



The Newsletter of
Korea Teachers of English to Speakers of Other Languages Nov. 1997 Volume 1 Issue 4

KOTESOL

The Romanization Debate and English Education

Michael Duffy

Readers of the English language press may have noticed a spate of articles and letters in recent months concerning the problem of Hangeul romanization -- that is, the way we write Korean words in Roman script. What has occasioned this surge of interest in the topic is a plan by the Korean government to replace the romanization system currently used in most public signs, the McCune-Reischauer (M-R) system, with a new one devised by the National Academy of the Korean Language.

The M-R system is named after the two Harvard graduate students who developed it, George M. McCune and Edwin O. Reischauer; their paper, entitled "Romanization of the Korean language based upon its Phonetic Structure" was published under the auspices of the Royal Asiatic Society in 1939, just before US military operations in the Pacific War

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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.

The English The Connection

Korea Teachers of English to Speakers of Other Languages

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The English Connection welcomes any previously unpublished article in the following categories: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



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President's
Message by
Carl Dusthimer

This being the first of my presidential messages, I would like to thank Dr. Park Joo-kyung and the other former presidents of Korea TESOL for all of the work they have put into the organization. Being president is a great responsibility and requires a great deal of dedication towards making the organization stronger and more capable of fulfilling its directive of enhancing the teaching and learning of English in Korea. My presidential hat is off to them. I hope that I can contribute as much to Korea TESOL as they did during their terms.

As I see it, there are certain areas where we can make significant strides, given the groundwork laid before, in augmenting the changes currently underway in the educational system in this country. It is this that I would like to address in this message to you. To do this, we must first understand where we, as an organization, fit into the educational milieu in the Korean context. We are one of six or more English teaching organizations in the country, all of whom have a similar goal; to further the effectiveness of English language teaching in Korea. To achieve this goal we must make a concerted effort to cooperate in

our respective endeavors. These endeavors include holding conferences and other special events aimed at enabling teachers to better educate their students. This is the key for Korea TESOL finding its place in the educational system in Korea.

To this end, I intend to initiate certain programs or projects in the coming year. First, after talking and meeting with various KOTESOL members, we have determined that it is feasible, and in the best interests of our membership, that we publish a book focusing on the teaching of English in the Korean context. This book would ostensibly cover issues from how to prepare one's self for a teaching position in Korea to dealing with cultural issues once in country to the overall role of native speaking English teachers in Korea, from a Korean perspective. The book will also include activities specific to the Korea educational environment. We have a team currently working on this, but I would like to encourage all those interested to put their name forward for involvement.

A second project we have in mind is that of a "roving workshop" of teacher trainers that would tour the country giving workshops to teachers who need training in how to make their classes more communicative in nature, or to update them on the current methodologies used in ESL/EFL classrooms. Doing this requires extensive coordination of talent within Korea TESOL and close cooperation with other educational organizations in Korea.

It is our hope that you, as a member of Korea TESOL, and someone deeply interested in English education in Korea, will come forth and participate in one of these projects. I truly believe, as someone new to the field, but as someone dedicated to the enhancement of language education here in Korea, that it is only through involvement in organizations such as Korea TESOL that you can attain your highest level of achievement in the field of English language teaching. Welcome to another year of Korea TESOL. Come. Share. Learn.

Carl Dusthimer President, Korea TESOL

Looking back on three decade span in Korea

*Jeanne E. Martinelli,
KOTESOL National Second
Vice-President*

Get to know your students. Make friends with them. Really see how they're educated. Go into the high schools, the grade schools, see how much time they have to do homework when they'd rather be playing, and then once you understand how the system works, you can begin to understand your students better," urges Lou Spaventa, former Peace Corps Volunteer and former US Foreign Service Diplomat in Korea.

"The closer I was living at the level of the people I worked with, the better I understood them," Spaventa says. "The further removed I was, the less I understood with my heart, and the more with my head." As a Peace Corps Volunteer, Spaventa was on a poorer salary, closer to the level of his students, he explains. "It was the best way to really learn about Korea. I didn't have opportunities to do other things. But as a Foreign Service Officer, I had more resources to do other things but then I was not living among, but apart from the daily life of everyday people. It was artificial," he says.

Spaventa, currently visiting professor at St. Michael's College, School of International Studies, Burlington, Vermont, USA, and adjunct faculty at SIT (School for International Training), Brattleboro, Vermont, USA, first came to Korea in 1969 as a Peace Corps Volunteer. He taught in Taegu at YoungNam University and in 1970 taught at Cheju University on Cheju Island. From 1973-75 Spaventa taught in Seoul, again with the Peace Corps, and then in 1985 and 1986 he was in Seoul and Kwangju with the American Foreign Service, as a Cultural Affairs Officer.

While it's been some time since Spaventa has been in Korea, he still

looks back fondly on his Korean teaching days, and is concerned with what seems like a loss of Korean identity, as he looks over three decades of life in Korea. "Before people knew more about who they were," Spaventa says. "Now they are part of a world culture and less of who they uniquely were, as they become more consumer oriented; a trend among many developing nations."

Spaventa says that until the 1980's you could ask Korean students why they went to university and they said to become a better person and to create a better society. Then they began saying to get a better job and money. He sights the Asian Games of the 1988 Olympics as a test for Korea on the world stage. They were trying to broaden their position in the international arena, getting away from China and the USA as models or protectors. "Globalization" seemed a way to accomplish that. And the English language, as anyone living in Korea today knows, is an all important tool in that globalization quest.

As English teachers in Korea today, both native and nonnative speakers alike, this raises serious questions, none of which are new to those involved in this field. How do we responsibly "teach" English and the associated cultural implications involved? Is there a balance as the nation moves towards being a stronger economic player in the world arena, with perhaps purer, if not romanticized notions of what the heart of traditional Korean culture has been?

"The Korea I like is the Korea of the countryside, not of Seoul. I like what traditional Korea has to offer,"

Spaventa says. And yet, as English teachers, both Korean nationals and Westerners alike, dealing with students desperate to learn English for "better jobs" and to "make more money", it might sometimes seem hard to find prioritizing of the "traditional Korea" and traditional values Spaventa recalls.

But in any case, as we bridge the different worlds together, regardless of the kinds of crossings occurring,

learning the Korean language is a sure way of better appreciating the host country Westerners find themselves in. "Everybody should be actively trying to learn Korean because you will get a sense of the differences of the languages; the world view differences, not just

the grammar. Look how social relationships for example, are built into verb structures in Korean," Spaventa says.

So, as Westerners preparing our classes each day, and buzzing around our new, or not so new neighborhoods, depending on how long we've been "in country", or as Koreans working alongside Western teachers, teaching English, and exploring culture, let's just always remember to be aware. To be aware of the cultural differences -- and similarities -- we are moving towards as part of "Globalization 2001". And let's remember the Korea we are a part of, the down so earth "regular" kind of folks who can really teach us and share with us what real traditional Korean culture and life is all about, even and especially now, stepping into the twentieth century.

"The Korea I like is the Korea of the countryside, not of Seoul. I like what traditional Korea has to offer,"

'97 Conference a mix of dance, poetry and linguistics

Greg Matheson

This year for the first time in three years, Korea TESOL took the annual conference out of a university in Seoul and held it in the ancient capital of Kyongju, putting it into a hotel for extra conference-giving experience ahead of Pan-Asia II in 1999. Answering the call of organizers Kari Kugler and Demetra Gates to participate, Alan Maley, David Nunan, Jack Richards, Dave Willis, another 132 presenters working in 12 countries and about 700 participants gathered for two and a half days of nonstop formal presentations, frenetic networking and a performance by Korean dancing girls.

Titled Technology in Education: Communicating Beyond Traditional Networks this year, the conference saw 26 presentations on technology, CALL or the Internet, but other issues discussed covered the gamut, with presentations on assessment, con-

tent-based instruction, materials development, employment/teacher education, classroom management, gram-

single-minded pursuit of globalization the Korean way is expected to produce an even bigger conference. Per-

KOTESOL Conference, teachers Arriving, learning, leaving Tired, happy, overwhelmed, transformed We will present next year.

mar, literature/drama, culture, reading, second language acquisition, global issues, speaking/pronunciation, listening, business English, writing, elementary, secondary and higher education, immersion programs, games, English as an International Language, texts, and video.

Gradually establishing a presence on the international ESL/EFL/ELT scene, the conference has grown on the back of Korea's increasing economic clout and presence in the international political arena. In 1998, the country's

haps it will even have a performance by a shaman.

The triangle poem here, the product of a writing workshop at the conference sums it all up.

