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KOTESOL

How culture influences language use and consequent implications for language learning: Observations from Korean learners.

Louie Liviu Dragut

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



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the Newsletter of Korea Teachers of English to Speakers of Other Languages

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Editor-in-chief:

Kim Jeong-ryeol, Publications Committee Chair Korea National University of Education, Elementary Education Department Chungwon Gun Chungbuk 363-791 (e-mail) jrkim@knuacc-sun.knu.ac.kr

Section editors:

Robert J. Dickey (Feature Article), Miryang National University English Department 1025-1 Nae 2-dong Miryang-si Kyungnam 627-130 (H) 0527-52-1962 (W&F) 0527-50-5429 (e-mail) rjdickey@soback.kornet.nm.kr

Carl Dusthimer (Chapter Reports) Hannam University, Department of English 133 Ojung-dong Taejon 300-791 (H) 042-634-9235 (W) 042-629-7336 (F) 042-623-8472 (e-mail) dustman@eve.hannam.ac.kr

Column editors:

Carl Dusthimer (President's Message), see information above

Kirsten Reitan (National Conference), KAIST, School of Humanities 373-1 Kusong-dong Yusong-ku Taejon 305-701 (H) 042-869-4914 (W) 042-869-4698 (F) 042-869-4610 (P) 012-1450-6466 (e-mail) reitankb@sorak.kaist.ac.kr

Jeanne E. Martinelli (Cultural Corner, Name That Member!), Pusan National University English Education Department Kumchong-ku Pusan 609-735 (H) 051-510-2609 (W) 051-510-2650 (F) 051-582-3869 (e-mail) jeanne@hyowon.pusan.ac.kr

Kari Kugler (Pan Asia),

Terri-Jo Everest (Techniques), Pusan University of Foreign Studies, 508-1405 Samick New Beach Apt Namcheon-dong Suyeong-ku Pusan 613-011 (W) 051-640-3228 (e-mail) teverest@taejo.pufs.ac.kr

Steve Garrigues (FAQs), Kyongbuk National University #103 Professor's Apt Kyoungbuk University Taegu 702-701 (H) 053 952-3613 (W) 053 950-5129 (F) 053 950-5133 (e-mail) steve@bh.kyungpook.ac.kr

Robert J. Dickey (Calendar) see information at left

Advertising:

Tony Joo 31-23 Sambu APT Taepyung-dong Chung-ku Taejon 301-151 (H) 042-522-9769 (W) 042-222-6677 (F) 042-527-1146 (e-mail) tonyhj@chollian.net

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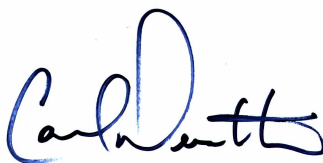
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Moving Forward: The Retreat



President's
Message by
Carl Dusthimer

The '98 Korea TESOL Leadership Retreat was held December 5-7 in Taejon, and in my personal judgement was a tremendous success. As I mentioned in my previous message, this year's executive council has a few major projects planned for the coming year. The retreat was an important step in getting those projects off the ground. Before I describe the framework of the projects, I must take this opportunity to express my sincere appreciation to all those members who gave their precious time and energy to give these projects their shape and direction. Many came on Friday for a pre-retreat brainstorming session which set the tone for the weekend, and the retreat proper began Saturday morning, and wrapped up Sunday, mid-afternoon.

We split our group into four teams: the roving workshop team, the book team, the conference team, and the publications team. Each team had a daunting task; to come up with a set of goals for 1998, and a plan to achieve them. As the weekend progressed, the projects began to take shape. The book, as yet untitled, will be an overview of teaching English in Korea.

The book will aim at helping newcomers adjust to their first few months working in Korea. It will be a compilation of ideas and teaching experiences written by veteran foreign and Korean teachers of English. Half of the book will focus on general cultural and environmental knowledge needed before arriving or soon after and the second half will place greater emphasis on the classroom including a chapter on lessons that work well with Korean students.

The roving workshop project, a somewhat nebulous idea before the retreat, needed a good deal of brainstorming and discussion to get focussed. But by Sunday, it too was taking shape. The basic premise of this project is to offer a team of teacher trainers to various organizations that will conduct workshops focussing on the specific needs of the participants. These may include Korea TESOL chapters, other teaching organizations in Korea, and programs bringing native speaking teachers to Korea. The team identified four phases to work through: 1) the collection of materials, designers and presenters, 2) organization of workshop teams and publication of materials, 3) creating and implementing a public relations strategy, and 4) begin actual workshops and striving for consistency and permanency.

The publications team, perhaps the most well established of the teams, worked to refine the national newsletter, *The English Connection*, and to set standards for submissions to the new *Korea TESOL Journal*, our first purely academic journal, set for publication next October. This issue will see Thomas Farrell, formerly a staunch KOTESOL supporter now teaching in Singapore, as its guest editor. The team also put some final touches on the '97 conference proceedings, due out in a few weeks.

The '98 conference, headed by Mary Wallace and Kirsten Reitan, worked to come up with a workable time-line for the conference. This conference is of particular importance, as it precedes the second Pan Asian Conference to be held in Korea the following year. Thus the international aspects of holding what is increasingly becoming a truly international conference are growing by leaps and bounds. It was decided that the conference will be held in Seoul, due in large part to the economic woes Korea is experiencing. Given the team assembled, I have every confidence the conference will be a success.

I was impressed with the results the various teams produced and look forward to working with them during 1998. The potential for each of the areas worked on is tremendous. However, and I am sure all of the leaders and retreat-goers will wholeheartedly agree, the ultimate success of each of these projects depends largely on the support and contributions given them by the Korea TESOL membership. We all have our strengths within our field of teaching, and we ask that you use yours to strengthen one or more of these programs. Or, if you are interested in learning more about how these types of projects are conceived, designed and implemented, this is a great forum to learn, and expand your areas of expertise. Korea TESOL is only as strong and effective as our programs and our membership. Enter the fray!

How culture influences language use and consequent implications for language learning: Observations from Korean learners.

Louie Liviu Dragut

When foreigners engage in dialogue with people of a host country, they immediately realize the patterns of speech and behavior are different. In communication between individuals many significant factors are employed which assist the speaker and hearer in achieving mutual understanding. Through observations drawn from Korean and English (which are as remote from one another as two languages can be), this paper contends that a thorough grasp of cultural factors is a prerequisite for successful language use, and that culture consequently influences second language (L2) learning. After outlining some limitations of such an observation, this paper will focus on revelations drawn from discourse, consequences for language learners and pedagogical implications.

INTRODUCTION

The importance of cultural factors in language learning can be viewed from different positions. Regardless of one's perspective, however, it must be admitted that culture influences language. Crane, Yeager and Whitman (1981 p. 193) argue that whether culture influences language or culture influences thought which in turn influences the language it is expressed through, culture is the dominant determinant of language. Further research has indicated that culture influences learning styles (Mangubhai, 1995 p. 13), ways of expressing politeness (Su, 1993), cognitive styles (Bean, 1990), ways of responding to social binding factors such as compliments (Han, 1992), and a range of other communicative behaviours in a particular society (Shen, 1993).

The above factors highlight that language teaching does not occur in a cultural vacuum. Consequently, the language used by the learner can be an important tool in determining the influences of culture on L2 learning, and may also show the best approach to language teaching. A person exposed to a different culture may be con-

fronted with cultural opacities at the lexicon level within a sentence and in discourse. Hence, the language teacher must be equipped with the necessary skills to assist the language learner to overcome such challenges.

A CAUTION ON CULTURAL INFLUENCES

Even though language is influenced by culture, the language teacher must not attribute every mistake or challenge the learner encounters to cultural influences. Wierzbicka (1986) indicates that while there are direct links between language and culture, linking individual linguistic phenomena with the non-linguistic aspects of culture may at times not be justified (p. 349). In addition Mangubhai (1995, p. 2) notes

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the difficulties in addressing cultural factors globally since even within one context or cultural group there is variation of behaviour, and behaviours relevant in one or more contexts of learning may not be relevant in others.

Nevertheless, while recognizing the limitations of cultural factors in language use, Wierzbicka maintains that culture is a significant factor in language use, and even the skeptics who are cautious to acknowledge the links between culture and language still admit that there is a link at the lexicon level, such as the rich honorifics in the Korean language. The language teacher is left with the challenge of determining which linguistic phenomena may be legitimately interpreted as culturally significant. If cultural factors can accurately be identified, they offer the language teacher a powerful tool in assisting

students in their language acquisition.

DEFINITIONS

In the light of above caution let's consider how cultural factors influence language use. In the context of this paper 'culture' is defined as "a way of life of a group of people the stereotyped patterns of learning behavior, which are handed down from one generation to the next through means of language and imitation" (Barnuw in Su, 1993, p. 4) and 'language use' is "the way a group uses language to enact social relationships, enter into exchanges, and to construct reality" (Mangubhai, 1995, p. 2). In considering how cultural factors influence language use, semantics at the lexicon level, will be considered as well as

discourse at the sentence and textual level.

DISCUSSION

The Korean language is well known to be one of the most difficult languages for English speakers to learn, as is the English language for Korean speakers. Park (1994, p. 7) states that this difficulty is largely due to the extensive and fundamental differences between the two cultures. Before outlining the influence of the culture on language learning a brief outline of Korea's dominant culture may be useful.

KOREAN CULTURE - A BRIEF SUMMARY

The first common theme in the Korean culture is that it emphasizes the importance of passiveness and emotion rather than the active and analytic. The second im-

portant factor is Confucianism. Confucianism has exercised great influence in Korean history, culture and most aspects of social interaction. It is stated that "Confucianism, with its emphasis on relationships, is one of the chief factors that has determined traditional Korean patterns of thought and actions" (Park, 1994, p. 8). While such philosophies influence customs, world view, human values and many other aspects of life, this paper will focus on how they influence language use.

OBSERVATIONS FROM GRAMMAR - AT THE LEXICON LEVEL

It may be impossible to attain corresponding words between two languages because of intrinsic differences in culture which are reflected in the words. Wierzbicka (1986, p. 350) states that it is at the lexicon level that variation due to cultural factors can be most noticeable. The most obvious links between culture and lexicon can be observed from the complex honorific system the Korean language employs. Due to Confucianism, which has a fairly rigid social hierarchy, a speaker can use five different levels of politeness which are determined by such factors as the status and age of the addressee.

The first common theme in the Korean culture is that it emphasizes the importance of passiveness and emotion rather than the active and analytic. The second important factor is Confucianism

Another example that illustrates the cultural influence on words is the difference between 'you are so simple' and 'you are so innocent'. In a recent conversation, a close friend was amazed that the writer was not aware of a significant 'evil' in the Korean society, and wanting to communicate that 'you are so innocent' said, 'you are so simple'. After questioning the meaning of the statement it became apparent that 'simple' in the Korean language has the connotations of innocent, pure or faultless.

Further, there is much difficulty in carrying the meaning of words from one culture to another. 'Rice' in English is a general term. In Korean, however, it has at least

eight equivalents: 모 (mo) or seedling, 쌀 (pyo) or rice plant, 이삭 (isak) or rice grains on the plant, 보리 (pyo) or unhulled rice, 찰쌀 (ssal) or hulled rice, 찰떡 (chapsal) or glutinous rice, 밥 (mebssal) or non-glutinous rice, and 찌꺼기 (pap) or steamed rice. Likewise the verb 'wear' in English has at least five equiva-

Redundant, idiomatic and metaphorical expressions also pose great difficulties for the language learner. In fact Park (1994, p. 29) suggests that they are "one of the most irritating and frustrating aspects of the language" because they are so culturally specific and have no relation to the immediate words they consist of. For example 'make

Inevitably, when words which have been developed to allow for effective communication in a particular context are translated in a different context, there is a degree of distortion and loss.

lents in Korean. This convergent aspect of words (when two or more Korean words are represented by only one English word) causes difficulties in effectively expressing meaning. Inevitably, when words which have been developed to allow for effective communication in a particular context are translated in a different context, there is a degree of distortion and loss.

