the UAE.

After a thorough presentation Gina gave a pop quiz much to amusement of her "students." Hope she's as affable at Kwangwoon University during the week.

July brought us the inspiration of Aleda Krause who was on a Prentice-Hall sponsored junket from Japan. Displaying her forte with children, Aleda assured us that her activities could be adapted to almost any level, and she was certainly right. Her exercises augmented her line of books (Super Kids) but it was clear that the material could be easily used independently of the textbooks. Her energy was infectious, and one would be recommended to see her in October at the National Conference.

In other exciting news, we have plod-

ded along with our video library and now have the last four meeting on video to be used at the disposal of KOTESOL members. Things are still in the working stages (read: we need someone run it), but we are confident in the framework of this operation thus far.

Newsletter Editor, Tom McKinney, continues to do dazzling things with the Seoul Chapter newsletter, which will have a new design for August. Fine tuning the production process (since taking over responsibilities from Oxford University Press) has paid off, providing a streamlined set up that Tom has grown into. The mailing list is updated every month with returned letters, and Tom and Gina work with Jack Large in this national capacity.

August brings Wade Nichols and a presentation on classroom discipline. Come join us!

Pusan

by Robert Dickey

The summer was fairly quiet in the Pusan Chapter after the hyperactivity of May and June. While some of our members left Korea on vacations, others plugged on through the heat and humidity, and so for the first time in several years Pusan Chapter held meetings each month through the summer. These meetings had small but very active attendance, and were a good indication of the expanding broad-based membership of the Pusan Chapter.

In addition to our own meetings, we encouraged our members to attend the Phonetic Society of Korea's 3rd Conference on Phonetic Science, which was held at Pukyung University in Pusan this year. We are hopeful that by providing information on the various English-language related organizations and their workshops, conferences, and so forth in the Pusan

area, we can enable crossfertilization between the various specialties and broaden the skills of teachers and researchers alike.

At the June Chapter meeting, Robert Dickey from Miryang National (Polytech/San-up) University presented a workshop on encouraging students to speak in class. He shared a number of learning activities from his classroom workbook and led a "round table" of all attendants sharing their ideas of activities and attitudes that benefit student-talking.

Our July meeting featured Carl "Dusty" Dusthimer from Hannam University (in Taejon). Dusty's workshop was about cooperative learning, and he taught by having us experience the effects of cooperative learning. His numerous handouts provided a solid theoretical basis and practical tools for cooperative learning (it's more than partners and group work!) and were insightful reading for days afterward. As KOTESOL's First Vice President (and incoming President) he was able to bring the national leadership to the grassroots of Pusan.

We are looking forward to our next meeting, scheduled for Saturday, August 30 at 3pm. The location is always ESS Language Institute in Nampodong, Pusan, next to Yu-Na Department Store, and we invite you to come a little early, register, and meet friends. It should be a full house, as those at University will be back from vacations, and new folks coming as well.

Dan Schulte, from Cambridge University Press, is scheduled to speak about "Developing Students' Listening Skills." We will also activate "The Swap Shop," an opportunity for everyone to bring in 35 copies of their favorite teaching tricks, to share with others. You will take home a bunch of new classroom-ready ideas!

The September meeting, as always on the last Saturday of the month, will be September 27 -- one week before the national conference in Kyongju. It will be a chance for last minute trav-

elling plans, as well as our usual Chapter activities. The speaker has not yet been announced, contact the Pusan officers for details.

Taegu

by Hee-bon Park

As has been our custom for the past several years, our July 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. Especially, the dinner was FREE for all current members of Taegu TESOL.

As usual, we have had no TESOL meeting in August, which is our summer break. And we began the Fall session of the Taegu TESOL meeting also on the forth floor of the Pokchigwan Building on the campus of Kyongbuk National University. The featured speaker for the September meeting will be Dr. Michael Skowron. His workshop, "Second Language & Second Culture Acquisition" will focus on a comparison of second language acquisition with second culture acquisition. His presentation will be followed by a question and answer session.

There will also be a short report by Taegu TESOL secretary, Park Hee-bon on the English Language Program at the University of Pennsylvania. She will talk briefly about her stay in Philadelphia and the ESL teaching and learning activities in the U.S. through her own experiences with native TESOL experts and students from many different countries.