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created the first widespread need for romanized Korean. Although it achieved its initial status by virtue of this fortuitous timing, the system has continued to be popular largely because it does work rather well as a phonetic rendering of Korean, at least for English speakers. Research at the University of Hawaii in the 1970's showed that Korean listeners found the production of Korean by uninitiated Americans reading from M-R scripts much more accurate than when other romanizations were used. As a British publication elegantly said, "it looks to speakers of English like what they think Korean sounds like" (BSI, 1982).

M-R has, over the years, found favour in Korean language textbooks for foreign learners, in books on Korean history and culture, in guide books, and in the maps and brochures issued by the KNTC (Korean National Tourism Commission). In a simplified form, it is used in both of Korea's English language newspapers.

In 1984, the Korean government decided to adopt M-R for use in official publications and road signs, replacing a system which had originally been published by the Ministry of Education (MOE) in 1959. MOE was a fairly strict transliteration, that is to say, each Hangul letter was represented by the same Roman letter or letters. A comparison of some place names in the two systems will give a fair idea of the nature of the change:

MOE	/	M-R
Daegu		Taegu
Busan		Pusan
Gangreung		Kangnŭng
Gyeongju		Kyŏngju
Seolagsan		Soraksan
Jeju		Cheju

The proposed new system is a perfectly transliterational one, with a one-to-one correspondence between Hangul and Roman letters. Its announcement provoked an angry reaction in the press, both from expatriates and from Korean journalists. In particular, they pointed out some bizarre spellings

which would arise if the system were adopted officially: Seoul's Independence Gate (*Tongnimmun* in M-R) would apparently be *Doglibmwun*, the country's southwest province (*Chollabukdo*) would be *Jenlabwugdo*, and anyone named *Park* (M-R: *Pak*) would become *Bag*.

According to the reports, two justifications were offered by the Culture-Sports Ministry for what would be an extremely expensive change. One was that the diacritical marks (apostrophes and microns) used in M-R make it in-

convenient to enter on computers, the other, that the system is difficult for Koreans to get used to. The validity of these points is debatable, and has been debated extensively: I will not enter the debate here, but it is worth enumerating some of the complaints that Koreans (and some others) have about M-R.

First, those diacritics are clumsy and confusing. M-R uses apostrophes to mark problematic syllable boundaries (e.g. Hangul is *Han'gul*, not *Hang'ul*) and to indicate consonant aspiration, differentiating the unaspirated *Pusan* and *Chŏnju* from the aspirated *P'ohang* and *Ch'ongju*, and microns to distinguish the rounded vowels of *Pusan* and *Mokp'o* from the unrounded ones of *Kangnŭng* and *Chŏnju*. Steve Garrigues (*Korea Times*, June 6) has suggested some ways around these problems: he proposed that aspiration might be indicated by an "h" after the syllable-initial consonant, as it is in the Yale system (discussed below) and in romanized Thai (Thailand, *Phuket*), and that the unrounded "o" and "u" could be written "eo" and "eu", as in MOE.

A second objection is that M-R does not always represent Korean pronunciation accurately. In particular, most Koreans seem to feel that names such as *Kwangju*, *Taegu*, *Pusan* and *Cheju* are better served by an initial G, D, B, and J, as were used in MOE. M-R has a good reason for using the voiceless consonants -- these sounds are unvoiced in word-initial position, though they may be voiced in other positions.

I do not try to teach any particular spellings or system as correct. How the students take the matter ... is up to them, but they (need to be) at least aware ... of the need for clear romanization.

These two criticisms reflect on M-R as a phonetic system, and in this connection, it is interesting to note that Edwin Reischauer himself, in later years, admitted to reservations about the system he had helped create; in a letter in 1980, he expressed the view that too much "expert phonetic advice" had made the system too complex, and the hope "that a uniform system that everyone would use for both scholarly and popular use will be worked out and adopted." A determined campaign to promulgate a simpler phonetic system based on English orthography (ed. note: standardized spelling) has been carried out over the last 45 years by a former economist, Kim Bok-moon. He claims great success for his system among uninitiated users, but despite his assiduous proselytizing, it has not found any wide acceptance. Some examples: that unjustly infamous Independence Gate would be *Dongnipmoon*, the names *Ch'oe* and *Park* would become *Chweh* and *Bahk*, the central and southeastern cities *Daejon* and *Boasahn* (*Korea Times*, March 20).

Some examples: that unjustly infamous Independence Gate would be *Dongnipmoon*, the names *Ch'oe* and *Park* would become *Chweh* and *Bahk*, the central and southeastern cities *Daejon* and *Boasahn* (*Korea Times*, March 20).

A third, and more fundamental argument against M-R is that, in striving for phonetic accuracy, it does violence to Korean morphology and semantics, in a way that a simple transliteration does not. While *Tongnimmun* may well render the pronunciation better than *Dogribmun* since it marks the consonant mutations at syllable-boundaries, it nevertheless completely obscures the meaning of the word (*dog* = alone; *lib* = stand; *mun* = gate). Such a drawback may be not so important if one supposes that the primary function of romanization is simply to make Korean readable and pronounceable by foreigners who are not familiar with the language. This is the premise that most of the criticism of the new system has been based on, but it is disputed in an article by Professor. Hoang Jongin of Hankuk University of Foreign Studies ("Smart transliteration system", *Korea Times*, June 30). He argues that the Roman alphabet has effectively become a second orthography for the Korean language on the global information network, and the language deserves a system which accurately reflects its semantics. If this is achieved at the cost of inaccurate "spelling pronunciations" by foreigners, so be it, since we can live with the fact that even an English name like Worcester is likely to suffer the same.

A fact that has escaped mention in the debate is that there is a well-established transliteral system already in place; that is the Yale system, developed by the foremost English-speaking Korean scholar, Samuel E. Martin, and his associates (see related article on page 18). It is used in two major reference books (Martin et al., 1967; Martin, 1992), and in many research papers on Korean linguistics. The BSI manual mentioned earlier describes it as "rather too good for general use", and it has been restricted to academic circles. Although it has the advantage of not requiring any symbols not found on an English typewriter, it probably does not look as satisfying as M-R; try *Sewul*, *Taycen*, *Kyengcwu*, *Ceycwu* and *Toklipmwun*. Yale is an excellent sys-

tem for those for whom it was designed; it is doubtful it would be useful for uninitiated tourists or newspaper-readers. Edwin Reischauer envisaged a common system for scholars and non-scholars; Robert Fouser, writing in the *Korea Herald* (May 21) stated the need for a system "that strikes a compromise between a one-to-one representation of Hangul and accurate pronunciation".

Are these two ideals attainable? Quite possibly not: to date, every system has met some requirements at the expense of others. Given this inconclusive state of affairs, what approach should we take with students who need to romanize Korean words? I have frequently found composition students even declining to make the attempt, preferring to leave problematic words in Hangul. This is not so surprising when their only previous relevant experience is of writing their own names. Most Koreans do not do that in accordance with any system, including, I dare say, the members of the National Academy of the Korean Language.

Whatever approach is adopted, it should at least be intelligible and consistent. Unsystematic romanization may not have fatal consequences, but it can cause confusion: up until a few years ago, Korea had three cities called (in M-R) *Ch'ongju*, *Ch'ungju* and *Ch'ongju*, all of which could be, and sometimes were, written as *Chungju*; the government then changed the name of the last one to *Chong-up*, making it easier to distinguish from the other two and also from the nearby *Ch'ongju* (home to Jeonju University). Still, I have recently seen one road sign where the roman names of the first two are transposed.

I have drawn students' attention to the problem by asking them to write answers in teams to some quiz questions. In last term's quiz, Korea's third largest city was named as *Taegu*, *Taegue*, *Tae-gu*, *Tae Gu*, *Tea-ku*, *Daegue*, *Dea-gue* and *Deagoo*, the mainland's highest mountain as Mt. *Chiri*, *Chi Ri*, *Ji Ri* and *Gi-li*, the most

popular beef dish as *pulgogi*, *bulgo-Gi*, *pulgocky* and *Pul-go-gi*. I do not try to teach any particular spellings or system as correct, but as a follow-up I set an assignment to research the accepted or standard spellings of names of cities, districts, subway stations, mountains, food items, famous people and companies.

When the assignment is completed, we review the answers. Some spellings will be idiosyncratic, like Hyundai (which I point out is pronounced "High-oon-die" in Britain, even in the company's own TV ads), others (e.g. subway station names) will be in M-R. Contrary to what some critics have said, most students seem to have no difficulty in appreciating the conventions of the system; they can easily see why for instance the country's highest mountain is written as *Hallasan* rather than *Hanrasan*. How the students take the matter from there is up to them, but they are at least aware now of the need for clear romanization when writing about things Korean.