In addition to the difficulties that arise due to the lack of languages to section seman-

up' has no relation to 'reconciliation', and the expression 'poured cats and dogs' has nothing to do with neither cats or dogs. Park also states that such expressions are unpredictable and patternless since they are derived from cultural factors and folklore. These become problematic for the language learner because by interpreting the surface meaning, the message is likely to be distorted, and the color, casualness, charisma and accuracy of the language will be lost.

Moreover words such as 'yes' and 'no' create great challenges for the language learner. Su (1993, p. 5) highlights that one reason why 'yes' may have various interpretations is because there is no equivalent translation, and its interpretation depends heavily on the context. Hence 'yes' may indicate; yes; I see; I understand; ya (filler); no, and many other meanings depending on the context. With regards to the use of 'no', Park (1994, p. 118) indicates that for the sake of living in harmony, Koreans tend to do everything to avoid appearing to oppose anyone directly. Similarly Su (1993) indicates that since the culture emphasizes relationships and maintaining harmony, using 'no' which may disrupt such harmony or embarrass the speaker is avoided in communication.

This need to maintain harmony or save face is also highlighted by responses to invitations and compliments which are different in Korean and English (Han, 1992 and Su, 1993). Hence when the language learner transfers such responses into English, confusion may arise and 'yes' may not have the same face value as the addressee expect. On the other hand Korean

language learners may frequently offend and hurt the feelings of those around them by using culturally inappropriate terms.

AT THE SENTENCE LEVEL

As pointed out, words alone may not allow for effective communication, and thus we turn to discourse to assist in understanding and removing ambiguities. Even

strong degree of turn and topic control. Instead tag-like constructions which are weak in both turn and topic control tend to be used. A good example of topic control can be observed in telephone calls. In English, a 'call-answer-introduce topic' process is employed while in Korean a 'call-answer-facework-introduce topic' process is employed. The facework, as Manbughai calls it (p. 6), serves to determine the ap-

cal features of writing are different from those in English, have to learn the English patterns if they are to successfully communicate in academic institutions. This may prove to be a difficult task since learning the new patterns may require "the adoption of an almost new way of thinking" (p. 3).

Cultural differences in rhetorical styles which reflect the values and the norms of society, complicate the learning process in L2 writing (Hinkel, 1994, p. 353). In contrast to the Western rhetorical writing style dominated by assertion, proofs, and persuasive values which places the responsibility on the writer, we find in passive, harmonic cultures that the responsibility is left to the reader. Hinkel indicates that "the need for explication is not self-evident but the need to maintain harmony is, and the text is written with a different purpose to adjust people to people rather than explicitly state a point of view" (p. 354). Hence persuasion and explicit descriptions are rarely employed whereas vagueness and ambiguity are valued highly because they allow for the communication of minds rather than of words.

PEDAGOGICAL IMPLICATIONS

Cultural influences on language use give rise to numerous pedagogical implications for the language learner as well as the language teacher. The language learner's attitude to the teacher as an authority figure, the attitude to the text, criticism of others' ideas, and belief about how second language is learned are important factors that have been significantly shaped by culture. Interactions in the Korean culture may not develop according to sincer-

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if discourse assists in comparing Korean and English, however, we find that they are structurally very different. English employs a 'text base' where communication relies largely on information which is clearly expressed in the language while Korean employs a 'pragmatic base' which relies on information which is not directly expressed in language form (Park, 1994, p. 23).

The pragmatic based approach constructs information with minimal details, and the order of various parts in a sentence is determined not by their grammatical function, as it is in English, but by degree of importance. Hence a sentence without a subject and/or an object may be completely grammatical as long as an indispensable verb comes at the end of it. Such a verb will transmit the central message and will contain information such as honorifics, tense, mood, etc. Since harmony is an important part of the culture, the verb at the end of the sentence serves a very important cultural function. As the Korean speaker begins to express his/her thought s/he can observe the receiver's reaction, and depending on that reaction the speaker can change the verb which can alter the entire sentence.

Furthermore Mangubhai, (1995, p 7) notes that the degree of explicitness and control on talk may vary from culture to culture. He advises that in cultures emphasizing harmony, 'Yes/No' questions are rarely asked because such questions reflect a

propriateness of introducing the topic. Only if it is perceived as appropriate, would the topic be introduced, otherwise the telephone call becomes simply a courtesy call.

In addition, differences in cultural norms have been observed in the language of television commercials. It was found that Koreans favor indirectness when suggesting or recommending whereas American television commercials have more frequent imperatives (Schmidt et. al., 1990). (This is consistent with a culture which emphasizes passiveness and harmony.)

WRITING

The above paragraphs have shown how misunderstandings can occur arising from

different value systems focusing on speech. Following then, is a brief outline of how culture influences language in writing. Mungubhai states that the influence of cultural factors upon writing, especially in academic contexts, has been recognised since 1966 (1995, p. 2). It is suggested that students from cultures where the rhetori-

ty, clarity and quantity since there are more powerful social values such as harmonious relationships, age and status which may intervene.

Hinkel (1992) and Tyler (1995) point out how Korean conversational routines involving polite speaker modesty is trans-

Cultural influences on language use give rise to numerous pedagogical implications for the language learner as well as the language teacher.

ferred to the English context, and suggest that aspects of pragmatics such as the speech acts of giving thanks, are not learned just from extensive exposure to the second language culture and may need to be taught. Shen (1993) also highlights that certain taboo or forbidden topics of conversation need to be taught in the language classroom.

Consequently, much research (Kramersch, et. al., 1996; Bentahila and Davies, 1989)

culture. Such differences create difficulties for the language learner at the lexicon and sentence level and within the written text. Due to such differences in grammatical and semantic structure, the language learner, instead of going directly from one set of surface structures to another, actually goes through a seemingly roundabout process of grammatical analysis, transfer and restructuring.

Even though all people are alike in that

cultural elements should be introduced in the language classroom to promote cultural sensitivity alongside language learning.

suggests that cultural elements should be introduced in the language classroom to promote cultural sensitivity alongside language learning. In fact Kramersch (1993) suggests that language teaching should have as its core objective the teaching of the cultural context of discourse in the target language, rather than teaching the four traditional language skills and culture as a fifth component.

Further, in order to effectively teach students how to interpret and write texts, Murphy (1996) suggests that the language teacher must make the learner aware of the different kinds of text by exposing learners to the cultural representation of the text. Hinkel outlines much research which indicates that ESL writers have convincingly observed the transference of L1 to L2. As a result, assisting language learners to become competent writers in the new language is a complex and tedious process. However, effective communication can take place only when the participants have mutual beliefs and assumptions which are recognized and shared. Therefore, assisting the language learner to become aware of the cultural beliefs and assumptions of the new language, will be an immense support in promoting effective communication in the new language.

CONCLUSION

It has been suggested that differences in communication patterns of 'instrumental style' which emphasises ideas or thoughts and 'affective style' which emphasises communication of feelings originate from

they share similar emotions, dreams and ambitions, the 'superficial' difference found largely in customs and attitudes are enough to create misunderstandings and the challenge of the language teacher is to equip the learner with enough cultural sensitivity to ensure that such misunderstandings are limited if not eradicated. As language teachers we must be aware that logic that is different from our own is not illogical and we should guard against negative attitudes which are irrational and result in preconceptions or prejudices.

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THE AUTHOR

Louie Liviu Dragut has completed a Post Graduate Diploma of TESOL, and is currently enrolled in the Master of Education (Teaching Second Languages) programme at University of Southern Queensland, Australia. He is working for Taejon Central High School as a TOEFL instructor. He has been teaching English for about 2 1/2 years in Korea and Australia. He is currently interested in teaching English in large classes and using technology in the Language classroom.

The Continual Exploration of Cultural Awareness in our Classrooms

Last month's Cultural Corner looked at some questions raised by KOTESOL member Suellen Zima, concerning questions of "cultural baggage" brought into the Asian classroom by Western teachers, and their level of awareness of such. We looked at issues of "responsible cultural awareness teaching" and the implications of such. We're fortunate to be able to continue this ever so important discussion now with comments sent in by another KOTESOL member, Laurie Baker of Pohang University of Science and Technology.

Laurie Baker writes:

As I read your "Culture Corner" discussion with Suellen Zima, the following came to me:

I certainly have the same worries about cultural imperialism that Suellen Zima is experiencing in her question, "Do you even worry about the influence you may have on the students and the cultural value system they are coming from?" I'm glad to know that there are other sensitive people teaching in the world. However, Suellen, try putting yourself in the students' shoes and ask yourself if you have had the same worries as a student. If you were studying Spanish in America, how would you feel about a native teacher from the country were studying? Wouldn't you appreciate the firsthand cultural knowledge and yet compare, balance and evaluate it against your culture? I would. Didn't you love those teachers who were the strangest, and who made you think about new things, new ways of life?

I think that all teachers affect the students they teach, more or less. We elucidate with explanation, we expose with new ideas and opinions and subjects, and we draw our students out ("educare" -- Greek root word meaning "to draw out") into a new and



different experience of life. I spent years teaching in a California high school where students were so resistant to authority and so skeptical about new information that I despaired of ever making an impact on their lives, no matter what I gave them or how much they needed it. Here in Korea, students seem to be (by American standards) passive and almost too ready to believe and obey their teacher, but I contend that their outward politeness and obedience is not necessarily a lack of thought. I'm sure that my students think about what I say, and perhaps even, in their minds, compare, consider, accept and even reject some of my culturally biased statements. I contend that if you endeavor to affect your students' lives with honesty and integrity, and, as Jeanne said, help them balance their lives with the new experience you are giving them, you are doing nothing different than any good teacher does in any part of the world.

If cultural one-sidedness still gives you problems, why not use their own culture to teach the subject you are there to teach--the English language? Instead of explaining Western culture, dwelling on similarities or differences or the conflicts they engender, ask students to exercise their English ability by talking about Korean culture. Some of the most satisfying classes I've led are those in which Korean stories or customs were related to me, the foreigner. I became the student, they became the teacher. Disagreements sometimes developed among students, comparisons of one family's traditions with another's, additions to stories that were left out, and they even offered analysis of stories that revealed Korean character. Ob-

vious pride in Korean culture has come from these classes, and my own curiosity and questions for clarification have been answered with spontaneous and eager English.

Another, simpler exercise, is to ask students to describe, in English, how you should write your name in Hangul. As the description goes on (a kind of orthographic Pictionary), all kinds of simple vocabulary is used. You'd be amazed at how complex a simple exercise can get! And how pleased the Koreans are to see a foreigner learn their writing system!

So keep asking and questioning what you're doing, but don't worry!

Laurie Baker Pohang University of Science and Technology Pohang 790-784 South Korea email: ljb@postech.ac.kr FAX: 82-0562-279-3699 <http://www.postech.ac.kr/~ljb/>

And keeping in mind the acronym "A+ASK" that interculturalist Alvino Fantini uses, "Awareness + Attitudes, Skills and Knowledge", we can all continue striving to develop the awareness, attitudes, skills, and knowledge appropriate for successful multicultural interactions.