One more thing is, We can't wait to see the National TESOL Conference in Kyongju.

The Kyongsangbuk-Do Provincial Government is hosting the '98

Kyongju World Culture EXPO, which is a great international cultural festival, from Sept. 10 to Nov. 10 next year in the Bomun-lake area in Kyongju. This area includes our '97 National TESOL Conference venue, too. Actually, I'm working for the Organizing Committee in the International Promotion Department. Our office is in Taegu, There will be a lot of things to see and enjoy next year in Kyongju...! Dial 053-950-2543 (voice) or 053-953-2547 (fax) for more information. Ask for HeeBon Park.

Cheju

by Laurel Luth

KOTESOL's newest chapter is still blossoming! In addition to our regular monthly meetings, at which we have had a wide range of stimulating presentations, we did a little something different in July; we met for a relaxing excursion and picnic on U-do (island).

Although many members were on vacation, the allure of U-do attracted a whopping 24 of us to meet at the ferry port at 9:30 in the morning. After a 15-minute trip on the ferry, we were met by a bus and were driven around to see some of the island's beautiful sights.

At the end of our tour, we shared our picnic lunches on a pristine beach, and several KOTESOLers took advantage of the water to swim. This was a great opportunity for a handful of guests, which included English education majors from Cheju National University, to learn more about KOTESOL and enjoy the camaraderie of its members.

Talking about membership, since we are a new chapter, one of our greatest concerns has been membership building. Beginning in September, we will hold our monthly meetings, still the

-continued on page 22

Teaching speaking skills: An open letter to teachers of English Conversation

-continued from front cover

Korean mountain coastline. He replied, "Thank you!" as if I had paid him a personal compliment.) Under the Korean perspective, a Korean represents Korea far more than an Englishman perceives himself as representing the United Kingdom. I imagine Koreans would be aghast if they realized how rude they appear, and how they present not only themselves but also their nation (both to visitors here and to foreigners when they travel), when they use English clumsily.

Miscommunication is a fancy way of saying that someone got the wrong message. In the airliner, it was I, instinctively reacting to totally unintentional "rude" speech. I still experience these knee-jerk reactions to intonation despite all my years of travel and teaching experience. Am I the only one? Is this miscommunication much more likely with apparently correct English, as in the example above, than with students making all the technical and pronunciation errors we are used to correcting? Common sense can make us take a deep breath and say to ourselves, "Never mind, he is not a native speaker," when students say something that is not correct or does not make sense.

"Correct" English is another matter. We seem not to have the same tolerance of explosive, flat-toned but grammatically perfect English emanating from an impassive face, especially with eyes averted (The Korean way of showing respect!). We assume that because the English words are correct, the speaker knows what is being communicated. Why not separate out the real dangers -- causes of genuine misunderstanding -- from the technical mistakes that would lose points in an exam but which the com-

mon sense of any listener will usually compensate for automatically?

Think of the hapless victim of informal language instruction who blurts out to his new, ever so formal, German boss -- "Hi Fritz! Want a drink?" while appearing to look the other way. Or the student who is in danger of losing his job. His company's business is with China. He speaks with native-speaker speed, has been totally incomprehensible at business meetings, and is afraid to interrupt the garbled delivery of Chinese interpreters to get them to spell the words he can not understand, since it is rude to interrupt in Korea. These are great examples of the failings of native-speaker English teaching. And in

Is miscommunication much more likely with apparently correct English, than with students making all the technical and pronunciation errors we are used to correcting?

some cases, students may even be inappropriately imitating the commanding vocabulary and tone of their English teachers!

We are supposed to be teaching international communication through English, and whether we like it or not, there is some serious miscommunication going on that we are not addressing in our lessons. Bearing in mind that English long ago ceased to be the property of the United States or even the English, perhaps we teaching professionals should ask ourselves the following questions about:

CLARIFICATION STRATEGIES

Are we teaching students how to clarify the non-native English they are most likely to encounter -- from Korea's immediate neighbours and major commercial partners -- e.g. China, India, Hong Kong, Thailand, and Japan?