The Author

Michael Duffy studied Psychology at the University of Wales, and completed his Master's at Southampton University. He came to Korea in 1988 after spending two years working in Hong Kong. He has been a professor in the Department of English at Dong-A University in Pusan since 1990. He was President of the Pusan Chapter of KOTESOL for four years.

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An interview with Suellen Zima

I'm very pleased to be able to dialogue with Taejon chapter member Suellen Zima, in this edition of Cultural Corner. Suellen sent in the following thoughts and questions, after attending my session,

"Cultural Awareness Activities", at the KOTESOL National Conference this past October 3-5, 1997 in Kyoung-ju. Suellen raises important considerations for us all to be aware of. Remember, this column is for dialoguing about culturally-related issues amongst KOTESOL members and friends. Please feel free to comment on and continue this exchange in the next issue. While there may not be any absolute "answers" to "cultural awareness" teaching, we can ponder and reflect on what we're doing out there.

Suellen Zima writes: I wanted to ask you a question I have pondered for years from the time I first taught in China in 1988. Do you ever worry about the influence you may have on the students and the cultural value system they are coming from? For example, tolerance and open mindedness may be a "good" value, but I know just by contact with me, some of my Chinese students (for a variety of reasons) lead a very different life today from what they (or their parents) expected. In one case, from a series of events beginning with meeting me, two Chinese sisters have married English men. I am not saying this is good or bad, but I feel the burden of having changed someone's life. I remember another Chinese young man telling me outright, "Meeting you and getting to know you has changed my life and influenced me forever."

Actions have reactions. Intentions are sometimes unconnected to results. Most developing countries are already apeing Western ways in every

Culture
Corner edited by
Jeanne E. Martinelli

way they can – to their detriment often.

I think these are important considerations for those of us who teach abroad. How do you personally deal with this aspect of teaching cultural awareness?

Suellen: Absolutely! Absolutely do I "worry about the influence I may have on the students and the cultural value system they are coming from." And even getting into the "good" values you mention like, "tolerance" and "open mindedness"...the actions and reactions you refer to above, the young Chinese man telling you that you've changed his life forever...so called "developing" countries eagerly grabbing for anything and anyway Western they can, even if to their "detriment" as you mention...

These are all the pieces we find ourselves playing with, at the threshold of the twentieth century, in our "global village"...expanding and exploring and importing and exporting all that language stands for, and more.

I remember the first time I taught EFL, in Dakar, in Senegal, West Africa. Besides dealing with incredible guilt (but that's a different part of this story for another time), that I'd even been able to scrounge up a loan for a round trip ticket to be there teaching in Senegal, and then get back to the USA again when I was done, I really sometimes wanted to cry at the bizarre manifestations of "developing Africa" meets "West"...at that time perhaps even a bit more drastic than "East meets West" like here in Korea now...

And we've all got our stories to share of our experiencing "culture shock" and our impact within and upon "the other" culture; and it's real. It's very very real that people crossing cultures bring values and various world views and paradigms

with them... (Robert L. Kohls has great background on this in his book Survival Kit for Overseas Living. He charts out "traditional cultures and values" and more western ones...with regards to nature, time, and many other factors.)

So, maybe then what we can best do to handle all this, to best be responsible for our learning/teaching/interaction/"being" in an "other" culture and value system, is to first of all, just simply BE AWARE of what in fact we are importing and representing...and then from that awareness we can critically think and decide to accept/reject/move beyond from within to...and yes, maybe that is an inherent value already; that I want students to "think for themselves" about what they want to accept or leave alone from other cultures greeting them these days...

Personally, teaching cultural awareness, I listen -- I pose questions -- I share -- honestly and openly with my students... I am there, as real and honestly as I can be... balancing for them what I can; what they have experienced through their own travels, movies, friends' stories, other "foreign" teachers and classrooms... anything -- and, honestly, Suellen, even those "good" values you mention -- I'll throw those out to them -- within the context of further questioning and exploring, that these are the values being extended here...

Claire Kramsch gave a talk at the recent IATEFL (International Association of Teachers of English as a Foreign Language) meeting in April in England, about "the other". And she

talked about the "excitement" aspect of meeting "the other" by speaking other tongues. . .there is SOOO MUCH involved with cross cultural interactions that is, and can be, "positive." Again, that could be argued that the openness and desire for change is more "Western" . . .but fact remains, the Korean government is importing English teachers left right and center here into the culture to spew out their words upon elementary students on up these days. . .

So, if this be real, than what can we as responsible teachers -- sensitive to our students and their pasts -- do to make the exploring of "the other" as relevant and integrated as possible?

Suellen, a student from my "Cultural Awareness Class" last spring semester, 1997, at Pusan National University, had entered this comment in his journal: "I want to say nobody can say one culture is superior or inferior to other cultures. The important thing is how well people have awareness about differences of cultures, namely 'relativity in cultures' if you like."

I think that's a step, if we can get students, and ourselves, to an openness to evaluate -- again, yes, this is a value judgment on "being open" as being a positive value, but it's a choice to be made to get further along to others. . . Claire Kramsch also talks about how in finding "the other" we in fact really find our "self".

I think this is a very important and relevant point in aiding our students to define and create who they themselves are in this drift towards "Globalization 2001" in Korea. . . The self, the self, the self, and the other. . . who and what do they all fit together as anyway? anyhow? anytime? and how?

These are our jobs as cultural language teacher. Because as Claire Kramsch has also said, "Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard won communicative competence, challenging their ability to make sense of the world around them."

And Alvino Fantini, in last edition's TEC, talked about "intercultural competence". He defined intercultural competence as being able to develop positive relationships, among other things; and traits such as empathy, flexibility, patience, a sense of humor, and a tolerance for ambiguity as being some of those characteristics (values) helpful for intercultural competence. . .

So perhaps what we are saying here, is that an active, conscious cultural

awareness of self and thus others is one "goal" of our teaching, along with developing intercultural competence skills to enhance and further that cultural awareness.

New Ways in Teaching Culture, Alvino E. Fantini, Editor, has just come out through TESOL, Inc. Jack Richards is the series editor, and it's an wealth of conceptual background information for various classroom activities, and the various activities themselves for the classroom covering language-culture exploration, sociolinguistic exploration, intercultural exploration, and on.

So, yes, we have a lot to be aware of and responsible for, as language teachers in the EFL classroom. But we've got a lot of great resources and experiences to draw from as we shape our way forward teaching "cultural awareness."

Please send comments to this article or any other pertinent cultural teaching issues to: Jeanne E. Martinelli Visiting Professor Department of English Language Education Pusan National University San 30 Jangjeon-dong Kumjeong-gu Pusan 609-735 South Korea office: (82-51) 510-2650 home: (82-51) 510-2609 fax: (82-51) 582-3869 pager: 012-784-8644 email: <jeanne@hyowon.cc.pusan.ac.kr> Thank you!

The KOTESOL Teacher Education/Teacher Development Group A workshop

Teacher Education: How, What, When, Where, Why?
Hannam University, Taejon, Saturday November 22

Poster sessions, discussion of ideas in teacher education,
development of "KOTESOL training program," practical hands-on teacher training activities,
work on Michael Wallace's Training foreign language teachers: A reflective approach (Cambridge).



To get full value from this workshop, get in touch with
Barbara Wright <76752.1537@compuserve.com>, 02-3290-2453 (W), in Seoul,
Greg Matheson <grr@bora.dacom.co.kr>, 0418-530-1306, or
Rob Dickey, <rjdickey@soback.kornet.nm.kr> 0527-50-5429 (W) now.
Then get the Michael Wallace book and get on to the KOTESOL-L list to
contribute to the discussion that will determine what happens at the workshop.

Taejon

Kirsten Reitan

In September the Taejon chapter had elections.

The results were Kirsten Reitan, from KAIST, for president; Martin Peterhaensel, from Hannam University, for vice-president, Peggy Hickey, also from Hannam, for treasurer, Jae Young Kim, from a school in Taejon, for secretary, and Edith Dandenaault, of Open English School, for member-at-large.

The new officers have already begun the process of trying to keep the chapter active and serve the needs of the chapter members. Currently a Taejon home page is on the drawing board, and with any luck and a little sweat and some help it will be up and running by the end of December. If you are in the Taejon chapter and know how to make a home page, we welcome your assistance.

The Taejon chapter has also scheduled most of its presentations through the end of June. Three of the most interesting presentations at the conference will be presented at the local meetings in the coming months. In October the Taejon chapter will have a social/pot luck on the 18th. On November 15, Gina Crocetti will present her ever-popular "Techniques and Methods for Using Video". This promises to be a lively, colorful presentation; although the content of the presentation is the same as the one at the conference, Gina will be using different videos.