If you would like to contribute to this ongoing dialogue around "A+ASK" in the cross cultural classroom, please send your comments to:

Jeanne E. Martinelli KOTESOL National Second Vice President TEC (The English Connection) Editorial Group 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

Teacher Development

Join us online. Send an e-mail message with "sub KOTESOL-L (your name)" as the message body (a subject line is unnecessary) to listserv@home.ease.lsoft.com.

Upcoming Election

In accordance with the Constitution and Bylaws, KOTESOL's Executive Council is presenting the following Constitutional and Bylaws amendments to the membership for your deliberation and decision-making.

Ballots will be mailed out on or about February 1, 1998. They are due back at the KOTESOL office no later than February 22.

A simple majority of votes cast is required to make Constitutional and Bylaws amendments in this manner.

New language is underscored, deleted language is ~~stricken out~~.

PROPOSITION #1. The KOTESOL General Manager

Shall the Constitution be modified as follows

Article V Officers and Elections

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, as well as the KOTESOL General Manager.

AND

the Bylaws be modified as follows

Article IV The Council

Renumber Paragraph 3 to Paragraph 4.

Add new Paragraph 3.

3. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action of the Council for day-to-day management of KOTESOL activities.

=====
impartial description of ballot language.
=====

A vote of **YES** is a vote in favor of making this change, creating the new Council member of General Manager.

A vote of **NO** is a vote against changing the Constitution and Bylaws. In such a case, the General Manager, who has already been appointed and is working on behalf of KOTESOL, will be deprived of the right to vote at Council meetings.

ISSUE #2. The Membership Year

Shall the Bylaws be modified as follows

Article II Membership and Dues

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. The period of membership shall be twelve (12) months, from the month of application to the first day of the twelfth month following that date. Renewals shall run for a full twelve (12) months. For the those members whose membership would lapse on the date of the Annual Business Meeting in 1998, their renewal year will commence on October 1, 1998.~~

=====
impartial description of ballot language.
=====

A vote of **YES** is a vote in favor of making this change, changing the membership year to 12 months, or slightly less, for each member. Members who join on June 28, for example, would need to renew by June 1 of the following year. For those who renew prior to lapse of their membership, the 12 months would be added to the date of current membership expiration. There is currently no benefit to renewing early, or penalty for lapses in membership.

A vote of **NO** is a vote against changing the Bylaws. In such a case, the current prorated scheme would be continued.

KOTESOL Leadership Retreat Weekend

by *Jeanne E. Martinelli, National Second Vice President*

The Moon-wha Kwan-kwang Hotel in Taejon was a flurry of Korea TESOL activity the first weekend of December, as local chapter presidents, with one selected accompanying chapter member, other active Korea TESOL members, and executive council members joined together for some goal setting and project planning at the 1998 KOTESOL Leadership Retreat Weekend.

Friday night, December 5, was an informal gathering for the fifteen or so members who arrived at various points that evening. Ice breaker activities for new and old KOTESOLers to get to know each other better took place, along with a "fish bowl" style discussion to look at such questions as: My feelings and major concerns about KOTESOL are. . . What I hope to get out of this weekend is. . . The "fish bowl" style discussion allows for a more concentrated listening and reflective discussing style, as only those four or five people seated in the "fish bowl" (a close circle) speak, while others are gathered on the outside listening and tapping an inner-circle person to exchange places with them when they want to join in the conversation taking place. Concerns around

diversity of membership, involving a larger number of Korean members, publicity and usage of the Korean language came up in these discussions. Also mentioned of concern was being able to implement some sort of long term structure organizationally for a smooth continuous KOTESOL organization.

Saturday consisted of the "official welcome" as another 10 - 15 people joined the retreat that day, and small break out work groups were formed for specific task setting and goal planning: 1) travelling workshops, 2) practical teaching and cultural book publication, 3) conferences (mini and national) and, 4) publications (TEC and upcoming journal). Small groups reported back to the large whole group for further feedback and suggestions. A Korean and traditional Western style Trivial Pursuit game took place Saturday night for some lighter socializing time.

Readings on group dynamics and leadership skills were also made available to attendees with longer term hopes of supporting individual chapters and/or individual classrooms. And more ice breakers and cultural awareness games were a part of Saturday's activities as well.

Sunday was a wrap-up of the intense committed work the small groups had been

involved in throughout the weekend, with various time lines and other concrete planning needs shared in the whole group. Time was also spent on miscellaneous concerns, picking up on some thoughts expressed Friday night in the fish bowl session, and including such suggestions as a KOTESOL "hotline" for information and support when needed for EFL teachers in Korea.

A national council meeting was held in which budgets were passed.

From feedback forms attendees filled out from the weekend, it was an extremely smooth and successful KOTESOL event with the opportunity to put names to faces, and getting down to specific concrete tasks, being the most enjoyable aspects of the weekend. It is with great positive energy that KOTESOL leadership looks forward to our upcoming KOTESOLing year!

Note: It's not too late to get involved in any of the above projects mentioned. Simply contact your local chapter leadership or any of the national executive members! The more, the merrier! Get the new blood flowing! Make your Korea English language teaching experience more worthwhile, as either a Korean or native English speaker!

KOTESOL and ETA-ROC presidents sign association agreement

The English Teachers' Association of the Republic of China (ETA-ROC) held its Sixth International Symposium and Book Fair on English Teaching November 14-16, 1997 on the campus of National Taiwan Normal University in Taipei. Over 1,200 participants, mostly local secondary and tertiary teachers, attended the 131 paper presentations, workshops, panel discussions, and publishers' sessions. Speakers included David Nunan and Jack Richards, as well as scholars from the United States, Hong Kong, mainland China, and other nearby Asian countries.

The majority of presentations, however, were given by local Chinese and expatriate teachers.

Among the topics covered at this year's conference were demonstrations of the latest in multimedia hardware and software, teaching techniques incorporating aspects of computer technology and the internet, papers on teaching literature and teaching translation, in addition to other ELT topic areas. Publishers put a heavy focus on exhibiting materials for teaching

children because government policy is shifting toward introducing English in primary schools.

A behind-the-scenes highlight of this symposium was ETA-ROC's signing of associate agreements with Korea TESOL, represented by its (then) President Park Joo-Kyung, Thai TESOL, represented by its president Suntana Sutadarat, and IATEFL, represented by its Vice President Madeleine du Vivier. There was also an informal discussion on how ETA-ROC can participate in the next Pan-Asian Conference, which will be held in Korea in 1999.

Moving?

Remember to keep in touch. Send address and contact information changes to Secretary Robert Dickey. See page 30 for his address and phone numbers.

THE 1998 KOREA TESOL CONFERENCE

October 17-18, 1998

Seoul, South Korea

Advancing Our Profession:

Perspectives on Teacher Development and Education

Call For Papers

The deadline for submission of abstracts is May 15, 1998

Mail (do not fax) submission to:

Korea TESOL

P.O. Box 391

Seo Taejon Post Office

Taejon, S. Korea 301-600

Tel : + 82-42-255-1095

Fax : + 82-42-255-1096

The '98 Conference Committee is accepting presentation proposals
in the following areas of ESL/EFL teaching and learning:

(한국어로 발표 가능)

- * Alternative approaches to teaching
- * Technological approaches to language teaching and learning
- * Globalization and/or Internationalization in Asia
- * Cross-cultural teaching methodologies and Pan-Asian teaching concerns
- * CALL (Computer Aided Language Learning) and other related topics
- * Testing and evaluation techniques
- * Multi-media in language learning
- * Elementary and secondary school English education
- * Classroom management
- * Issues dealing with peace, justice, and social/environmental education
- * ESP (English for Specific Purposes)
- * Course and Curriculum Development
- * Materials development for English in Asia
- * Incorporating Reflective Practices
- * Continuing Development needs for teachers
- * Pedagogical variations necessitated by differences between TEFL and TESL
- * Linguistics in teaching communication
- * Teacher training and development

See reverse side for abstract form. For additional information, contact the following individual. This is information only. Send submissions to address above.

Kirsten Rcitan

KAIST School of Humanities

373-1 Kusongdong Yusong-gu

Taejon, S. Korea 305-701

(w) +82-42-869-4698

(fax) +82-42-869-4610

(h) +82-42-869-4914

e-mail : reitankb@sorak.kaist.ac.kr

1998 Korea TESOL Conference Presentation Proposal

Advancing Our Profession :

Perspectives on Teacher Development and Education

October 17 - 18, 1998

Seoul, South Korea

Presentation title: _____

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

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

Equipment needed (Check): OHP VTR Cassette recorder

Presentation language: English Korean
(발표언어) 영어 한국어

How many presenters for this presentation? _____

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

Name: _____
Email: _____
Work fax: _____
Work phone: _____
Home phone: _____
Home fax: _____
Affiliation: _____
Address: _____

Biographical data:

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

Please check the times that you are available to present:

Saturday, October 17, 1998, 9 am - 12 pm Saturday, October 17, 1998, 1 pm - 5 pm
 Sunday, October 18, 1998, 9 am - 12 pm Sunday, October 18, 1998, 1 pm - 5 pm

Length of presentation: 50 minutes 90 minutes

Use a separate sheet for your abstract. Be sure to include the title and names of the presenters on each proposal submitted. The maximum length is 150 words. Submit one copy of everything by May 15th, 1998 to Korea TESOL Central Office. An answer will be mailed by June 15th as to whether your proposal has been accepted for presentation.

Thank you very much for your interest in the 1998 Korea TESOL Conference!

Communicative Language Teaching

"When I use a word," Humpty Dumpty said in a rather scornful tone, "it means just what I choose it to mean - neither more nor less."

Sometimes accidentally, sometimes intentionally, the 'experts' may exclude those around them by their usage of technical terms. These terms become the buzzwords of the group and often their meaning becomes distorted to the point that only the originator of the term is really sure of what they meant it to convey. Those who latch on to a buzzword and use it out of context in order to sound like an 'expert' compound the problem. The intention of this column is to attempt to find a definition on which the majority agree in order to provide a common ground for further discussion.

One buzzword currently in vogue is *communicative*. Is it a method or is it an approach? What is a communicative activity? If it isn't communicative, what else could it be?

Let's step back in time for a historical perspective. Prior to Communicative Language Teaching (CLT) there were few methods available to the teacher of foreign languages. The grandfather of these was the grammar translation method with its rote memorization of vocabulary lists, the translation of literary texts and reading comprehension exercises. Listening and speaking were largely neglected.

Also popular at the time, was the natural (oral or direct) method that appears to be the antithesis of the grammar translation method. In the natural method there is an emphasis on speaking and listening with special attention to correct pronunciation. Mother tongue usage is avoided entirely with the learner being encouraged to think in the target language. Formal grammatical rules and explanations are avoided. The natural method still has many active proponents.

Another forerunner of CLT was the audio-lingual method (ALM) which evolved from the intensive training in spoken languages given to the American military during the Second World War. The emphasis again is on spoken production with accurate pronunciation and little discussion of grammatical terms. It relies heavily on drilling and the formation of 'knee-jerk' type responses.

What's the Buzz? by Andrew Todd

CLT began to develop in the 1970s as a reaction against these methods that stressed either the learning of grammatical forms or that paid little attention to the uses of language in everyday contexts. The focus shifted away from solely grammatical or linguistic competence and focussed on all aspects of communicative competence, including nonverbal communication such as gesture and eye contact. The question of fluency vs accuracy (and appropriacy) was raised.