"MUSICAL" TRAINING

Just try and get students to practice polite high / low stress and intonation of very polite English and see how much embarrassed laughter you get. The "music" of the Korean language is so much flatter than that of English that it may have helped earn Seoul the title of Third Rudest City in the World (after Moscow and Paris) according to the voters of *Business Traveller* magazine. The linguistics experts say that Korean has three tones to the four of English, but that does not take into account how frequently and to what effect intonation is used in the two languages. There is also the influence on intonation of flat classroom memorisation drilling. Have we taught them the dangers of appearing rude if they use flat/descending command-style intonation?

"PHYSICAL"

TRAINING

Try a set of repetition drills and see how students' mouth muscles ache --the movements of English enunciation are foreign enough to cause considerable pain. On the one hand, do we give lower level students enough drill work to train their speech muscles for the unfamiliar sound and tone sequences and muscle actions rather than just vowel and consonant pronunciation? On the other, could a non-native speaker, say from Thailand, understand our more advanced students? As students gain in confidence, I have observed how they speak in blurred rushes, becoming less rather than more comprehensible. There is actually some research on this progressive degradation of clarity (Prof. Kim Yong-Chul, Korea Maritime University, Yong-do, Pusan). Are we helping our lower level students to speak more confidently while getting our higher level ones to slow down and speak clearly? Why is native-speaker speaking speed so mindlessly pursued over here?

FORMALITY

Is the informal social English of most teaching material appropriate to meeting with the above Asian cultures? Do our students respond to situations with appropriately formal or informal English according to whether they are speaking to US friends or Japanese business guests? In Korean, just one year difference in age is enough to change the form of address. I used the terms "formal" and "informal" in talking about ways of conversation for two months before one of the better students asked me to explain what the two terms really meant. Koreans have so many different classifications of speaking that the two terms are difficult to equate to their own language. There are no direct equivalents to formal or informal. Can our students really get a feeling for the equivalent in Korean for what they are saying in English? I can not think of any other way than presenting them with situations so they can say to themselves, "This is what I would say in Korean, (e.g. to a formal guest / best friend); here is the English approximate equivalent".

CULTURAL CONVERSATION CONVENTIONS

Would our students' English responses be socially acceptable to other Asians? Bear in mind that if a compliment is given such as "That is a nice jacket. Where did you get it?" The reply "Thanks, glad you like it" would be considered quite boastful in Asia. "Thank you very much, but it is nothing special" would be the more appropriately modest Asian convention. Koreans left to themselves would say nothing at all in response to compliments. The language may be English but what about inter-Asian cultural conventions?

Damon Anderson, director of the United States Information Service in Jakarta, presented a set of what he considered useful functional phrases for discussion skills at the TESOL conference in Seoul 1990. Among the phrases proposed were (Silencing): "Someone else should have a chance."; "You are talking too much.";

"You have talked enough." and "It is my turn now."

While these phrases may have been appropriate for informal US student class discussion, the material shows no appreciation of the way social conventions would apply within an Asian environment, where even within Korean student society, a freshman speaks up to older students, using honorifics when calling the class register. But more importantly, such interruption would be intolerably rude and grounds for dismissal in a professional environment.

Anderson's perception of the need for functional rather than grammatical presentation is a commonly held one. The list of textbooks (*Impact, Functions of American English*, etc.) with functional claims is testimony to this, but this example illustrates the all too common imposition of very inappropriate American conventions, not only of vocabulary, by not giving guidance on levels of formality, but also of behaviour in assuming informal American student group needs and conversation conventions to be generally appropriate.

ASIAN NAME CULTURE

Is it right to encourage use of given names when such use in Asia is restricted to very close relatives and

nately, no one tells students the effect when you call someone by the family name without Mr./Ms. Ask students if they would like to be called just "Kim" or "Lee" without an honorific, and watch how shocked they are, yet they call foreigners by their family name alone and think they are respectful.

"CULTURAL IMPERIALISM"

Do any students actually have any real interest in going to our countries or in learning about our culture? Ask your students why they study English, and the chances are you will get responses like "internationalisation in Korea." You might get the occasional student with ambitions to work or study abroad, but I would be surprised if you get more than one or two in any class. Is lesson time well spent teaching our cultural attitudes, idioms and references? Students are more likely to see English phrases in the same way a mechanic sees a box of tools --communication instruments, each with a set of specific potential applications. The more applications a single tool has, the better.