On December 6, Katherine MacKinnon will give her interesting, insightful, and useful presentation on "Dealing with Larger Classes: Problems, Solutions, Challenges, and Opportunities". You'll have to come see both Gina and Katherine present at the Taejon chapter meetings at Hannam University, as rumor has it that they are both leaving Korea in

Chapter Reports

edited by
Carl Dusthimer

the near future. This could be your last chance to see these two interesting and dynamic speakers.

The Taejon chapter was fortunate enough to be host to another dynamic speaker in September. Steve Garrigues from the Taegu Chapter came to speak about cultural differences and how they affect the way we communicate. We learned the differences between the word friend in English and its not so equivalent Korean version *ch'in'gu*. He addressed many of the issues and problems involved in simply relying on translations of words without considering the concepts behind the words and the cultural differences contained within them. Everyone walked away with a better understanding of the Korean and English language and cultural concepts conveyed by language.

We plan to have many more interesting speakers in the year to come. The Taejon chapter will have a winter hiatus in January and February, but has tentatively scheduled a local speaker for March, Karen Tinsley and Benjamin Kim for April, the drama contest in May, and another local speaker in June. There will be more information about these in future newsletters.

Cheju

Carol Binder

The folks in Cheju are trying to build membership and give credibility to its chapter organization; therefore, after the summer hiatus in August, we delved into a new semester with a new place to hold our meetings and a new focus for membership. We are now holding our monthly meetings at the

Foreign Language Institute at Cheju National University. This ties in with our membership focus: Korean teachers of English and higher-level university students who are interested in teaching English in the near future. The university lends credibility to the organization, so we hope to attract more Korean involvement. Also, it is a convenient place for students to meet. Therefore, we hope to attract them and build a strong base of up-and-coming teachers.

Our September meeting drew a large crowd (for us!); a good 35-40 people were in attendance to hear 2 great speakers. First, our secretary, Oh Kyung Yul gave us a presentation and demonstration on one-way and two-way communication. The demonstrations, in which we had to participate, were very challenging - some of us had headaches when we were finished! After a short break, we returned to the classroom to hear our esteemed first vice-president, and now president, Carl Dusthimer talk about the future activities of Korea TESOL. He gave us a lot to think about, and we hope that he excited some people to get more involved!

We are slowly building a solid group and thank all those who have answered our questions and given us support - and think about Cheju for the 1999 Pan Asian conference! Cheju would be the perfect place!

Pusan

Jeanne E. Martinelli

Pusan Chapter continues to be on the move! Ron Gray from Taejon University will present at October's meeting on "Memory, Mnemonics, and Second Language Acquisition: Implications for the Classroom." He will explore the daunting task of committing enormous amounts of information to memory that our students

seem to practice without really being instructed on precisely how to do this.

And very excitingly and importantly: ELECTIONS!!! Step right up! It's change in leadership time at the local chapter level! Who will the new president, vice president, secretary, treasurer and member at large be?!! It could be you! (If you're from Pusan!) So, be there, and be active!

And a reminder: Anyone who has not attended the KOTESOL national conference, it's time to renew your membership. The annual fee is 30,000 won. Nonmembers are asked to pay 3,000 won entrance fee per meeting. Support KOTESOL and your own development -- become a member now! And the meetings again, are the last Saturday of the month at ESS Institute in Nampo-dong at 3:00 p.m. Steve Garrigues, Kyongbuk National University will be presenting on November 29.

Seoul

Gina Crocetti

Jan Norris gave the September Seoul Chapter presentation on 'Negative Yes/No Question Responses'. He offered valuable insights into the linguistic differences in responding to Yes/No questions and some useful teaching ideas for addressing the difficulties Korea learners have in learning the English responses. Thank you Jan.

This month Tom McKinney was elected Seoul Chapter President in a unanimous vote while Gavin Farrell accepted the position of Workshop Coordinator. The Seoul Chapter can certainly look forward to high quality presentations in the months to come!

October presentations included the British Council with a short introduc-

tion of two new tests they are offering. The first, The International English Language Testing System (IELTS), is for students preparing for university study abroad. The second is the Cambridge Young Learners Test for children ages 7 to 12 to promote further learning. This test is not offered on a pass/fail basis but is simply concerned with measuring learner linguistic progress.

Finally, Andrew Todd gave a typically audience-involved presentation on 'Uses and Abuses of Games'. The audience were up and out of their seats for much of the time and came away with useful ideas for games to use with all levels and ages of students. Andrew has stepped aside as Seoul Chapter President. However, this does not mean he is leaving us! Instead, he will be serving as the British Council Liaison for Korea TESOL. Thank you Andrew for your excellent year and a half of service as the leader of our ship.

KOTESOL National Conference Success

*by Jeanne E. Martinelli,
Second Vice President*

This year's KOTESOL National Conference, "Communicating Beyond Traditional Networks" held outside of Seoul in historical and cultural Kyoung-ju, October 3-5, at the Educational and Cultural Center, proved to be an enjoyable and stimulating experience for all eight hundred or so participants.

Friday's festivities began with an afternoon bus tour of Kyoung-ju, sponsored by Oxford University Press. Alan Maley held an informal session looking at questions of teacher training and development. Attendees shared their definitions of teacher development, including such ideas as "reflective teaching" and therefore knowing where to go for and when to go for further care for self. The idea of taking care of oneself as a whole per-

son emerged as an important theme.

Saturday's plenary by Maley addressed questions around appropriate usage of technology in the classroom. Concurrent sessions ran throughout the day Saturday and Sunday on subjects ranging from video in the classroom, to the newly emerging application of "chaos theory" in the classroom, to a cross-cultural simulation game, Bafa Bafa, to help bring about greater cultural awareness in our interactions.

Carolyn Graham was a hit with her jazz chants session, and a Pan Asia Colloquium looked at future collaborative actions for Japan, Korea, and Thailand, in particular. Book publishers were plenty and teachers scurrying around with heavy loads of books was



-photo by Jeff Lebow

a common sight.

Cochairs, Demetra Gates and Kari Kugler, lead KOTESOL smoothly through our first venture away from Seoul in a long time. Major helper Jack Large kept numerous pieces of details together to get all members in and out this exciting conference weekend. And most importantly, friendships were made new and renewed by all. That Pan Asia KOTESOLing spirit lives on and on and on. . .

And this month's happy KOTESOL membership faces include:

He's a graduate of YoungNam University in Taegu and went to Toronto, Canada two years ago, for seven weeks of ESL courses. In 1992 he attended four months of EFL workshops at Chowon University.

When he's not indulging in English courses himself, he's teaching at his current school, Kyoungnam Technical High School, in Pusan, where he's been for one year. Before that he was at the prestigious national Pusan Mechanical Technical High School for 16 years, where a lot of "VIP's" came to visit and he was thus "forced" to work on his English, as the interpreter for the foreign visitors examining the model school.

Before that he'd been at Il Sung Girls' High School in Taegu for two years and at Andong High School in Taegu for eight years. He's been involved in the Pusan KOTESOL chapter for the last three years, having first heard about it by former Pusan chapter president, Michael Duffy. They were involved in a study group together, and he helped out at the successful Pusan Mini-Conference last May serving as a President.

"Before we didn't learn how to speak English, we only learned how to translate. In Korea we emphasized grammar, not speaking," he says, explaining how he is committed to a better English learning experience for his

Name that Member

edited by
Jeanne E. Martinelli



Jung Bu-young

students now. While at the same time adding that he doesn't think it's a good idea for students to be learning English at the elementary level. He feels it is too costly and not economically sound for the government to be introducing English to all students, when it would be better to

wait until the students are older and they can take English only if they are sincerely interested in learning it.

When he's not learning or teaching English himself, you can find him at the Pusan Yachting Center, enjoying his favorite hobby -- yachting!

Name That Member: Bu Young Jung!!!

She first came to Korea for a year in 1987 as a student at Ewha Womans University studying Korean language and art history. She was interested in the political scene in Korea, as there were a lot of student protests and student unrest at that time. She had known a lot of Korean students in the United States at her college there, Guilford College in North Carolina.

In 1989 she came back to Korea to teach at Hannam University in Taejon, where she was until this past year,

when she changed to Taegu National University of Education. She made the change because of her interest in teacher training and development and so she's very excited about next year's KOTESOL national conference theme on teacher training and development. She has a MA in public administration from Youngsang University in Seoul.

At Hannam she was involved with the formation of KATE (Korean Association of Teachers of English), a forerunner to KOTESOL. She was publicity manager for KOTESOL for four or five years, second vice president of the Taejon chapter, active in the global issues sig (special interest group), national conference cochair this past year, and national conference chair for this coming year.

Her goal this past year was to increase professional contacts with the other Korean English organizations and the Ministry of Education. She is dedicated to helping develop the Korean education system, primarily through teacher training with the native speakers here to teach.