Situational and functional (notional) syllabuses were developed as an alternative to formal language instruction. The ultimate goal of the communicative classroom is for the students to use the target language in unrehearsed contexts i.e. to become communicatively competent. Although other methods state the same goal, in CLT the definition of competence is considerably wider and encompasses the use of language appropriate to the social context.

In the communicative classroom the teacher is the facilitator of the students' learning. He prepares materials, gives instructions on how to perform the activities and acts as monitor. He may also participate in an activity as a co-communicator. The students are actively engaged in learning the target language through attempting to communicate with each other and with the teacher.

CLT is very much a student-centered method. Because of the nature of the activities the students are constantly involved negotiating meaning. They learn to communicate by communicating. According to Johnson and Morrow (1981), for an activity to be communicative it must have three features: information gap, choice, and feedback. In CLT almost every activity the students engage in is done with a communicative intent. These communicative activities include role-plays, games and problem solving tasks.

Another characteristic of this approach is the use of authentic materials including news-

papers, video and music. These materials are introduced to allow the students the opportunity to develop strategies for understanding language as it is used by native speakers. For less-advanced students examples of authentic material might include an airline timetable, a menu or the label from a pill

bottle.

As with other approaches the mother tongue plays no particular role in the communicative classroom. Using only the target language in the classroom the students are exposed to more language and also come to a realization the target language is not solely a subject to be studied but is a vehicle of communication just as their mother tongue is.

For further reading on CLT see:

Brown, H. D. (1987). *Principles of Language Learning and Teaching* (2nd Ed.) Englewood Cliffs New Jersey: Prentice-Hall.

Brumfit, C. J., & Johnson, K. (1979). *The Communicative Approach to Language Teaching* Oxford: Oxford University Press.

Crystal, D. (1987). *The Encyclopedia of Language* Cambridge: Cambridge University Press.

Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Lightbown, P. M., & Spada, N. (1993). *How Languages are Learned* Oxford: Oxford University Press.

REFERENCES:

Carroll, L (1872) *Through the Looking Glass* (1992 Ed.) Hertfordshire: Wordsworth Editions Limited

Johnson, K., & Morrow, K. (1981). *Communication in the Classroom* Essex: Longman

Andrew Todd has a Korean wife and a three and a half year old son. The immediate past president of the Seoul chapter of Korea TESOL, he is now the PAC II publicity and fund raising cochair and the British Council Liaison. He works for Oxford University Press as a teacher trainer and ELT representative.

PRESENTATION PROPOSAL FORM

THE 1998 Korea TESOL CHOLLA CHAPTER MINI-CONFERENCE

**TESOL TRADITIONS AND CHANGES :
A CONTINUING EDUCATION**

MARCH 14, 1998 KWANGJU

The closing date for submission of abstracts is February 14, 1998.

The '98 Conference Committee is accepting presentation proposals in all areas relevant to teaching and learning English in the environment of NE Asia, specifically Korea.

Please submit proposals for the 1998 Korea Tesol Cholla Chapter Mini-Conference to:

Ms. Choonkyong Kim, Ph.D. (office) 062-520-7928
Language Education Center (fax) 062-526-5521
Chonnam National University (e-mail) ckkim@orion.chonnam.ac.kr
300 Yongbong, Puk-gu, Kwangju 500-757

**THE 1998 Korea TESOL CHOLLA CHAPTER MINI-CONFERENCE
PRESENTATION PROPOSAL FORM
MARCH 14,1998**

Presentation Title: _____

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

Level (Check all that apply): _____ Elementary _____ Secondary _____ University _____ Adult Ed.

Equipment Needed (Check all that apply): _____ OHP _____ VCR _____ Cassette player

How many presenters for this presentation? _____

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

Name: _____

Fax: _____ e-mail: _____

Work phone: _____ Home phone: _____

Affiliation: _____

Address: _____

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

Use a separate sheet for your abstract. Be sure to include the title and names of the presenters on each proposal submitted. The maximum length is 150 words. Submit one copy of everything by Feb. 14, 1998 to Choonkyong Kim at the address listed above.

Korea TESOL to publish first book summer 1998

by *Gina Crocetti*

Plans for KOTESOL's first book publication are underway. Organizers met in Taejon at the annual Leadership Retreat to plan and budget the project. Gina Crocetti heads the project as Managing Editor with team members: Han Sang ho, Schuyler Roche', Andrew Todd, Jeanne Martinelli, Barbara Wright, and Rod Gillett. They will be working as contributing editors, writers and proofreaders.

The book will be a compilation of ideas and teaching experiences written by veteran foreign and Korean teachers of English currently or recently working in a Korean classroom, whether that classroom be in a public or private school; at an elementary, middle, or high school; or in a university or institute. The book will be geared towards newcomers, aiming to help them adjust to their first few months working in Korea.

The idea for the book began in a conversation between Greg Wilson and then incoming President, Carl "Dusty" Dusthimer at the TESOL convention in Orlando, Florida, March 1997. Over the ensuing months, others continued to share similar ideas with Dusty. Given so many people with the same ideas at once, the book was destined to become a reality. A first informal group was convened at the KOTESOL conference in Kyoung-ju. Park Joo-Kyung, Greg Wilson, Robert Dickey, Jeanne

Martinelli, Jay Kim, Barbara Wright, Bill Snyder, and Dusty sat down to form a structure for the book and begin planning the process.

The need for such a book exists now more than ever due to the current economic situation. Korean educational markets are opening up to foreign ownership. This will result in an increase in foreign business contacts making English essential. Women are and will be affected by these market adjustments as much as the men as the era of the one paycheck household comes to an end. Given the continuing need for English language education and KOTESOL's commitment to improving the quality of that education, it is time for us to take a strong lead in meeting the needs of the teachers by providing them with practical advice geared specifically toward them.

The book will consist of six chapters divided into two parts. Part one will focus on general cultural and environmental knowledge needed before arriving or soon after. Part two will place greater emphasis on the classroom including a chapter on lessons that have worked particularly well with Korean students. One chapter will look at Korean history as it affects a foreign teacher's experience in the classroom. A second chapter will give advice for coping with those inevitable first mishaps that tend to occur to many of us in our everyday lives and at work. Another chapter will be devoted to teachers' opportunities

for professional development from KOTESOL to programs in teacher education.

The second half of the book will begin with a chapter of essays by teachers working in various teaching situations from elementary schools to universities and everything in between. The essays will describe cross-cultural differences while reflecting a variety of teaching situations. Based on this information, the following chapter will reflect on how to manage classes and how to operate successfully within the Korean hierarchical system. Important excerpts from the National Curriculum will be included in this chapter to explain the foreigners position in the work/educational social structure and the dynamics foreigners have with their Korean colleagues whether or not they are aware of them.

Finally, we would like to illustrate the book with artwork and quotes, or rather misquotes, from students and teachers alike. If you have heard something particularly amusing, please forward it to a member of the team.

The enthusiastic group of organizers have set a tight deadline for production and have begun broadcasting requests for participation from local teaching professionals. They are particularly interested in teaching ideas and lesson plans that have worked well in your classrooms and in your initial experiences adjusting to Korea both in every day life and at work. Submissions should be as short or long as is necessary to convey the teaching situation and the cross-cultural experience. These essays will be interwoven into an analytical discussion of cultural values, beliefs and practices operating in the various work situations. In addition to these contributing writers, illustrators, book distributors, and proofreaders are needed.

Book contributions should be submitted by FEBRUARY 28, 1998 to:

KOTESOL Central Office c/o Book Project
P.O. Box 391 SeoTaejon Post Office Taejon
301-600 Korea (042) 255-1095 FAX: (042)
255-1096

Book Title Contest!

Too busy to sit down and write?

Then how about sending us your ideas for a title!

Send a postcard to the address at the end of this article with your return address and your idea(s) for a title. Prize for the winning entry is 50,000 won.

The deadline is January 14.

Collaborative Research is the next step toward PAC 2

David McMurray,
Fukui Prefectural University

PAC, the Pan Asian series of Conferences, is a highly coordinated program of collaborative research, conferences, publications and other activities. The founders are researchers and professors belonging to language associations based in Thailand, Korea and Japan. In previous decades, it may not have been possible to encourage the development of a partnership between academics in these three countries, or any others in Asia. Since its start in 1994 PAC has: attracted the attention and attendance of thousands of language teachers around the world; begun to alter the way in which textbooks are published; received official recognition from ministries of education; and has been placed under the patronage of Her Right Honorable Princess Galyani Vadhana Krom Luang Naradhiwas Rajanagarindra of Thailand (Hoelker, 1997).

The theme chosen for the January, 1997 PAC was: "New Perspectives on Teaching and Learning English in Asia". To spur research in similar directions, the English Teachers Association Republic of China (ETAROC) selected a similar theme for their November 1996 conference: "New Perspectives of English Teaching: Materials and Methodologies". The International Association of Applied Linguistics (AILA) based in Europe, has decided to host its 12th World Congress in Tokyo. This is the first time it has been hosted in Asia. The chosen theme: "The Roles of Language in the 21st Century: Unity and Diversity" may encourage applied linguistics research efforts to look at regional similarities in learning, but also take into account the cultural diversity of Asian countries.

PAC is developing along implementation guidelines set out in an agreement and eight-year business plan (Berlin & McMurray, 1994). The strategic planning process that lead to the business plan included an overview of Asia. Particular attention was given to the growing economy, the continuing demand for English training, and the perceived need for more creative and efficient methods of teaching English. Other important observations included the increasing regional cooperation among governments and their agencies and the rise in numbers of non-

governmental organizations (NGOs). The strategic planning process also involved measuring the strengths and weaknesses of the existing language associations. These observations lead to the development of a strategy to form a joint venture between three language associations which were willing to create PAC.

The planned implementation of the strategy can be divided into six stages (Table A). First, contractual agreements were signed by the presidents of the largest language associations operating in Thailand, Korea and Japan. The second stage included organizing a successful first conference in January of 1997 and the subsequent publishing of several volumes of research articles. The third stage of a six-stage strategic plan currently needs to be implemented.

TABLE A. IMPLEMENTATION PLAN FOR THE PAN ASIAN SERIES OF CONFERENCES

- Stage 1. 1994 Signed contractual agreements, organized regional committees
- Stage 2. 1997 First Pan Asian Conference in Thailand: questions, opportunities
- Stage 3. 1997 - 1999 Publish, encourage collaborative research
- Stage 4. 1999 Second Pan Asian Conference in Korea: solutions and strategies
- Stage 5. 1999 - 2001 Extend collaborative research throughout Asia
- Stage 6. 2001 Third Pan Asian Conference in Japan: formulate Asian models

The purpose of this report is to identify areas of research that are needed to reach stage 4 of the plan - the Second Pan Asian Conference in Korea.

OVERVIEW OF THE ASIAN REGION

Asia is characterized by cultural and language diversity. Proximity in geography has enabled it to be called a region. There are 22 countries, that have varying needs and uses for foreign languages, located in the region: Japan, Republic of Korea (ROK), North Korea, Hong Kong (HK), People's Republic of China (PRC), Republic of China (Taiwan), Thailand, Lao People's Democratic Republic (Lao PDR),

Vietnam, Indonesia, Malaysia, Myanmar, Papua New Guinea, Singapore, Australia, New Zealand, Cook Islands, Fiji, Marshall Islands, Micronesia, Solomon Islands, and Tonga (Pacific Islands) (McMurray, 1997a).