GRAMMATICAL VARIETY

Since when has it been necessary to have the same range of grammar and vocabulary for speaking as for listening? Where is the teaching material that really teaches practical situational

oral English based on simplicity (rather than aping native-speakers idiosyncrasies), separate from more wide-ranging vocabulary for listening and reading?

We are ignoring the fact that it is not really necessary to emulate the full range of native-speakers' vocabulary or grammar

usage in order to manage situations appropriately. The English spectrum of formality for any language task can be taught without so many of its possible forms. For example, "Tell me" and "Could you tell me", are enough for most formality levels for obtain-

Students are more likely to see English phrases in the same way a mechanic sees a box of tools --communication instruments, each with a set of specific potential applications.

long-standing friends? The adoption of Western names by many Asians has much to do with escaping awkwardness. Family names are too formal for most Westerners; given names are too informal for Asians. The "Western" adopted name provides a psychological compromise. Unfortu-

ing information -- no messing around with verb inversions. Intonation and the magic sentence ending "please" (rising intonation needs emphasis!) can do the rest. "You should" and "Perhaps ... should be ..." can be used for informal and formal recommendations and "You should have..." and "Perhaps... should have been..." can work adequately for direct and gentle diplomatic criticism respectively. At the same time, we can reduce the confusion Korean students have over "must" and "should" to some extent at least. Why should we burden struggling beginner students with all the other ways of

doing the same job when English can provide one simple structure for speaking (listening is another matter) that can be used quite acceptably for more than one language task? The fact that the language may not mirror predominant native-speaker usage becomes irrelevant in an Asian context. What can be gained are prompt, yet appropriate responses even from basic beginners.

The BBC TV *Person to Person* video course may be a good example of very perceptive linguistic presentation, but also shows us how to make formality far more complex than it need be to "get the job done" in Asia.

"FREE TALKING" FAILURE

Finally, there is another serious problem in the Korean "association culture" illustrated in the second paragraph, concerning the devaluation of teaching English as a foreign language instructors in Korea. Casual "Chatting" novice native-speakers who skim lightly over a myriad of skills and grammar functions in a lesson without developing any of them in their students, who follow Western moral and social behavior patterns without regard to the status a teacher holds in Korea, have probably harmed their own personal and our national reputations, as well as the image of the TESOL international profession, far more than they are aware. Can we

change that culturally-linked perception?

The force of this culturally-associated blame may be one of the many reasons (others being increasing availability of untrained graduates, and a lack of Korean awareness of or concern about the wide range of both professional and personal quality in those

That language may not mirror predominant native-speaker usage becomes irrelevant in an Asian context.

graduates, even at Masters level) for the sinking status of the ELT profession in Korea. The worsening Korean conditions of employment probably reflect how much less teachers of English are valued these days.

Many worthy new professionals are being tarred with an extremely broad cultural brush blackened by the perceived poor quality of their predecessors, often based on Korean assessment of the teacher outside the classroom, and however unfair, the stigma continues to spread.

Furthermore, since the deterioration of professional respect and working conditions these days leads to an increased turnover of teachers, a flood of newcomers appears to be perpetuating the chain of often unintentional cultural and methodological blunders and compounding student/native speaker teacher alienation. Imagine how students' legendary tolerance is tested by a novice teacher every other semester, teaching vocabulary, grammar and/or theory they already know, or assuming abilities, knowledge and/or aspirations they do not possess, teaching from books that assume the students want to go to the US and need to learn predominantly informal US conventions.

CONCLUSIONS

Both the Korean and native-speaker

participants of KOTESOL need to put their respective houses in order.

On the one hand, the waste of teaching time every newcomer inflicts on some of the most deserving students in the world is far from comforting.

If Korea will not invest in intensive local teacher training, and make a concerted effort to keep successful teachers

once trained, it is difficult to see how this trend can be reversed. I have however, often heard the cynical view that low paid, short stay novices (however experienced they may be in other countries), and the damage they do, are acceptable at both schools

and universities because they pose no threat to the status or authority of Korean colleagues or administration.