When she's not KOTESOLing, she loves surfing! Especially on Cheju after a storm (so lots of big waves). She enjoys photography and creative writing.

Name That Member: Demetra Gates!!!

Send suggestions for the Name that Member! column to Jeanne E. Martinelli via e-mail at <jeanne@hyowon.cc.pusan.ac.kr>

Teacher Development

Join us online. Send the e-mail message "sub KOTESOL-L (your name)" to <listserv@home.ease.isoft.com> See page 11 for more information.

JALT97: drifted over our worries

*David McMurray Fukui
Prefectural University, Japan*

*It drifts into view
drifts over our worries
the autumn moon*

This haiku explains that a lot could have gone wrong at this year's JALT conference held in Hamamatsu, Japan. Conference organizers always worry. They worry more when things are tried for the first time at the 23rd annual JALT conference. For the first time, main speakers were brought in from Canada, Australia and Israel, rather than from traditional sources in the United Kingdom, the United States, and Japan. JALT's annual formal banquet was replaced by a rock dance band named The Hitmen. Organizers also pinned their hopes on a local Irish band to play to over 1,000 teachers. During six straight weeks prior to the conference every Asian currency exchange rates -where JALT97 attendees come from- plummeted in relation to the Japanese yen. By the end of the 4-day event, however, over 2,000 teachers from across Japan and Asia had happily attended a smoothly run conference.

JALT Vice President, Brendan Lyons composed his haiku with a sigh of relief after fretting about organizing the conference. The JALT annual conference was quite an undertaking; volunteers, students, embassies and

members pitched in to help with programming 300 presentations and preparing the site. After putting in so much effort, organizers often worry nobody will show up. The NPO (non-profit organization) annually invests close to 30 million yen to rent meeting halls and exhibition space and to provide for social events. This year most Asian currencies were hit hard - the Thai Bhat dropped 40% - compared to the stable Japanese yen. Fortunately over 2,000 teachers eagerly waited for the doors to open to the largest language teachers gathering in Asia.

Hamamatsu is famous for producing musical instruments for the national and world market and Japan's first municipal museum of musical instruments is housed in the ACT City Seminar and Exchange Center, one of the buildings used for the conference. The city plays host to a wide range of musical events throughout the year and in keeping with the theme of Hamamatsu as the city of music, the main JALT social events this year included a local Irish band - one of the few in Asia- and a hard-hitting Australian rock band.

Oisin (pronounced Usheen in Gaelic) played for 1,000 who attended the "One Can Party" sponsored by Prentice Hall Japan on Friday evening. Oisin's acoustic sound is a blend of traditional and contemporary Celtic music ranging from the late 16th century to Van Morrison and the

Waterboys. Teachers who didn't know the words to the songs made up their own and sang along anyway! The event was free for all JALT97 attendees.

Not to be outdone by the Irish, the Australian International Education Foundation sponsored the Australian dance party with the rock band The Hitmen. Plenty of Australian wine, Fosters, XXXX beer and buffet food were on hand for 300 teacher/rockers.

Organizing JALT's annual conference is a major undertaking carried out by volunteers from all over the country. Teachers from every corner of Japan look forward to this yearly opportunity to get together and exchange ideas and to learn about new developments in the language teaching field. During the conference JALT plans for the future are discussed at a number of administrative meetings open to all members. JALT has friendly and motivated staff working at its central office in Tokyo. Last year the office moved to more spacious quarters at Urban Edge 5F, Taito 1-37-9, Taitoku. Teachers interested in joining JALT can contact them there, or telephone the central office at 81-3-3837-1630 (fax: 1631).

David McMurray lectures at Fukui Prefecture University and is International Chair of the Japan Association for Language Teaching.

The Connection
English

Wants your help

Writers, columnists, editors and productionists are encouraged to submit work or contact the Editor-in-Chief, Kim Jeong-ryeol.

See page 4 for submissions guidelines and page 26 for contact information.



A Voice From Taiwan

by *Christa Chang*

Editor's Note: The English Teacher's Association of the Republic of China (Taiwan), known as ETA-ROC, is KOTESOL's newest partner organization.

English teaching in Asia is exciting. It is exciting because there's tremendous willingness to take in new perspectives. This year, at JALT, I felt the respect for nonactive speaking English teachers gaining momentum. I welcome the increasing suspicion about the term 'native speaker'.

I am glad to see Asians (and Westerners teaching in Asia) working toward creating an English teaching / learning philosophy suitable for the Asians. It was the first time that I

heard in public in front of all so called international English speakers, a Japanese English woman teacher said that her English, though nonactive like, was good enough to speak up and she thought the next generation of Japan children would have better English. The proficiency of English among Japanese children are improving. Learning English should not be overly tied to the fear of making one less Japanese. Being Japanese in the 21st century is about being more open and complete as a global citizen, a little bit of English, a little bit of Japanese, a little bit of Chinese, a little bit of European....

I asked my friend teachers in Taiwan:

Do you think in Taiwan there is a (hidden) fear of making us less Chinese when one gets fluent in English? Some

people may sense the fear more than others. When some children's English textbooks here are demonstrating how to say 'Ouch!' and inviting kids to imitate. Where do we draw the line? Will our children forget about using our own way of expressing 'Ouch!?' Where do we draw the line?

Why can't language learning be just like learning to swim without the fear of robbing one's identity?

As an English teacher, what are we trying to achieve in teaching English to our children at a younger age? As an English teacher, what kind of role model are we making for our people in Taiwan?

Some food for thought.

Christina Chang writes for magazines in Taiwan and may be reached at <bec@msl.hinet.net>.

Fukuoka JALT Book Fair 1998

Conference and materials display by 25+ publishers. Presentations all day.

Date: January 25, 1998 Time: 10 am - 5 P.M. Fee: Free

Featured Speaker: Rod Ellis

Info: <<http://www.kyushu.com/jalt/bookfair98>>
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Place: Fukuoka International School, Momochi, Fukuoka City, Japan
Easily accessible from the airport (via subway) or from ferry port.

Bill Pellowe Fukuoka JALT (Japan Association for Language Teachers)
Web site coordinator; book fair coordinator <billp@gol.com>

Canadian tap dances his way into memories of language teachers.

*David McMurray Fukui
Prefectural University, Japan*

JALT welcomed more than 2000 participants to its 23rd annual International Conference on Language Learning and Teaching. For four days, from October 9-12, the doors of the huge 44-floor Hamamatsu City convention center welcomed teachers from all over Japan and several other countries of the world. Main speakers hailed from Canada, Israel and Australia. JALT's partner language associations KOTESOL, THAITESOL, IATEFL were represented at the conference. Convention goers had an additional 300 presentations to choose from.

Departing from tradition, this year's JALT International Conference highlighted main speakers from Canada, Israel and Australia. Previously the prime speaker slots were reserved for language experts from America, Britain and Japan. Teachers from Korea and Thailand maintained their high profile at the conference. KOTESOL President Carl (Dusty) Dusthimer, KOTESOL program chair, Jeanne Martinelli and KOTESOL Vice President Sang-Do Woo made an effective team introducing the upcoming Pan Asian Series of Conferences. In October, 1999 the conference will be held in Korea. THAITESOL Editor, Nicholas Dimmitt, kept JALT members informed of the first Pan Asian held in Bangkok earlier this year.

Dr. Devon Woods, Associate Professor at Carleton University in Ottawa, was the star presenter of a group of Canadian teachers who visited Japan. Woods was kept busy travelling on a Japan rail pass to several cities across Japan: Sendai, Nagoya, Kagawa and Kitakyushu. JALT members in each of these cities met with him to hear him speak on how teachers make decisions in the classroom. The distinguished Canadian professor talked

freely to the small intimate groups. By contrast, at his Saturday October 11 address, he spoke in a concert hall filled with 1,500 teachers. His plenary session was entitled, What do we mean when we say teaching?

Woods began his lecture slowly. The academic content was high on his specialty area of second language teacher decision-making and teacher cognition in language teaching. The 1,000 teachers who assembled to lis-

ten were attentive if subdued, until Woods said, "I could seek to be reliable or I could seek to be remembered. In these days of paparazzi, I'll try for the latter." Then he began a tap dance lesson to the delight of the audience. Woods' tap dance was skillfully compared to the teaching of an English lesson. Most of the audience, weaned on the hit Japanese movie "Shall we dance", gave Woods a resounding applause for his efforts.