As economic prosperity and trade levels increased throughout Asia during the 1990s, world market forces stimulated labor, management, and government in many Asian countries to unparalleled investment in foreign language skills. The economic turmoil faced in 1997 continues to stimulate the demand for English for specific purpose (ESP) language skills to enable the learning of the banking and financial skills necessary to resolve the economic problems. The most useful medium of communication linking the region is English as a foreign language. English is the unifying tongue, from the cross-border ASEAN (Association of Southeast Asian Nations) meetings to the multinational factory floor.

Five hundred million people around the world - the majority of whom reside in Asia - use English as an additional language. To meet this need, EFL curricula and ideas for its revision have often been adapted from ESL and language teaching approaches recommended from North America and Europe. Recently other approaches, those developed in the region, are attracting attention. Other languages, such as Chinese and Japanese are gaining momentum; but the tide of world trade, Asia's increasingly prominent role in international tourism and the emergence of English as the language of technology are three compelling factors to keep demand for the language strong (Ginsberg, 1997).

DEVELOPMENT OF LANGUAGE ASSOCIATIONS IN THE REGION

From the 1960s, the market economies centering on the U.S. - Taiwan, Korea, Singapore, Malaysia, Thailand, Indonesia and the Philippines - adopted the export strategies that lead to the economic development pioneered by Japan in the 1950s. The result for the Asia-Pacific region was growing economic interdependence in which English played a large part. Up until 1975, the level of government and non-government association building was lower in Asia than in Europe and the Americas.

From 1975 until 1997, Asia grew faster than

any other region in the world. Much of the region's extraordinary growth was due to its accumulation of physical and human capital. The education policies of East Asian countries were aimed at developing human capital resources. Asian countries were able to better allocate physical and human resources to highly productive investments and to acquire master technology. Asia was very successful in developing effective educational and training systems to match their financial investments. Learning English was an important component of the overall strategy to develop human resources.

The demand for English training in turn led to the development of language teacher associations. Language associations sprang up in Japan, Hong Kong, Singapore and Thailand to serve the needs of teachers in the area and coming from England, Ireland, America, Canada and Australia. During the 1970s through the 1980s, most of the Asian organizations operating in English, and the professional language associations directed their focus toward the US or the UK rather than toward one another. In classrooms all over Asia teachers tried out new ideas and materials imported from abroad. In the 1990s teachers began to rely more on themselves and develop country-specific textbooks and methodologies. With the advent of partnerships between language associations in Asia in the mid-1990s teachers in the region began to search for broader Asian models of methodologies and textbooks.

Language associations provide professional development opportunities such as publications, conventions and academies. They provide financial support through competitive grants for speakers and encourage professional development. Language associations provide an opportunity to learn what colleagues are doing in one's own institution and country. Sharing ideas is the main focus of the Pan Asian series of conferences. PAC enables language teachers from various countries across Asia to meet, discuss, compare experiences, share knowledge, methods, and techniques, and to explore whether a new and common vision for teaching and learning English as a foreign language in Asia may be forged (Hoelker, 1997).

IMPLEMENTATION PLAN

At first it was necessary to sign contractual agreements. The KOTESOL President and JALT President, signed a 5-point partnership agreement October 10, 1993 stating they

would work together to plan joint Asian Conferences on language teaching. The ThaiTESOL President signed the agreement one year later on October 11, 1994 to form a triumvirate. A pact was also signed declaring that at least 3 Pan Asian conferences would be held; the first at Bangkok in 1997, the second in Korea in 1999 and the third in Kyushu, Japan in 2001. The three organizations comprise over 6,500 language teachers. In 1996, IATEFL offered to assist in the project, and the number of members who would be informed about PAC swelled to 20,000. A Pan Asian Advisory Committee was then put in place to develop the Pan Asian series of Conferences (McMurray, 1997b).

The second major stage of the implementation plan was to host the first Pan Asian Conference. Over 1,200 participants from over 20 countries in Asia, the Americas and Europe attended. The welcoming speech at the PAC conference held in Thailand was presided over by Her Right Honorable Princess Galyani Vadhana Krom Luang Naradhiwas Rajanagarindra who has now granted ThaiTESOL her ongoing patronage. The first plenary session was given by Dr. Henry Widdowson of the University of Essex, United Kingdom who spoke on "New Perspectives: Old Problems." He was followed by Diane Larsen-Freeman of the School for International Training in Brattleboro, Vermont, United States who spoke on "Blurring Boundaries: New Perspectives on Teaching and Learning English in Asia." Three main questions were posed by Marc Helgeson of Sendai College in Japan to guide the rest of the conference: (a) Are we moving toward an Asian methodology? (b) What is the usefulness, necessity, possibility of an Asian model? and (c) How do students learn best in Asia?

There were 250 concurrent and poster sessions about using computers and the Internet, pronunciation problems, business English, teaching culture, teaching English to children, global education, story telling and folk tales, classroom management. Some of the concurrent sessions dealt with the circumstances in a particular Asian country, but others included efforts to find common threads among the situations in different Asian countries. During colloquia and question periods, the teacher researchers and the audience searched for the similarities and differences between Asian countries. Attendees seemed satisfied that broad Pan Asian application to language learning is attainable

despite the wide cultural differences across the region. The mandate given to attendees leaving the conference was to search for answers to the three questions until the next conference.

COLLABORATIVE RESEARCH NEEDED FOR STAGE 3 OF THE IMPLEMENTATION PLAN

Stage 3 of the implementation plan is to publish and encourage collaborative research. During the two and a half years between the first and second conferences, communication and collaborative research on potential Pan-Asian teaching models will be furthered through such publications as the *ThaiTESOL Newsletter and Bulletin*; *Language Teaching: The KOTESOL Journal*; and *The Language Teacher* and *JALT Journal*. Several other publications share information about current research being conducted by language teachers in South East Asia. Beh (1996) reports on research projects ongoing in Indonesia, Malaysia and Singapore. The principal researchers work alone on these projects that are mostly funded by the local ministries of education or are PhD. theses.

Widespread acceptance of Internet technology in Asia was achieved in 1995; a few years later than America and Europe. Its arrival increased the amount of collaborative research possible between teachers in different institutions and countries across Asia. Teachers can search current EFL research data on many web sites. For example, Chang (1996), at the National Chengchi University in Taiwan, has tried to emulate the research methodology she found on the Australian Reading Association web page. She analyzed the written and spoken versions of a speech provided on the Australian Internet site. The two versions differed in linguistic features. Applying this research on a sample group of students in Taiwan resulted in her being able to confidently delineate speech strategies in specific speakers, and state that her findings are "applicable to the teaching of composition and public speaking" (p. 6).

The near simultaneous introduction of English classes at the public elementary school level by the ministries of education in South Korea, Thailand, China in 1997, and its planned introduction in Japan in 2001, is an area that calls out for collaborative research. Korea's new curriculum emphasizes the communicative learning approach and changes the conventional roles of teachers and students. For the first time, Korea has permitted

English textbooks published by commercial publishers to be used in its schools. In contrast, Japan plans for English to be taught as part of general studies to improve intercultural understanding. Such classes intend to expose Japanese children to other cultures, and aim at the enjoyment of English; not necessarily the acquisition of communications skills. Country-specific reports on the changes are beginning to appear, but a comparison of the different government implementation plans and the results obtained by their differing strategies would be useful (Kim, in press).

"Models of ESL Collaboration Across Segments" was the focus of a session topic at the April 17-20, 1997 California TESOL conference. ESL teachers in California often have Asian, Central and South American students in their classes. They are searching for different ways to conduct classroom research. One method that received attention, is the pairing of teachers at high school and university institutions in order to facilitate longitudinal studies. ESL students would be monitored as they passed from high school through university, and their progress would be correlated with teaching methods and assessment techniques (Gendron, 1997).

A positive result of the first PAC is that it encouraged a shift in text book design. EFL textbooks have tended to be country specific or international in scope. Editors and authors who attended PAC, confirmed that there is a demand for textbooks that can be used in more than one Asian country. There is an opportunity for writers, with Asian teaching experience and an awareness of learner and teacher needs in the tertiary and technical areas, to design useful texts which are specifically regional in approach. Most companies have moved away from the idea that the same book can meet the needs of learners in Thailand, Brazil and Greece. However, an appropriate text can be developed for learners in China, Japan and Korea, or perhaps Thailand and Malaysia.

Publishers are also now making an earnest effort to find and develop authors in Asia. In 1997 several major international publishers printed and promoted textbooks that target several countries in the Asian market. *Super Kids* (Cossu et al., 1997) is advertised by Prentice Hall Japan as "The series that was written and edited by a team of experienced EFL professionals residing in Asia." Paul's (1996) *Communicate* series of books are advertised as being "especially written for Japa-

nese, Korean and Thai students." Young's (1996) *Side Lines* series were "written in Asia for Asian students!" Frazier, Deferville and Tai's (1996) *Reach Out* and *Step Out* series were "written, designed, edited and tested in Asia!"

Stage 4 of the plan - a second conference in Korea - involves the unenviable job of answering the questions posed at the first PAC. To encourage researchers to try and shed some light on the question "How do students learn best in Asia?", organizers of ThaiTESOL's 1998 conference called for papers related to the theme: "Maximizing Learning Potential". Teacher research inquiry into solving the other questions will need to be widened to include at least the following areas: - The role English plays in Asia. - The purpose for learning English. - The role of communicative methodologies in Asia. - The commonalities between English teachers and students in Asia. - Pedagogical similarities in the language classroom. - Observation of the move toward an Asian methodology. - Whether communicative language teaching is useful.

Stage 5 of the implementation plan aims to extend collaborative research throughout Asia. After PAC 1, the increase in the number of publications and conferences concerning collaborative research on teaching issues in Asia prompted several language associations in Asia and the Pacific Rim -notably ETAROC, KATE and KOSETA- to step forward to offer their cooperation. PAC 2 should have a similar effect and attract several more associations from additional countries in Asia.

CONCLUSION

Stage 6 of the implementation plan - PAC 3 - will be held in Japan in 2001. If all goes well, by that time researchers will be able to formulate and share their findings on Asian teaching models. Summarizing the salient points from previous PACs and other conferences focusing on EFL in Asia will likely lead to defining the role that English and other foreign languages are playing and may play in the future in government, economics, trade and education in the region. As well, the conferences and the research papers they stimulate should enable us to see the impact that the new Englishes might have in reflecting the culture of these language communities and allow us to assess the requirements for textbooks and dictionaries. The examination of Asian teaching models successes and the

use of these as the basis for innovation in other regions is an achievable goal.

David McMurray graduated with an MBA from Laval University in Quebec, Canada. He was Director in a University of Toronto associated research center. From 1993-95 he was National President of JALT, and is International Chair until January 1, 2000. He is cofounder of the Pan Asian series of Conferences. McMurray lectures in the Faculty of Economics at Fukui Prefectural University; a university specializing in economics and Asian relations.

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KOTESOL

ROVING WORKSHOP

KOTESOL is recruiting both material designers and, on an ongoing basis, presenters for a roving workshop to upgrade participants' teaching qualifications. Envisioned are the following subject areas:

1. **CONTRASTIVE ANALYSIS OF KOREAN & ENGLISH** (key features of grammar, phonology, syntax, and rhetoric)
2. **2ND LANG. ACQUISITION THEORY; ESL METHODS SURVEY** (demonstrations, discussion of strengths/weaknesses)
3. **CLASSROOM MANAGEMENT** (general suggestions and a discussion of teachers' specific problems)
4. **LESSON PLANS** (basic ways to organize and write them up)
5. **CULTURAL DIFFERENCES & KOREAN METHODS** (including a discussion of the mismatch in expectations between Korean students/teachers and Western teachers)
6. **ACTIVITIES THAT WORK** (a selection of experienced teachers' specific lessons)
7. **RESOURCES** (with follow-up internet info. for teachers' use)
8. **ACTION RESEARCH & REFLECTION** (ways to conduct classroom research, keep a journal, videotape your classes, etc.)