On the other hand, teaching professionals in Korea need to regain respect by behaving according to their Korean cultural status, and focusing their considerable imaginations on teaching international communication through English according to students' actual Asian needs. As professional educators of a world communication medium in Korea, have we the right to impose linguistic and cultural "gospels" just based on our far-away "Western" worlds?

Laurie Notch, my former-colleague, reminded me that Koreans have developed a centuries old ability to learn even from the worst of teaching. The problems, however, lie in what they are so diligently absorbing...

Peter Ackroyd has been engaged in teaching since 1972, and in TEFL since 1978. After 10 years of teaching TEFL overseas, and obtaining Trinity College (London) licentiate and RSA Diplomas, he was invited to Pukyung National (then The National Fisheries) University, where he taught until 1997.

Split Sentences: involving everyone in large classes

I did this activity with ten third-year and several second-year middle school classes and found it to be quite successful in engaging the students in using English. The activity can be done within a 45-minute class, or less if you have fewer students and activities. Reconstructing the questions requires co-operation from group members, as does coming up with the antonyms and object lists. Thus, the focus is broader than reading and writing.

PURPOSE:

To recreate questions/sentences, and to write down an answer in response.

MATERIALS:

a group of questions, each word for each of the questions written out on a separate piece of paper, and a larger sheet of paper for each group to use to write down their answers to the questions, dictionaries (optional)

PROCEDURE:

1: Decide how many groups you want to use. I have found that groups of four are the optimal size. I chose to divide the class in half and then cre-

Techniques

edited by

Kiama Robinson

ate a duplicate set of questions. This works well as long as students rotate the questions within their half of the class. (It is chaos otherwise).

2: Choose the questions. Some that I used are as follows:

-What did you eat for dinner last night? (I ate Kimchi and rice.)

-What was your favorite song last year? (It was "Candy" by H.O.T.)

-Write down everything you can see in a supermarket. (candy, gum, sales clerks, onions...)

-Write down the antonyms (opposites) for these words: hungry, expensive, interesting...

-Write down as many things as you can that are round. (doughnut, tire, button, egg yolk...)

Step 3: Explain what students will do (work in groups, different activities, pass along to next group when finished) then divide them into small groups

Step 4: Hand out activities and sheets for students to use to record their answers.

Step 5: Circulate and assist as needed

At the end of the class, collect the papers for curiosity, marking, or feedback on the amount and level of English used, and perusing their answers.

VARIATIONS:

*Have students create the questions for the next time. *I also included one grammar activity. Students had to organize some infinitive verb forms into one of 3 groups according to the spelling of their past participles. I removed this activity from the game as it did not seem to fun. It also took the students longer to do than the other activities which created a bottle-neck in the activity flow.

(This lesson is based on an idea from *Teaching Techniques* published by Pro Lingua Associates, *Five Minute Activities* by Penny Uhr, and another British activity book titled *Take Five*)

Chapter Reports

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third Sunday of each month, at the Foreign Language Institute at Cheju National University. One advantage in doing so is to attract students majoring in English education and English language and literature to KOTESOL. We will keep you posted on our success.

Finally, a bit of news about two English teachers who have had strong roles in the Cheju chapter of KOTESOL in its early stages. First, Oh Eun-ja, who has been chair of our social committee and has done a superb job with our first newsletters, will

head for North America next year. She has been awarded with a Rotary International Scholarship for a year's study abroad.

Next, Dennis Ferman, one of the founders of our chapter and initial co-chair, will be leaving Cheju National University after five years of service. Dennis has encouraged and assisted many students to study English abroad. He will be missed by colleagues and students alike and we wish him luck.

Finally, we continue to look for ready, willing, and able people to address our group. We are especially interested in bringing in outside speakers. Our con-

tacts are co-chairs 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)

Send Chapter Report submissions to Carl "Dusty" Dusthimer at Department of English Hannam University Taejon 300-791 or email <dustman@eve.hannam.ac.kr>.

Chapter Reports are not limited to the business of chapter meetings. We encourage "personality" pieces and other items that may not be directly related to the teaching of English but report on the events and people of the several chapters.