JALT positioned Dr. Christopher Candlin in the main speaker slot because of his high profile in Asia and previous experience at JALT conferences. He has also spoken at KOTESOL conferences. His talk was

Woods began his lecture slowly. Then he began a tap dance lesson to the delight of the audience; skillfully compared to the teaching of an English lesson.

ten were attentive if subdued, until Woods said, "I could seek to be reliable or I could seek to be remembered. In these days of paparazzi, I'll try for the latter." Then he began a tap dance lesson to the delight of the audience. Woods' tap dance was skillfully compared to the teaching of an English lesson. Most of the audience, weaned on the hit Japanese movie "Shall we dance", gave Woods a resounding applause for his efforts.

*the cold floor
makes me tap dance
while we speak*

Alastair Pennycook started off the conference with an opening ceremony speech on the conference theme "Trends, Transitions and Beyond." He noted that applying the conference theme to EFL can "suggest histories of change and development, from another perspective they show a history of great continuity." He argues for an understanding of language education as "always involving cultural and political concerns." Pennycook is the author of *The Cultural Politics of English as an International Language*, and has taught in England, Germany,

Japan, Canada and Hong Kong. He arrived in Japan with several colleagues from Australia, thanks to a grant arranged for JALT from the Australian International Education Foundation.

entitled "Discourses of the Classroom and Discourses of Social Life." Based at Macquarie University, Professor Candlin directs teachers in research based language learning. He is also assisting JALT organize a series of Pan Asian conferences with JALT's language association partners in Thailand and Korea.

Dr. Penny Ur, of the University of Haifa, Israel, stimulated the intellectual crowd gathered for the Friday sessions with her plenary speech "Are Language Teachers Born or Made?". The lecture looked at the findings of her research and at a survey of teacher opinions in order to explore the question of whether there is such a thing as a born teacher. The British Council in Japan, who sponsored Dr. Ur, have been a mainstay in annually assisting JALT bring quality speakers from Europe.

David McMurray lectures at Fukui Prefecture University and is International Chair of JALT. He welcomes haiku poetry at his email address. <mcmurray@fpu.ac.jp>

The Yale romanization method

Greg Matheson

The Yale romanization was developed after World War II by Samuel Martin, the doyen of Korean and Japanese language studies in the West, in an attempt to reflect the structural features of the Hangeul alphabet, and not, like other romanizations, just represent the sounds of the language.

One of its most distinctive features is the use of k, t, p, s and c, ie letters representing unvoiced consonants in the Roman alphabet, to consistently represent the basic consonants of the language, even though g, d, b, s and j appear closer to these basic sounds. As a result, *Chun Doo-hwan* becomes *Cen Twu-hwan*. *Kim Dae-jung* becomes *Kim Tay-cwung*. Tea shop becomes *tapang*, not *tabang*. And a young woman becomes an *akassi*, not an *agasshi*.

The aspirated forms (*keseyn soli*) are then consistently written kh, th, ph, sh and ch, so a bluebird is a *pharang say* and bean sprouts becomes *khong namul*. The tense, glottalized forms (*toyn soli*) become kk, tt, pp, ss and cc. So flower arranging is *kkoch kkoci*.

l. is used rather than r to represent the alveolar flap or lateral. The representative Korean folk song becomes *Allilang*, rather than *Arirang*. The remaining consonants are then mainly as in the other romanizations. None

of these other romanizations has as unusual a transliteration as the use of c to represent the sound they write j or ch, but if you think of the Italian c in *cello*, or Leonardo da Vinci, then it is a pronunciation which anyone with an education has come across before.

As for the vowels, there are 6 basic ones in the Hangeul alphabet and only five in the Roman alphabet. To get around the lack of equivalents, wu is used for the vowel written as u in M-R and u is used instead for the closed, high vowel pronounced with lips drawn apart and heard in *ku khun sunim*, or that big monk near you. A, o, and i are as the same as in other romanizations.

The problem is e. It is used for the vowel more usually written oe and heard in the first syllable in Seoul. This is the other correspondence that people will find strange. It results in *Yenge* for English (instead of *Yongo*, *Yeongeo*, et cetera). The two weird features of the romanization combine to give *Cengno* for *Chongno*.

The secondary vowels in Hangeul created by combining two or more of the six basic vowels are represented using the semi-vowels w- and y- in ways similar to the other romanizations. One distinctive feature of the Yale romanization, however, is the consistent use of -y to transliterate secondary vowels formed by combining the simple vowels transcribed a, e, o and u, with the vertical stroke represent-

ing /i/. This preserves the information (assumption?) embodied in Hangeul that these sounds in Korean developed from the corresponding simple sounds + /i/. Thus, the Chinese-Korean word usually transliterated *dae*, meaning big, becomes *tay* in the Yale romanization. An escalator is an *eysukhelleiyithe*. And *Hankuk Oedae* (University of Foreign Studies, Pusan) becomes *Hankwuk Oytay*.

Quiz: What is a *leysutholang*? The information here should be enough for you to work it out. And if you were in *Cencu*, would you be in *Chwungcheng-to*, *Kyengki-to* or *Cenla-to*?

Use of the Yale romanization will not necessarily improve learners' pronunciation of either Korean or English. Thinking about how to represent the sounds of Korean in the Roman alphabet and comparison of the various romanizations, however, is one way of raising our and our students' consciousness of difficult pronunciation differences and is likely to improve the pronunciation of both ESL and KSL (Korean as a Second Language) learners.

Greg Matheson teaches at Soonchunhyang University in Seoul. And is a former president of the Seoul Chapter. He can be reached via e-mail at <grr@bora.dacom.co.kr>.

Korea TESOL Journal Call for Submissions

The 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 on page 26.



Question

Christa Caputa

I am "teaching" in Korea at present and am really struggling with one class in particular. The students are approximately 9 years old (all boys, by the way) and they really have no motivation to learn English. My director has us using Chatterbox as a text but it is rare that I can execute any activity that I have planned. Emotionally I am beginning to react like they do and I am becoming a successful failure at teaching. There is NO discipline in the classroom and my director is upset at me, I'm upset at them and no teaching is happening. What can I do? Any ideas or support will be greatly appreciated.

Answer

Dulcie Hicks, Taegu

I am not sure that there is any definite solution to your problem. I've dealt with the same kind of situation for a year and I'm still looking for answers! However, some of my experiments have succeeded. Hope this helps!

I have found that it took a while for the students to adjust to me. Give yourself time to gain a "rapport" with your students. Sometimes the chemistry clicks in!

I have found with one especially energetic group of boys to play a game immediately. Get them focused on an activity and try to keep it through transitions into different activities! The first game can last anywhere from 5 to 20 minutes; something where the children must move, think or speak quickly! For example (these you can adjust for any level) "Simon Says" is popular and they enjoy it when the best player gets to be "Simon."

FAQs

edited by
Steve Garrigues

A language race or pass-the "secret" game is good for speed and focus. Anything fast-paced and competitive. I have found these two things to be the greatest motivations for Korean children!

Sometimes after playing a game first, the children will (amazingly) settle into their book work, but you must make that transition almost unnoticeable! Other times, I hit them with a long work sheet or spelling test first thing! (They never really know what to expect!) The first student to finish the paper gets a small reward.

Rewards usually get the children to focus and participate: stickers, small candies... anything from a foreigner is special, but be careful. This can get out of hand - I know from experience. Don't spoil them. They can get overly-competitive and demanding for rewards. If you can think of fun and interesting games, then you can let playing a game itself be a reward! (No study = No game!) There are some days I spend all period only playing games, but at least the children are focused and using English!

Most of all, take it easy! Realize that some things are just beyond your control. You can only do what you can do. Have fun in everything that you can. I think this is very important to our own sanity when all our classes are comprised of energetic little kids who would much rather be anywhere

else than in an English classroom. The moment I stopped taking the text books and my own "teacher" status so seriously and started to be a little "wacky" and fun with the material and students, that was when English became interesting for the kids and much easier to teach for me!

There are very few of us who have had any professional preparation for confronting a classroom full of Korean children who are only there because their mothers sent them, and the Institute director wants to keep them (the mothers) happy and maintain high enrollments. Personally, I think the most important thing we can do is familiarize the children with English. It is not the learning of vocabulary or grammatical patterns that will have the most lasting effect at this stage. Rather it is the interaction with a foreigner, a native English speaker,

that will be remembered by the children. If they can see English as a real, living language, even fun, not as something dull or threatening, then I think the teacher has been successful.

One final tip: learn a little Korean. It's amazing how much knowing a few words and commands will help. And the students love it!

Best of luck, and hang in there!

Best of luck, and hang in there!

If you would like to respond for inclusion in the next issue of The English Connection, please send your comments to me (Steve Garrigues) by email at <steve@bh.kyungpook.ac.kr> or by fax (053-950-5133).