If faxing or posting this form, please clearly indicate your preference(s) by writing "M" (materials design) and/or "P" (presenter) in the blanks beside the numbers below:

___ 1; ___ 2; ___ 3; ___ 4; ___ 5; ___ 6; ___ 7; ___ 8

COMMENTS: _____

NAME: _____ E-MAIL: _____

HOME TEL: _____ OFFICE TEL: _____ FAX: _____

*Fax Gavin Farrell, Workshop Coordinator,
at 0345-495-1701 , OR Post to: 227 Dong, 105 ho;
Sunbudong Hanyang Sujong; Ansan City 425-140,
OR E-mail <gavinf@hotmail.com>*



Cheju

by Carol Binder

The Cheju Chapter has had its ups and downs this fall while we continue to work on getting out the word and building interest. In spite of that, we have had a variety of interesting presentations.

At our October meeting, John Ostapeic and Chris Smith spoke. John, who is a teacher with the EPIK program, discussed a lesson involving sandwich making and all the food and action vocabulary that goes into it. Unfortunately, he didn't demonstrate it, so we didn't get anything to eat! Then, Chris, who teaches at Cheju National University, gave a presentation and led a discussion on oral testing. We talked about the difficulties with giving oral tests and looked at sample tests and score sheets to help us with our own testing that we do.

In November, we had Laurie Rendon from Dong-in Language Training Center and Will Tweedy from Namju High School. Laurie gave a quick demonstration of the Fly Swatter Game, which she learned while she was teaching in Mexico. It's a good game to help primary and middle school students work on aural discrimination. After Laurie's game, Will Tweedy gave us an overview of the presentation he gave at the conference in Kyongju in October, Using *Prime Video* in EFL Teaching.

There's no meeting scheduled for December, but we're looking forward to our January meeting with Andrew Todd. Happy holidays, everyone!

Seoul

by Tom McKinney

Ah, the thrills and spills of taking over leadership! It's been not quite two months since that fateful October day of election and already my hands are overflowing with responsibilities! Ah, the wonders of delegation...

I am fortunate to have a mean machine at my side, comprised of Gyung-Sik "Dennis" Kim as First Vice President, Gavin



Farrell as Workshop Coordinator, Troy Blappert as Treasurer, Unju Blappert as Workshop Coordinator, and Josef Kerwin as Social Chair. All of them have contributed greatly to help our transition into the new year be as smooth as possible. Keep up the great work!

Most recently, John Harris Kirkley joins our ranks as Managing Editor of *SeoulBeat*, the renamed Seoul newsletter. John and I braved the frigid winds of Kangnam to get the December newsletter copied, stuffed and mailed. (Come back from your vacation quickly, John, so I can hand the job over to you for good!) Seriously though, John brings the experience of a high school newspaper editor and the wisdom of many years of teaching English in Korea to this assignment, and I welcome him.

But amidst all the hype for the upcoming year, I must pause to say, "Thanks!" to Gina Crocetti for the incredible effort she poured into our organization both locally and nationally. I have very fond memories of working together with her, and all of us here in Seoul wish you the best of luck in whatever endeavors you take on after your return to the States. And one more thing: sorry for all the times I left you waiting at the train station!

Gina, though leaving Korea, will continue to have a hand in KOTESOL activities, as she has taken on the responsibility of editing the KOTESOL teacher resource book, now in its compilation stage. Indeed, Seoul Chapter officers are getting highly involved in national activities: Gavin is heading up the teacher development "roving workshop" project, and I am to be site coordinator for the 1998 KOTESOL National Conference in Seoul. Exciting times ahead!

In local news, the Seoul Chapter kicked off its return to Kim and Johnson bookstore as monthly chapter meeting site with an engaging presentation by Paul Shimizu, Publishing Director at Fukuoka-based Intercom Press, Inc. In December we will at-

tempt to revive the notion of a "Swap Shop" by featuring a series of lesson ideas presented by active Seoul chapter members. And in January, Dennis Kim has his moment in the spotlight with a presentation on team-teaching tactics.

Finally, I wish all KOTESOL colleagues far and wide a happy and successful 1998. (I may or may not have found a job yet by the time of this printing. But I'm looking!) I look forward to working together with you to continue making KOTESOL an organization all of us can be proud of.

Taejon

by Michael Roach

On October 18th the Taejon Chapter held its annual Autumn Social on the grounds of the Donald Richardson estate. A potluck dinner was the main attraction and it was served up with a good helping of conversation and laughter. The fare was judged dangerous by nine out of ten dentists, but delicious by all stomachs involved.

While we enjoyed the beautiful fall weather from underneath Don's tastefully constructed arbor, we were introduced to the new officers who were enjoying their first meeting at the helm.

The November chapter meeting was a tale of man versus machine, or rather, lack of machine. Gina Crocetti, from Kwangwoon University, was faced with the dreaded "last minute improvisation". The title of her presentation was "Techniques and Methods for using Video", but two days before our meeting on the 15th, it was discovered that all of Hannam University would be without electricity for the entire weekend. Undaunted, she adjusted her presentation and I believe that it was just as good as if we actually had video to watch.

We each received a list of 50 activities to use with video and after some background on building lesson plans we worked in groups to create our own. People left feeling like they had received some marvelous resources and excited about using video with their students (preferably with electricity).

The Activity That Works was presented by Mark Isham of Hannam University. He presented three games that are handy to have in your bag of tricks when you find yourself with a little extra time at the end of your class. You may have noticed that a room full of teachers would usually rather play games than study (much like their students), so we all enjoyed playing Mental Hide-and-Seek, Who Am I?, and The Verb Game.

In a similar vein, the meeting on December 6th was not without its difficulties. It was one of those days that weather forecasters often refer to as "really yucky." However, a hearty band of Taejon chapter KOTESOLers did gather at Hannam for the last formal meeting of 1997.

It was the pleasure of our weather beaten crowd to hear Katherine Mackinnon deliver a talk entitled "Managing Larger Classes." As the title implies she dealt with various problems that go along with large classes, and we discussed a variety of solutions. She also gave us an extensive list of books dealing with related issues which will be helpful in the future.

The Activity that Works was presented by the effervescent Edith Dandenault. The goal of the exercise was to present cultural information and target vocabulary through the use of story telling. She wrote a Christmas story on the board and substituted the vocabulary words with pictures. She taught us in French to simulate our students learning experience and we had a lot of fun learning the vocabulary as well as the motions that went along with each word. We are now well prepared if we should happen to travel to France at Christmas time.

The Taejon chapter will be on its annual

Winter hiatus until March. For anybody interested in presenting the Activity That Works or being our chief speaker for the March meeting please contact our chapter President, Kirsten Reitan, at her e-mail address: <reitankb@sorak.kaist.ac.kr> . We hope that all of you had a great holiday season and that you will be able to join us refreshed and renewed in March.

Cholla

by *Mary Wallace*

With the new election of officers for the Cholla chapter in October, it was decided to fix the Cholla chapter meetings to the second Saturday of each month. Previously our meetings were held every other month but with the increase of active members, the new officers determined that monthly meetings are necessary due to the high demand in our chapter. On even months, the meetings are held in Chonju and on odd months, the meetings are held in Kwangju. Please join us to share in our chapter's renewed enthusiasm.

On November 8th, Gina Crocetti, of Kwangwoon University, presented her workshop on the use of video in the classroom. Her presentation was dynamic and comprehensive with a nice form standardizing her research and experience for ease of application of videos techniques in the English language teaching classroom. Using her form, a teacher can easily create their own lesson plan targeting the language areas and teaching methods wished to be addressed and employed.

She generously then continued on to give the Cholla chapter her ever-popular United Arab Emirates presentation. With various worksheets, cultural activities and slides,

she educated us on the people and their ways. Having generated much interest and discussion among the chapter members, we continued our meeting's discussion over dinner that evening.

Our next meeting is on December 13th in Chonju. Andrew Davison from EPIK in Tamyang will present on "Understanding Student Needs in ESL." He will be focusing on teaching beginners. As a gregarious Australian, the workshop is sure to be enlightening as well as entertaining. Be sure to attend.

The Cholla chapter mini-conference is to be held on March 14th in Kwangju. The call for papers is on page 16 in this copy of *The English Connection*. Please refer to it for details and if you don't feel moved to present, then certainly how your interest by attending. A large audience is as important as a competent presenter. Cheers, see you there!

Pusan

by *Shelby Largay*

In October, the Pusan chapter held elections. The results were Cho Sook-eun for president, Jerry Foley for First Vice President, Kang Woon-ja for Second Vice President, Shelby Largay for Secretary, Baek Jin-hee for Treasurer, and Terri-Jo Everest for member-at-large.

Some of the things we are working on now include a Christmas party (in lieu of a regular chapter meeting in December), and the Pusan Mini Conference, which will be held on May 9th at Pusan National University. We are also working on setting up a Pusan chapter home page. If there are any Pusan chapter members who would be interested in helping us put it together, please let us know.

At our November meeting, Steve Garrigues from the Taegu chapter gave a stimulating talk on language and culture. Many members of the audience, both Korean and foreign, became actively involved in the discussion and it was enlightening and entertaining for everyone.

After our Christmas party in December, we will have our next regular chapter meeting on the last Saturday of January in Nampodong.

Central Office

KOTESOL has rented, furnished and staffed

a new central office in Taejon.

The Central Office staff can be reached at

P.O. Box 391-SeoTaejon 301-600

(Tel) 042-255-1095 (Fax) 042-255-1096

This month's Name That Member column has two very interesting members highlighted, and one in particular is someone very special we are introducing. Read on and you will find out why! You will be seeing more of her in future Name That Member Columns!

She is from Winnipeg, Manitoba, Canada and has been living and teaching in Korea for one year. She works for a Jung-Chul Hakwon in Kimhae, which is about one hour by bus from Pusan. Before coming to Korea she spent two years teaching English in Hiroshima, Japan.

She received a Bsc. in Ecology from the University of Manitoba in 1984, after which she worked as a research technician for a few years. But then her interest in Aikido, and her sister relocating to Japan, opened up that avenue for her, to teach in Japan.

Her future goals include obtaining a Masters Degree in ESL, and continuing to teach, travel and learn about other cultures. She has already been to Indonesia, Germany, parts of the USA, and all around Canada. She enjoys hiking, bicycling and scuba diving... and she has agreed to take over as the new editor for this Name That Member column!

Name That Member: Darlene Heiman!

So, let us all give Darlene a great warm welcome to her new editing position of this Name That Member column. She is quite enthusiastic to search high and low for those ordinary and not so ordinary KOTESOL members whose various backgrounds and experiences can tell us more about ourselves as diverse KOTESOL members in this column.

Darlene starts right off now with the introduction of our other featured KOTESOL

Name that Member

edited by
Jeanne E. Martinelli

member for this month: This month's feature member is originally from the city of Ch'unch'on. He is a specialist in phonetics and is currently Associate Professor in the Department of Korean Language and Literature at Pukyong National University in Pusan. He has been teaching there for six years and also gives lectures at workshops and conferences around the country. He teaches mainly Korean pronunciation, but also lectures on specific pronunciation problems of Korean students of English.