Calendar

edited by
Robert J. Dickey

CONFERENCES

Aug 27-8, '97 Session 1 of the 5th International Symposium of the (Japanese) National Language Research Institute "Language Study and Thesaurus of the World." The National Olympics Memorial Youth Center International Conference Room, 3-1 Yoyogi Kamazonocho, Shibuya-ku, Tokyo 151 (Odakyu-line Sangubashi Station by foot 5 minutes.) Preceding the symposium there will be an open session about thesaurus. Languages English and Japanese with mutual simultaneous interpretation (29th), without interpretation (27-28th) Secretariat: Hiroshi Nakano, National Language Research Institute 3-9-14 Nishigaoka, Kita-Ku, Tokyo JAPAN 115 (e-mail) nakano@kokken.go.jp (Tel) +81-3-5993-7620,7621 (Fax) +81-3-3906-3530

Sept 11-13 '97 ITELL (Instructional Technology in English Language Learning) The conference is jointly organized by THE DIVISION OF ENGLISH LANGUAGE & APPLIED LINGUISTICS, NATIONAL INSTITUTE OF EDUCATION, NANYANG TECHNOLOGICAL UNIVERSITY, Singapore and THE SOCIETY FOR READING AND LITERACY, Singapore. Conference themes: 1. Innovative developments in software for teaching and learning language skills 2. Innovative developments in hardware for working with language 3. Innovative uses of existing materials and hardware for teaching and learning language skills 4. Software evaluation and selection and software production 5. Using the

Internet for language learning and teaching 6. Implications of IT for the curriculum in language

study 7. Implications of IT for methodology in language teaching 8. IT and the design and function of physical space in schools 9. Language labs, portable computers or what? - decision making in equipment purchases 10. Research in IT and language learning and teaching 11. Changing teachers' attitudes to accept and use technology The Organizing Committee, c/o Ms Koshu Lulla, Tele-Temps Pte Ltd, 1002 Toa Payoh Industrial Park #06-1475, Singapore 319074 (Tel) +65-250-7700 (Fax) +65-253-2228 (e-mail) teletemp@pacific.net.sg

Oct 3-5, '97 THE 1997 KOREA TESOL CONFERENCE "Technology in Education: Communicating Beyond Traditional Networks" Kyoung-Ju Education and Culture Center Kyoungju, Kyungbuk (see page display in this issue) Contact: Demetra E. Gates, Taegu National University of Education, Dept of English Education., 1797-6 Daemyung 2 Dong, Nam-ku, Taegu, 705-715 S.KOREA (Tel-w) (053) 620-1426 (Fax-w) (053) 622-8270 (Tel-h) (053) 559-4292 (Fax-h) (053) 559-4293 (e-mail) gates@taekyo.taegu-e.ac.kr OR Kari Kugler, Keimyung Jr. College, Dept. of Tourism and English Interpretation, 2139 Daemyung-dong, Nam-ku, Taegu, 705-037, S.KOREA (Tel-w) (053) 620-2663 (Fax-w) (053) 627-0413 (Tel-h) (053) 653-5416 (Fax-h) (053) 628-3340 (e-mail) haceta@bora.dacom.co.kr

Oct 9-12 '97 JALT '97 "Trends and Transitions" Hamamatsu City, Shizuoka Prefecture, Japan (see page display in this issue) 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 (Website) <http://langue.hyper.chubu.ac.jp/jalt/JALT97> conference information at <<http://www.miyazaki-mic.ac.jp/JALT/JALT97.html>>.

Oct 10-15 '97 China's 2nd Symposium on Intercultural Communication Globalization, Pluralization and Intercultural Communication Jointly sponsored by China's Association for Intercultural Communication (CAIC) and Beijing Foreign Studies University. Mr Du Xiaofei, Foreign Language Teaching and Research Press, Beijing Foreign Studies University, Beijing 100081 China (FAX) +86-10-68420956

Nov 7-9, '97 TESL/Canada '97 "World Skills: Language and Living" Victoria, British Columbia