Key Issues in Bilingualism and Bilingual Education by Colin Baker

reviewed by George
Bradford Patterson
Manila, Philippines

The first chapter, "Bilingualism and Intelligence", points out that the relationship between bilingualism and intelligence is both controversial and central. It is central in that the disadvantages or advantages of being bilingual have been historically measured by reference to intelligence. It is controversial in that both terms are hard to measure and evoke passions and prejudices.

This chapter also explains that to remark simply that bilingualism has a beneficial or detrimental effect on intelligence is to be naive and simplistic. To comprehend the relationship between the two, the problems, concerning the definition and measurement of intelligence and bilingualism, must first be comprehended.

With discussions of recent research and a look at bilingual education in Ireland, Wales, and England the book critically scrutinizes the limitations

More research needs to be done on the different types of bilingual education... in order to determine which ones are appropriate to the various contexts and how to improve them.

and implications of the discovery of the different dimensions upon which bilinguals seem to have advantages over monolinguals. Definitions and classifications of bilingual education are provided.

The book also examines the limit of the generalization that can be made from Canadian and American research through seeing the degree of its rel-

Book Reviews

edited by
Gina Crocetti

evance to non-American situations and the ideology and assumptions of the research. Other issues touched on include: Attitudes and Bilingualism, Bilingualism and motivation, and putting theory into practice.

This book names and evaluates the key issues which affect bilingualism and bilingual education. It is imperative that language educators, researchers, and administrators have a clear understanding of the relationship between bilingualism and crucial variables. First, concerning the variable intelligence, and its relationship to bilingualism, it is absolutely necessary to comprehend the measurement and definition of the two so that bilingualism will enhance one's intelligence to the maximum extent which would be particularly illustrated in comparison to monolinguals in

which bilinguals possess advantages over the said former in various dimensions. But a lot more research needs to be done since, according to recent research, there are limitations to such discoveries. Second, with respect to the variables-attitudes, the nature of attitudes, and attitude change- they are very important in their relationship to bilingualism, particularly with regard to minority languages in a bilin-

gual setting. Due to the fact that attitudes are modified by experience in such a way that attitude change is a significant notion in bilingualism, a lot more theory and research in social psychology must be made use of in order to demon-

strate further the plausibility of attitude change. Thirdly, concerning bilingualism and motivation, it is vital to understand very clearly why a person may wish to learn a second language and what are the motives and

To remark simply that bilingualism has a beneficial or detrimental effect on intelligence is to be naive and simplistic.

deeds which lead a person to remain bilingual or reject a language in favor of another. In order to do this, a lot more effective research must be done in this area. Instrumental motivation and integrative motivation are the chief focus of this research.

More research needs to be done on the different types of bilingual education- transitional bilingual education and maintenance or enrichment bilingual education, elitist bilingualism and folk bilingualism, and the immersion and submersion bilingual education- in order to determine which ones are appropriate to the various contexts and how to improve them. Hopefully, this will further the cause of bilingualism and bilingual education.

George Bradford Patterson II teaches in the Department of Language Education, College of Education at the University of the Philippines.

Baker, Colin. 1988. *Key Issues in Bilingualism and Bilingual Education*. Multilingual Matters Ltd.: Philadelphia, PA. United States.

Computers as a Tool in Language Teaching William Brierly and Ian R. Kemble, editors

Reviewed by George Bradford Patterson II, Philippines

Computers as a Tool in Language Teaching is chiefly designed for the teacher of foreign languages (including English as a Foreign Language) in further and higher education whose interests have hitherto not been the most broadly served by the literature on the application of information technology to the teaching and learning of foreign languages. Nevertheless, it should also be of interest to all teachers of foreign languages who already employ primary computer applications such as word processors in their work. The target audience comprises both the interested novice and the teacher with some experience.

The text comprises 11 chapters : and these chapters progress from simple to more complex processes, tasks, operations, and technological means of communication. In other words, these chapters shift from general to more specific applications of technology in language teaching in which the second, third, and fourth chapters - Word Processing, Desktop Publishing, and Lexicography - possess these said general applications whereas the latter 6 chapters possess the said specific applications. For instance, concerning the said general applications of computer technology in language teaching, chapter 2, Word Processing, seeks to scrutinize the issue of the particular functional and design specification of word processors for utilization in foreign language teaching, for instance, to display and print out foreign language characters such as accented characters and alphabets such as the Russian and Greek. There then follows an account of fundamental word processing facilities such as formatting, cut and paste, insertion, deletion and search, and replace, il-

lustrated by a few examples of how word-processing functions might be integrated into a language program. Chapter 3, on Desktop Publishing begins by looking at the hardware and software requirements and the working methods of desktop publishing. Creative writing and image processing as learning experiences in undergraduate language and area studies courses are then examined. Chapter 4 on Lexicography outlines some pertinent issues in modern lexicography and then demonstrates how the foreign languages may set about the compilation of a computer-based, bilingual dictionary in a systematic way.

Chapters 7, 8, and 10 (Interactive Multimedia, Database, and Hypermedia) are examples of specific applications of computer technology in language teaching. First, Chapter 7 on Interactive Multimedia explains recent developments in the field of interactive video(IV). It starts with a specification of what an interactive video workstation normally is made up of, and what useful add-ons are available. It mentions those technical standards which are current and those which are approaching the horizon. It assesses the advantages and drawbacks of tape as opposed to disc (topicality and the DIY approach versus non-linearity, durability, and professional standards). Second, Chapter 8, Database, explains the fundamental functions of databases and how they are built and organized. Consequently, it goes on to examine examples of how databases can be employed for simulation purposes in the language classroom. The database provides a new dimension to language teaching and learning by linking into the business application of language. Third, Chapter 10 on Hypermedia explains precisely HyperText, HyperMedia, MultiMedia, which are very recent additions to the linguistic

inventory of the applied computer specialist. A few examples of HyperText applications currently available are explained. Then, there is an examination of the idea of 'browsing' as an interactive learning technique and an evaluation of the freedom and constraints of such a technique.

The final chapter - Methodology for CALL : beyond language teaching paradigms (Chapter 11)- addresses some of the methodological issues pointed out in previous chapters. The purpose of the final chapter is to recommend that a methodology needs to be developed to manage the complexity and speed of change in the language teacher's environment and to identify information technologies (and the computer especially) as chief agents of change.

Each of these chapters consist of an introduction, a general overview of the topic, specific headings, and a conclusion. Some of them contain bibliographies at the end.

I would definitely recommend this book to novice and advanced EFL/ESL teachers, including new and experienced second language teachers who are either experienced or recently acquainted with applications of computer technology in language teaching. It definitely would enhance their expertise in this area. This, in turn, would be beneficial to EFL/ESL programs and foreign language education programs. It would also reinforce the effectiveness of the methodologies, approaches, techniques, procedures, and technology of these language programs.

George Bradford Patterson II teaches in the Department of Language Education, College of Education at the University of the Philippines.

Moving? Remember to keep in touch. Send address and contact information changes to Secretary Robert Dickey. See page 26 for his address and phone numbers.

Using cartoons in the classroom

George Bradford
Patterson II Univer-
sity of the Philippines

Techniques

edited by
Kiama Robinson

A cartoon from a newspaper, newsletter, magazine, etc. is a delightful communicative device for second language learning. It not only facilitates second language learners' reading skill and even their writing skill, but can also be used to improve their aural and oral skills in a joyful, meaningful way.

A helpful technique for reading skills is to read the cartoon out loud at least three times to the class. Ask them what they liked about the cartoon and why. Then, have the students read the cartoon several times, understanding the theme, the mood, the plot, the characters, and the symbols. They should also circle the words that they do not understand and attempt to understand them within the context of each caption. After determining the meaning of the words, have them give sentences for each of them. They should think of synonyms and related words that could replace in each of the particular contexts. Have them give antonyms for these words. They can follow this up by giving sentences for them. They can interpret how this cartoon relates to the local, national, or global situation.

Regarding their writing skills, they can write their own cartoon. Have them do this individually in class and as a homework assignment. When

they finish it, they can present this to the class as a reading skills activity. They can do this in pairs or in small groups. This can be extended into a homework activity.

A stimulating technique for improving their aural skills is to have them listen carefully to a cartoon presented to them by tape or voice in which the words for the caption are deleted. Initially, you should read the cartoon to them slowly at least two or three times. Then, gradually increase the speed of your reading until you reach normal speed. Then, ask them listening comprehension questions. To reinforce this listening task, have them ask each other similar kinds of listening comprehension questions in pairs, small groups, large groups, and finally the entire class. To make this activity more interesting and challenging, you can make use of some of the students for this activity in which there is a different student taking the part of each of the characters in the cartoon. This will not only make the activity more enjoyable, but it will improve the students' listening discrimination ability in recognizing different accents and dialects of English.