He received a BA and MA in Linguistics from Seoul National University. Afterward he worked as a part-time lecturer at SNU for one year and concurrently taught at Korea University of Foreign Studies in Seoul. He spent a semester as the head teaching assistant at the SNU Language Research Institute before going to London to complete his PhD.

In London he received a PhD, specializing in rhythm and intonation, from the Department of Phonetics and Linguistics at University College London, and became a member of the London School of Phonetics.

His educational philosophy was shaped by his schooling in London and the London School of Phonetics, which considers ear training a very important part of language training and uses intensive systematic ear training to increase students abilities to distinguish sounds and pronounce sounds correctly.

He has published a book on Korean phonetics, and about 20 articles for various linguistic journals. His future goals include a book on English phonetics and a hyper-text multi-media text for foreign learners of Korean.

Some places he has travelled to, besides England, are parts of Western Europe, Japan, Jamaica, Thailand, and the Philippines. In his free time he enjoys playing tennis, swimming, and listening to music.

Besides acquiring beautiful, fluent English he has also studied French, German, Italian, Greek, and a little Turkish.

Two early childhood mentors inspired him to study English. One was a favorite middle school teacher. The other was a hakwon teacher who taught him for a few months when he was 11 years old. This teacher was also a graduate of SNU, and gave him his first lessons in phonetics!

Name That Member: Ho-Young Lee! So, please contact the new Name That Member editor, Darlene Heiman, with any exciting member news or "gossip" or thoughts or ideas to share. If you would like to be featured, or have a friend you would like to see introduced, contact Darlene at <mdheiman@hotmail.com>.

And for those of you who so graciously shared your time and energy for past Name That Member Columns, thank you for your generosity, it was a pleasure working with you on your feature! We even made a yachting connection with last month's feature Mr. Bu Young Jung and another KOTESOL member! Take care, KOTESOL members, and give Darlene lots of good info! We will still be in touch in the Cultural Corner! --Jeanne <jeanne@hyowon.cc.pusan.ac.kr>

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 26 for contact information.



KOTESOL begins developing Roving Workshops

by *Gavin Farrell*

At the KOTESOL Leadership Retreat of December 5-7 in Taejon one of the focus teams looked at the issue of developing Roving Workshops. These workshops are one of the new projects outlined by President Carl Dusthimer in his inaugural President's Column (see *TEC*, November 1997, p.5).

The premise of the KOTESOL Roving Workshops is to further teaching effectiveness in Korea.

To best define our efforts six audience groups were defined (in no particular order):

1. Elementary School Teachers (most of whom are Korean)
2. Middle and High Schools (Korean teachers)
3. Middle and High Schools (native speaking teachers)
4. KOTESOL Chapters
5. Programs that import foreign teachers (i.e. EPIK, Fulbright)
6. Foreign Language Institutes (including university institutes).

Perhaps not every group of teachers would equally benefit from the workshop, but a complete breakdown of each group was sought so that if asked why we weren't presenting in a certain area, we could explain the audience and why our efforts are divided.

First efforts will focus on established programs with the optimal presenter-presenter ratio.

The Teacher Development SIG had already constructed the following eight topics as a framework for a teacher education course:

1. Contrastive Analysis of Korean and English (including key features of grammar, phonology, syntax, and rhetoric) and Error Analysis (some common mistakes)
2. Some Second Language Theory and a Survey of Principle ESL Methods (demonstrations and a discussion of strengths and weaknesses)

3. Classroom Management (general suggestions as well as a discussion of teachers specific problems)

4. How to Plan Lessons and Write Lesson Plans

5. Korean Methods That Work and Korean Cultural Differences (including a discussion of the mismatch of expectations between Korean students and Western teachers)

6. Best Activities (a selection of specific lessons suggested by experienced teachers)

7. Resources

8. Action Research and Reflection (including a discussion of how to conduct classroom research, verify successes, keep a journal, videotape your own classes, etc.)

To establish a roving workshop four phases with specific tasks were defined:

PHASE I. The collection of materials designers and presenters.

There are ads in this issue of *The English Connection*, and there will be future ads along with ads in chapter newsletters.

There will not be a quota for the numbers of Korean and native speaker Presenters, but efforts will be made to have a diversified group. Presenters will be familiar with more than one of the eight topics, so that they can be called on in cases of emergency.

Representatives from the Teacher Development SIG were enthusiastic to provide some of the materials. Materials designers, once they have responded, will be asked to submit works that will be dealt with in Phase II.

1). PHASE II. The organization of designers and presenters

Organization and publication of materials;

Planning of public relations;

Drafting of a Mission Statement.

Those who responded to invitations to present or design materials will form teams. Presenters would have a flexible core

group of topics.

The format for publishing the materials will be determined during this time. CD-ROMs, video, overheads, coiled notebooks and Internet resources were some of the ideas offered at the retreat.

Presenters and designers will work together to determine the public relations approach and Mission Statement. Choosing a target audience will narrow in focus, and audience segments will be prioritized at this time, along with the potential frequency of workshops. The number of volunteers will largely dictate this.

With a solid framework of eight topics we will have the luxury of tailoring the workshop to specific audiences. (For example, the relationship between native speaking teachers and Korean students (topic 5) be will not be dealt with when the audience is made up entirely of Korean teachers.) This aspect will also help in designing a public relations package. When approaching programs, KOTESOL can suggest those topics that would most benefit their teachers, as determined by the developers and presenters themselves. Foreign teachers are often untrained teachers and would benefit greatly from Classroom management and How to write Lesson Plans, for example. We don't want to be simply an activity provider, and will best determine how to avoid this potential problem in this phase.

PHASE III. Public relations efforts. Trial runs of presenters at local chapters.

A public relations effort will occur. Representatives of the KOTESOL Roving Workshop will present the package to those organizations determined in Phase II.

Presenters who wish for feedback on their presentations will do so at the local chapter level.

PHASE IV. Up and running.

In all regards the steps mentioned have strived for permanency. The KOTESOL Roving Workshop has much potential and all involved desire that it be a lasting and worthwhile effort.

Blind date; yes-no questions/short answers

by *Terri-Jo Everest*

Whether you have been in Korea a short or long time, you probably already know that "blind dates" or "first meetings" as they say in Konglish, are an integral part of the university scene. When I discovered this in my first semester of teaching here, I capitalised on it and devised a game combining the showy (overt) Hollywood glamour of the television program "Blind Date" and a not-so-showy (covert) grammar focus, namely yes-no questions and short answers employing auxiliaries. I will outline the method I use, ideal in small classes with fairly equal numbers of male and female students. Note, however, that the game is certainly adaptable for use in same-sex (larger) classes. It is suitable for beginners and intermediate students and perhaps too for advanced (see "variations" section below).

First, in class or as homework, individual students write 5 (+) yes-no questions they could ask the opposite sex. Students might employ one (auxiliary) verb or more. A few possible questions follow: a) Are you beautiful/handsome? b) Do you have a girlfriend/boyfriend? c) Have you ever kissed a girl/boy? d) Did you drink soju last weekend? e) Can you play billiards?

Then, female and male students form separate groups out of earshot. They read out their questions within their groups and select a certain number to ask their opposite-sex classmates (ideally, at least one per student). Decide which group will ask its questions first. If the women, then they must sit together, preferably facing a blackboard. The men sit behind them after having changed seats: the women should not know where individuals are sitting.

Next, the women take turns posing questions. Each male student must give a short answer with yes or no plus auxiliary verb (and, if desired, expand on his answer).

Techniques

edited by
Terri-Jo Everest

The teacher, who has given each male student a number, writes questions and answers on the board (Given time, a student "reporter" might write the answers).

Finally, the women must decide -- collectively (and quickly!) -- which candidate would be most attractive/suitable for a blind date. Often they are surprised at whom they choose! I have found it is best to stop after one group has posed its questions and continue the following class (as a review): this keeps the energy level high. The activity usually wraps up with a lot of laughs and applause for the "winning" candidate(s)... Happy blind dating!

ADDITIONAL COMMENTS

The questions students ask each other are personalized; this is a merit but can be a demerit when students devise (too) personal questions. Some students feel comfortable talking about their first kiss (or admitting they are x years beyond sweet sixteen and still have not!), others do not. It is a good idea to censor questions before they are posed and allow the occasional (justifiable) response of "no comment" Other touchy topics might include weight (particularly for women), body parts/size, family, and religion.

VARIATIONS

1) In a same-sex classroom, you have at least two options. First, half the students can pretend to be the opposite sex. I have found my students, at least, enjoy role play doing just that. Another option is to toss out the blind date twist: students can formulate yes-no questions specific to their

classmates [of the same (or opposite) sex and thereafter groups can simply guess who is who.

2) In larger classes containing enough blackboards and/or whiteboards, you might want to have several games at the same

time: thus, make several groups, each of which contains two subgroups. Simultaneous games are rather difficult to monitor, but they are not impossible if you first model the game well and remember that a noisy classroom can be as productive as a quiet one (if not more!).

3) In more advanced classes, where students feel comfortable giving much more than a yes-no answer, you can practice Wh-questions/answers.

4) Writing students' questions/answers on the blackboard is not absolutely essential, although it does help those posing questions to decide easily on a suitable blind date. If you do, write Y for yes and N for no in order to save time.

5) Alternate the sequence in which you ask students for answers: sometimes, you might wish to call on student number 1 to answer first, other times 7 or 10. This keeps them on their toes.

6) If you are comfortable answering questions, you might want to participate yourself. Be careful not to steal the show (some fellows once chose ME as the winner!). In my experience, students welcome and enjoy a teacher's active participation.

The author is currently teaching at Pusan University of Foreign Studies. She welcomes comments about this or other "Techniques" columns and would be very happy to hear from others who have good teaching tips to share. If you would like to see your tip in print and/or have any comments, please e-mail <teverest@taejo.pufs.ac.kr> or telephone (051-) 640-3228.

Volunteer:

Thinking about doing more? KOTESOL has several projects just getting off the ground. From Publishing to Teacher Development, KOTESOL is the place to volunteer. Contact the officers and chapter reps listed on pages 30-31 for more information.

Call for Speaker

The JALT--Fukuoka's Bookfair May 1998 primary speaker will be selected by KOTESOL. As an indication of the stature of this appointment, the January Bookfair's primary speaker will be Rod Ellis, author of numerous textbooks and teacher reference materials.

PRESENTATION DAY/DATE: Sunday, May 17, 1998, 2:00 to 5:00.

PROPOSAL ABSTRACT, CV (VITA) DUE: February 10, 1998.

TOPIC AREA:

Research/contributions to SLA/Foreign Language Instruction at the university level. We're not interested in recipes for successful classes unless firmly underpinned by an awareness of or application of current SLA research, corpus linguistics or discourse analysis. The topic outline here is flexible; what we want is something appealing to the target audience of university educators, some of whom have their MA in TEFL. There should be classroom applicability to the material presented.

This workshop/presentation is the focus of the afternoon. There's a break in the middle, from 15 minutes to 20 minutes, plus JALT announcements, etc. for 10 minutes. These meetings usually include a workshop or question/answer or discussion, so the formatting is flexible. We would not expect a 3 hour delivery of a paper. Time for audience participation and digestion of information is desirable. Breaking out into work-groups, with the presenter circulating among the groups, and then reconvening, would not be inappropriate.