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 (Tel-w) (053) 620-2663 (Fax-w) (053) 627-0413 (Tel-h) (053) 653-5416 (Fax-h) (053) 628-3340 (e-mail) haceta@bora.dacom.co.kr OR Prof. Johanna E. Katchen, Dept. of Foreign Languages, National Tsing Hua Univ., Hsinchu 30043 TAIWAN (Fax-w) +886-3-571-8977 (e-mail) 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 Fees: presenters, US\$130 or RM 320; participants, US \$150 or RM 370 Chairperson ESP '97 Dept. of Modern Languages Faculty of Management and Human Resource Development Universiti Teknologi Malaysia, Locked Bay 791, 80990 Johor Bahru, Johor

Darul Takzim, Malaysia (e-mail)
M-NABIDA@UTMJB.UTM.MY
or "Barbara Dobson"
<bdobson@umich.edu>

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 Processing Pacific Rim Symposium 1997 (NLPRS'97) (Incorporating SNLP'97) Cape Panwa Hotel Phuket, Thailand Purpose: to promote high-quality research in NLP and to provide an international forum for researchers and practitioners to exchange ideas and experiences on the development and applications of NLP systems. NLPRS'97 will incorporate Symposium on Natural Language Processing 1997 (SNLP'97), an annual international conference hosted by Thai universities.

Dec 19-21 '97 Fourth International Conference on World Englishes Themes: World Englishes: Language, ideology and power; description, development and creativity; education and the profession. Dr Chng Huang Hoon, Secretary, IAWO Organising Committee, Dept of English Language and Literature, National University of Singapore, Singapore 119260. (e-mail) ellchh@nus.sg

Jan 21 '98 Thai TESOL Pre-Conference Workshops Jan 22-24 '98 18th Annual Thai TESOL Conference "Maximizing Learning Potentials" J.B. Hotel, Hat Yai, Songkhla, Thailand (see page display in this issue) Pre-Registration Deadline: Nov 1 '97 Fees: Presenters US\$60, Non-Thai TESOL Members Pre-Reg: US\$105 On-Site Registration: US\$120 Contact: Naraporn Chancha, Chulalongkorn Univ. Language Institute, Phaya Thai Road, Bangkok, 10330, Thailand (Tel) +66-2-218-6027 (Fax) +66-2-252-

5978 (e-mail) fflnnco@chulkn.car.chula.ac.th (Website) <http://www.au.ac.th/~elcdn>. Plenary Speakers: Jack Richards Alan Maley Invited Speakers: Judy West Dave Sperling Peter McCabe Robert McLarty Setsuko Toyama Barbara Hoskins Charles Browne Aims: 1. To identify our students' needs, learning styles and language abilities. 2. To find ways and means for classroom teachers, EFL practitioners and program designers to shift the focus toward the learners by integrating current findings in second language research with the components, and pacing and recycling classroom techniques. 3. To create an atmosphere of mutual understanding in language classrooms so that students can achieve most effectively, and teachers can derive useful professional insights. Participants: There will be about 600 language and teaching professionals including teachers from all educational levels, teacher trainers, program administrators, curriculum developers, and test developers. The majority of participants will be from Thailand and the Asia Pacific Region. Language of the Conference: English

Mar 14-17 '98 American Assn of Applied Linguistics Annual Conference Seattle, WA

Mar 17-21 '98 TESOL '98 "Connecting Our Global Community" Seattle, WA (USA) TESOL, Inc, 1600 Cameron St., Suite 300, Alexandria, VA 22314-2751 USA (Tel) +1-703-836-0774 (Fax) +1-703-836-6447 (e-mail) mbr@tesol.edu (Website) <http://www.tesol.edu>

Mar 26-29 '98 Pacific Second Language Research Forum Hosted by the English Department Aoyama Gakuin University, Tokyo, Japan PacSLRF aims to provide a forum for research into second language acquisition/use taking place within the Pacific/ South East Asian re-

gion. Papers presented at PacSLRF can be presented in English or Japanese. The 3rd PacSLRF conference will be broad in scope. PacSLRF '98, Aoyama Gakuin University, Department of English 4-4-25 Shibuya, Shibuya-ku, Tokyo 150, JAPAN (e-mail) peterr@cl.aoyama.ac.jp (Website) <http://www.als.aoyama.ac.jp/pacslrf/pacslrf.html> (Fax) +81-3-3486-8390

April 14-18 '98 32nd IATEFL International Conference Venue: UMIST, Manchester

Aug 2-6 '99 AILA '99 The Organizing Committee for the International Association of Applied Linguistics '99 Tokyo (AILA '99 Tokyo) in conjunction with the Japan Association of College English Teachers (JACET) and the Japan Association of Applied Linguistics in JACET (JAAL-in-JACET) are pleased to host the 12th World Congress at Waseda University in Tokyo on August 2-6, 1999.