Another pleasant, pragmatic technique is to have the students summa-

rize orally a cartoon from a newspaper, newsletter, or magazine. They can also perform this activity in pairs, small groups, and large groups. Likewise, they can act out individually and on a group level these car-

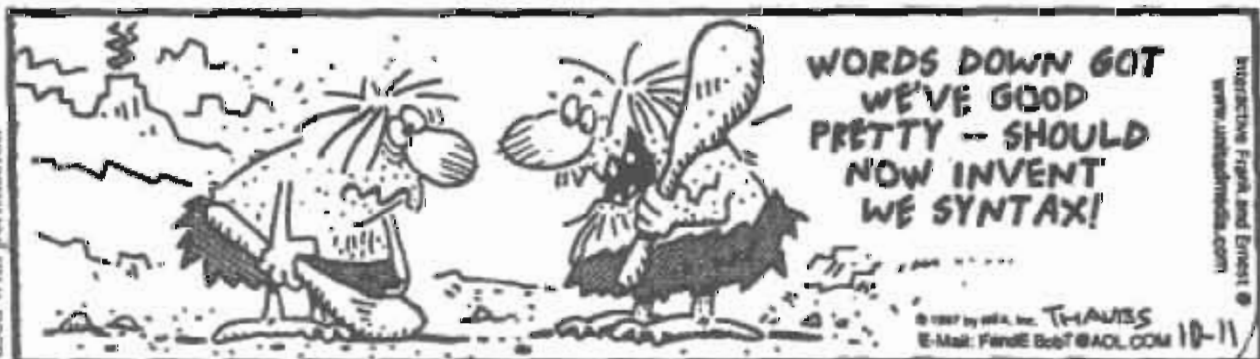
toons, even including the cartoons that they have written. You can make it more interesting by developing it into a speech contest, consisting of groups or individuals acting out the cartoons, in which awards are given to the best performing groups or individuals.

Thus, cartoons can be a very dynamic, pragmatic, creative, and enthusiastic device in enhancing the second language skills of our students, especially when the cartoons selected introduce diverse and fascinating matters, particularly global affairs.

We should apply cartoons creatively in the language classroom, in order to motivate students to improve their basic language skills: listening, speaking, reading, and writing. Even more, cartoons can be a great device to improve their communicative competence, and the second language student can achieve more learner-autonomy, thereby, meaning that the second language class is more learner-centered.

George Bradford Patterson II teaches in the Department of Language Education, College of Education at the University of the Philippines.

Frank & Ernest



Trends and Transitions: JALT '97 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 JALT '97 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/tlt>>.

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

See You in Hamamatsu!

If you have any questions about JALT '97, 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



CONFERENCES

Nov 7-9, '97 TESL/Canada '97 "World Skills: Language and Living" Victoria, British Columbia (Tel) +1-800-393-9199 (e-mail) (info@tesl.ca)

Nov 8, '97 The Japan Conference on English for Specific Purposes Center for Language Research, University of Aizu Aizuwakamatsu City, Fukushima Prefecture, Japan 965-80 Location Guide Questions/Assistance: Mrs. Kuwada E-mail: (k-kuwada@u-aizu.ac.jp) (Tel) +81-242-37-2594 (Fax) +810-242-37-2599

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 incor-

porate Symposium on Natural Language Processing 1997 (SNLP'97), a biannual 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, IAWE 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 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 Chan-ocha, 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.su.ac.th/~elcdm>).

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

Jan 25, '98 Fukuoka JALT Book Fair 1998 Fukuoka International School, Momochi, Fukuoka City, Japan (Easily accessible from the airport (via subway) or from ferry port.) 3 hour ferry from Pusan! Conference and materials display by 25+ publishers. Presentations all day. Time: 10 am - 5 P.M. Fee: Free Featured Speaker: Rod Ellis (Website) (<http://www.kyushu.com/jalt/bookfair98>) (Website mirror) ([24](http://www2.gol.com/us-</p></div><div data-bbox=)

ers/billp/bookfair98) (Fax) Bill Pellowe +81-92-415-2295
(e-mail) (billp@gol.com)

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 region. 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.

Oct '99 PAN ASIAN Series of Conferences - PAC 2 (KOTESOL 6) Location: Seoul, Korea Theme: Teaching English: Asian Contexts and Cultures

CALLS FOR PAPERS

PAN ASIAN Series of Conferences - Publications The Region - By David McMurray A column featuring articles about Pan Asian teaching. Published in The Language Teacher a 100 page monthly magazine with a readership close to 12,000 teachers.

Please send prospective articles (under 2,500 words) to: Fukui Prefectural University, Economics Faculty, McMurray, 802, Kenjojima 4-1-1 Matsuoka-cho, Yoshida Fukui-Ken 910-11, Japan, Email: mcmurray@fpu.ac.jp Fax: (outside Japan) 81- (inside Japan 0)776-61-4203

ANNOUNCEMENTS

PAC - The Pan Asian Series of Conferences - Publications and Research Organizers of the Pan Asian series of conferences decided to begin publishing articles and proceedings to highlight research results arising from the 6-year project. A publications committee and research committee will support the main conference committee. Seoul has been named as the most probable sight for an autumn 1999 Pan Asian 2. JALT, IATEFL, KOTESOL, THAITESOL will assist with the selection of main speakers. Taiwan (ETA-ROC) hope to be involved in the series.

Web-project partners sought for an ESP class at Takaoka Commercial High School, Japan.

Would you participate in my project? During October, I introduce special items on a homepage. At the same time, I research the prices of things of daily necessity.

In November, using e-mail and a video meeting system, I would like to exchange an opinions.

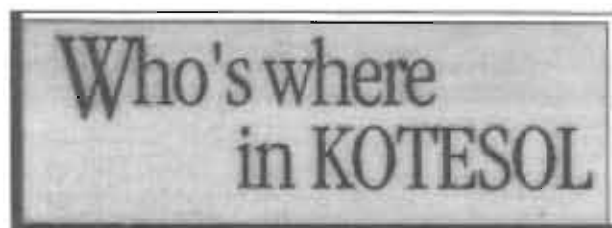
Contact Tuyoshi Miyagishi Takaoka Commercial High School 286, Yokota, Takaoka-city, Toyama-pref, Japan
E-mail : miya@takaoka-chs.takaoka.toyama.jp
URL : <http://www.takaoka-chs.takaoka.toyama.jp>
Tel : +81 0766-21-4319 Fax : 0766-22-4479 video meeting system : +81 0766-27-1490

Teacher Education/Teacher Development Group (KOTESOL) workshop Hannam University, Taejon, Saturday November 22

Contact Barbara Wright , 02-3290-2453 (W) <76752.1537@compuserve.com> Greg Matheson <grm@bora.dacom.co.kr>, 0418-530-1306, or Rob Dickey, <rjdickey@soback.kornet.nm.kr> 0527-50-5429 (W) now. Then get the Michael Wallace book and get on to the KOTESOL-L list to contribute to the discussion that will determine what happens at the workshop.

SUBMISSIONS

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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 대한영어교육학회.
- 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 cooperate 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. Nonvoting 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 prorated basis. The Treasurer will have the prorated 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 Cochair of the National Conference Committee for the first year of the term. In the second year of the term the Cochair 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 timesaving 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 연지숙 or KOTESOL at Seoul Bank (서울은행) account number 24701-1350101. 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:

Robert Dickey Miryang National Univ. English Dept. 1025-1 Nae 2-dong Miryang-si Kyungnam 627-130
 (H) 0527-52-1962 (W&F) 0527-50-5429 (e-mail) rjdickey@soback.komet.nm.kr

TEC 1187

THAI TESOL

Call for Papers and Participation
18th Annual ThaiTESOL International Conference

MAXIMIZING LEARNING POTENTIALS

January 22-24, 1988
J.B. Hotel, Hat Yai, Songkhla, Thailand

Important Dates

Deadline for submission of proposals: August 15, 1997
Notification of acceptance sent to prospective presenters: October 1, 1997
Presenters requested to reconfirm their participation by pre-registration: November 1, 1997
Deadline for submission of a 750-word summary of presentations: November 1, 1997
Deadline for pre-registration from outside Thailand: November 1, 1997

Criteria for the selection of presentations

All abstracts will be evaluated for possible acceptance by the Conference Selection Committee. Relevance to the theme of the conference, to English language teaching in Thailand and the Asia Pacific Region, and the originality of approach are among the major considerations in acceptance of papers. The committee reserves the right to turn down proposals without assigning reasons.

Registration Fees

Presenters:	Baht 1,200 (US \$ 60)
Members of ThaiTESOL:	Baht 2,000 (US \$ 90)
Non-members:	Baht 2,400 (US\$105)
Students:	Baht 1,500 (US \$ 70)
Late or on-site registration:	Baht 2,800 (US\$120)

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