CALLS FOR PAPERS

Mar 14-17 '98 American Assn of Applied Linguistics Annual Conference Seattle, WA proposal due date: August XX, 1997

Mar 17-21 '98 TESOL '98 "Connecting Our Global Community" Seattle, WA (USA) TESOL, Inc, 1600 Cameron St., Suite 300, Alexandria, VA 22314-2751 USA (Tel) +1-703-836-0774 (Fax) +1-703-836-6447 (e-mail) mbr@tesol.edu (Website) <http://www.tesol.edu> Proposals due August 29, 1997

SUBMISSIONS

Robert J Dickey, Miryang National English Department, 1025-1 Nae 2 Dong, Miryang Kyungnam, Republic of Korea 627-130 or e-mail <rjdickey@soback.kornet.nm.kr>.

Employment advertisement information form

If you are seeking an employee and wish to advertise in the KOTESOL newsletter please supply the following information:

Name of organization: _____

Position seeking to fill: _____

Requirements and/or desired qualifications: _____

Duties: _____

Terms of contract, salary, benefits, etc.: _____

Resume and desired application materials/ deadline: _____

Person to be contacted: _____

*Please give as much of the above information as possible

*Forward to: Benjamin W. Adams Kongju National University Kongju City
Chungnam, 314-701 e-mail <badams@knu.kongju.ac.kr> fax: 0416-856-8882
pager: 015-4411-1957 phone: (O) 0416-50-8401, (H) 0416-856-7822, (H)
0416-50-8882

*You are welcome to send this form in any way you choose, but for sending the form the best way is good old-fashioned surface mail.

TEC 9/97

KOTESOL Conference 1997 Pre-registration Procedure

Step 1: Go to any bank and Transfer 70,000 won "On-line" to:
KOTESOL treasury account (Treasurer-Kim Young Mi):
Korea Exchange Bank: #283-18-01616-1

(Koreans should include their full name in Hangul; Non-Koreans should use their family name, followed by first initial, in English).

SAVE THE ON-LINE TRANSFER RECEIPT!! It is proof of payment and backup admission ticket.

Step 2: Photocopy the receipt, together with the words: KOTESOL '97 and your name, address and phone number clearly and legibly printed in strong black letters on the same page (English or Hangul).

Step 3: Fax the photocopy to: **(0653) 834-9170** Or **Mail** it to:

Jack Large
English Education Department Wonkwang University
Iksan, Chonbuk 570-749
Korea

The cutoff date is September 1. Deposits made after Sept. 1 will be accepted, **IF** preregistration form is received by the cutoff date.

In case of late fee deposit, include a **late processing fee of 10,000 won (total 80,000 won)**.

Forms received late, regardless of time of payment, will be forwarded to registration desk for normal processing and the difference between the pre-registration amount and the full amount will be collected.

Refund policy: Conference pre-registration is non-refundable, except in verifiable cases of dire personal emergency.

In pre-arranged cases, fees paid by non-attending persons may be applied to registration for KOTESOL '98. Dues for 1997 membership (30,000 won) will be deducted in that case.

NOTE: Membership is automatically conferred on all who pay to attend the KOTESOL annual conference. It is not optional, and cannot be waived for a discount on registration.

Who's Where in KOTESOL

National Officers and Committee Chairs

- Dr. Park Joo-Kyung, President** Dept. of English Honam University Kwangju, 506-090 (F)062-940-5116 (Tel)062-940-5310(W);062-267-9357(H); joo@honam.honam.ac.kr
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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 **한국어 교사들이 영어를 가르치는 협회**.
- 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.

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 Wonkwang Univ. 344-2 Shinyong Dong Iksan, Chonbuk 570-749