The actual presentation itself, if a lecture format, would best be planned on the short side, with room for Q&A / group discussion. People get intellectually stimulated, they want to do something with that energy. People talk it through, even recap for each other, and they clarify what they've gotten out of it. If the presentation includes worksheets or activities, such as working with corpus printouts for data-driven learning materials, then the plan would be longer. While it might appear strange for a presenter to enter a three hour time frame with 90 minutes of solid material, plus Q&A and group discussion/report, JALT-Fukuoka feels this would not only fill the remaining time with useful activity, it would actually benefit the participants more, and provide a better afternoon with people thinking, "now THAT was something I got a lot out of."

FINANCIAL SUPPORT:

- * Round-trip airfare from Pusan or Seoul
- * 10,000 yen honorarium for the presentation
- * two nights lodging in a hotel up to 9,000 yen per night -- this is for the night before the presentation and the night of the presentation.
- * dinner allowance at 2,000 yen per night for the two nights (total 4,000 yen)
- * a misc. fund of 4,000 yen for additional, related expenses, including photocopies (if any), meals, etc. (This is awarded in full, receipts not needed.)

PROPOSAL FORMAT:

Submit a single page abstract, not to exceed 400 words, with your name on the top right corner. Bibliographic references may be included on a second page. Also submit your CV (VITA), inclusive of publications.

SUBMIT VIA POST TO:

Carl Dusthimer, KOTESOL President
Hannam University Dept. of English Language & Literature
133 Ojung-dong Taejon, 300-791

Deadline for receipt of proposals is February 10, 1998

Calendar

edited by
Robert J. Dickey

CONFERENCES

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 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) fflnco@chulkn.car.chula.ac.th (Website) <http://www.au.ac.th/~elcdrn>. 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

Feb 9, '98 (US) National Foreign Language Center Colloquium "Alternatives In Foreign Language Teaching: Responding to new needs" Brookings Institution, Washington, DC RICHARD BRECHT, National Foreign Language Center HEIDI BYRNES, Georgetown University MYRIAM MET, Montgomery County Public Schools ROBERT DEKEYSER, University of Pittsburgh LEO VAN LIER, Monterey Institute of International Studies To register for attendance at the colloquium, please send us your name, affiliation, address, work and home telephone numbers clearly printed or typed, and specify that it is for the 2/9/98 colloquium. Send this information before January 30, 1998, along with a check payable to the NFLC for \$85.00, or a purchase order, to the address below. Registration at the door will cost \$95.00 per person. Lunch at Brookings is included in the price. National Foreign Language Center Attn: Courtney Satterwhite 1619 Massachusetts Avenue, NW

4th Floor Washington, D.C. 20036 (Tel) +1-202-667-8100 x16 (e-mail) csatterwhite@mail.jhuwash.jhu.edu

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

Apr 20 - 22, '98 RELC Seminar on Language Teaching "New Insights for the Language Teacher" Singapore. Aims: To examine the changing role of teachers as they seek to prepare themselves for the challenges of a fast-changing world; to report on trends, innovations, projects, theories, and research findings in language education that have a bearing on successful language teaching. Information: Seminar Secretariat, SEAMEO Regional Centre, 30 Orange Grove Road, Singapore 258352 (Tel) +65 737 9044 (Fax) +65 734 2753 (e-mail) tkhng@singnet.com.sg Website: <http://www.relc.org.sg>

Oct 20-22 '98 VoiceAsia'98 "The Role of Language in a Borderless World: Harkening to the Voices of Asia". The Faculty of Language Studies, National University of Malaysia(UKM) Nikko Hotel, Kuala Lumpur. Contact Dr Basil Wijayasuria Faculty of Language Studies, UKM, Bangi 43600, Selangor, Malaysia. (e-mail) voisasia@pkrisc.cc.ukm.my or Nooreiny Maarof Faculty of Language Studies UKM, Bangi 43600, Selangor, Malaysia. (e-mail) nooreiny@pkrisc.cc.ukm.my

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

CALLS FOR PAPERS

Oct 20-22 '98 VoiceAsia'98 "The Role of Language in a Borderless World: Harkening to the Voices of Asia". The Faculty of Language Studies, National University of Malaysia(UKM) Nikko Hotel, Kuala Lumpur. Contact Dr Basil Wijayasuria Faculty of Language Studies, UKM, Bangi 43600, Selangor, Malaysia. e-mail: voisasia@pkisc.cc.ukm.my or Nooreiny Maarof Faculty of Language Studies UKM, Bangi 43600, Selangor, Malaysia. e-mail: noreiny@pkisc.cc.ukm.my

Get published and amass some really good Karma at the same time. Initiate newcomers into the mysteries of teaching English in Korea. We are compiling a book of ideas and experiences on living and teaching here. So contribute those aspects of Korean teaching culture you've found fascinating; the interesting cross-cultural experiences you've had and the difficult situations from which you've learned. Word limit: up to 2,000 words. Send contributions to: Book Project c/o KOTESOL Central Office P.O. Box 391 Seo Taejon 301-600 telephone 042-255-1095 Deadline is February 28, 1998. Contact <skye@soback.kornet.nm.kr> for more information.

EMPLOYMENT OPPORTUNITIES

Yosu Fisheries University, Park Han-ki, English Language and Literature, Fax: (0662) 650- 0079, office phone (0662) 650-0622; home phone (0662) 685-3891. Position, visiting foreign professor who will teach English conversation and related subjects in the regular curriculum. Requirements: master's degree, plus at least one year experience in college level education.

SUBMISSIONS

Submissions for the Calendar should be sent to Robert J. Dickey Miryang National Univ., Faculty of Liberal Arts 1025-1 Nae-2-dong, Miryang, Kyungnam 627-130 tel/fax (0527) 50-5429 (e-mail) rjdickey@soback.kornet.nm.kr. Note: to place an employment announcement contact Ben Adams: (e-mail) badams@knu.kongju.ac.kr)

Who's where in KOTESOL

NATIONAL OFFICERS AND COMMITTEE CHAIRS

Carl Dusthimer, President Hannam University, Department of English 133 Ojung-dong Taejon 300-791 (H) 042-634-9235 (W) 042-629-7336 (F) 042-623-8472 (e-mail) dustman@eve.hannam.ac.kr

Woo Sang-do, 1st Vice President Kongju National Univ. of Education English Education Department 376 Bonghwang-dong Kongju Chungnam 314-060 (H) 0416-856-3563 (W) 0416-50-1741 (e-mail) woosd@kongju2.kongju-e.ac.kr

Jeanne Martinelli, 2nd Vice President JALT/ThaiTESOL Liaison Pusan National University English Education Department Kumchong-ku Pusan 609-735 (H) 051-510-2609 (W) 051-510-2650 (F) 051-582-3869 (e-mail) jeanne@hyowon.pusan.ac.kr

Yeom Ji-sook, Treasurer 101-1004 Dae-a APT 209-3 Sadang 3-dong Dongjak-ku Seoul 156-093 (H) 02-599-3884 (F) 02-599-3884

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

Park Joo-Kyung, Immediate Past President, Honam University English Department Kwangju, 506-090 (H) 062-267-9357 (W) 062-940-5310 (F) 062-940-5116 (e-mail) joo@honam.honam.ac.kr

Kwon Oryang, Publicity Committee Chair Seoul National University, English Education Department 56-1 Shinrim 9-dong Kwanak-ku Seoul 151-742 (H) 02-533-5217 (W) 02-880-7674 (F) 02-536-7542 (e-mail) oryang@plaza.snu.ac.kr

Kim Jeong-Ryeol, Pan-Asian Conference Chair, Publication Committee Chair Korea National University of Education, Elementary Education Department Chungwon Gun Chungbuk 363-791 (e-mail) jrkim@knuacc-sun.knu.ac.kr

Kirsten Reitan, 1998 Conference Co-Chair KAIST, School of Humanities 373-1 Kusong-dong Yusong-ku Taejon 305-701 (H) 042-869-4914 (W) 042-869-4698 (F) 042-869-4610 (P) 012-1450-6466 (e-mail) reitankb@sorak.kaist.ac.kr

Mary Wallace, 1998 Conference Cochair Honam University 59-1 Seobong-dong Kwangsan-ku Kwangju 506-090 (H) 062-943-5265 (W) 062-940-5314 (F) 062-940-5005 (e-mail) mary@honam.honam.ac.kr

Tony Joo, Commercial Member Liaison 31-23 Sambu APT Taepyung-dong Chung-ku Taejon 301-151 (H) 042-522-9769 (W) 042-222-6677 (F) 042-527-1146 (e-mail) tonyhj@chollian.net

Greg Wilson, Search Committee Chair Hyundai Foreign Language Institute 9-26 Sanho 1-dong Habpo-ku Masan-si 631-481 (H) 0551-23-4647 (W) 0551-41-9233 (F) 0551-75-0179 (e-mail) greg@well.com

Thomas Duvernay, Internet Coordinator Dongkuk University 303-904 Chungwoo Town APT Hwangsung-dong Kyongju-si Kyongbuk 780-130 (H) 0561-771-2291 (W) 0561-770-2132 (F) 0561-773-2454 (e-mail) chungho@soback.kornet.nm.kr

Thomas Farrell, Journal Editor (e-mail) farrellt@ami.nie.ac.sg

Andrew Todd, British Council Liaison Oxford University Press-Korea 507-202 Konyong Villa 2095 Daehwa-dong Koyang-si Kyonggi-do (H) 0344-913-4441 (W) 02-757-1327 (e-mail) sundrews@bora.dacom.co.kr andrew_todd@bigfoot.com

Tony Joo, General Manager KOTESOL Central Office P.O. Box 391-SeoTaejon 301-600 (Tel) 042-255-1095 (Fax) 042-255-1096 (e-mail) tonyhj@chollian.net

CHAPTER OFFICERS SEOUL

Tom McKinney, President CPO Box 1633 Seoul 100-616 (H) 02-3443-1550 (P) 015-994-0167 (e-mail) astrotom@bora.dacom.co.kr

Kim Gyung Sik, First Vice President (H) 032-676-3141, (W) 032-324-7771

Troy Blappert, Treasurer (H) 02-793-8911 (e-mail) troy@uriel.net

Unju Blappert, Membership Coordinator same contacts as Troy, above

Gavin Farrell, Workshop Coordinator (H) 0345-86-0804 (e-mail) gavinf@hotmail.com

Josef Kerwin, Social Chair (P) 012-297-2181

John H. Kirkley, SeoulBeat Editor (P) 012-293-7343

PUSAN

Cho Sook-eun, President Sae Myung Institute 4/2 23-19 Sajik 1-dong Dongnae-ku Pusan 607-121 (W) 051-502-0348 (e-mail) se1101@chollian.dacom.co.kr

Jerry Foley, First Vice President Dong-Eui University 24, Kaya-Dong, Pusanjin-Ku, Pusan, 614-714 KOREA (W) 051-890-1773, (F) 051-894-6211, (H) 051-890-1723, (e-mail) jmfoley@hotmail.com

Claudia Kang, Second Vice President (W) 051-506-0371 (H) 051-512-5961

Back Jinhee, Treasurer Chung-dong Elementary School 18 Chunghak 2-dong Youngdo-ku Pusan (W) 051-414-9880 (H) 051-466-6962 (e-mail) jeamb@nownuri.net

Shelby Largay, Secretary Kyungsang Jr. College 277-4 Yonsan 8-dong Yeonjae-ku Pusan 611-701 (e-mail) slargay@hotmail.com

Terri-Jo Everest, Member-at-Large, Pusan University of Foreign Studies, 508-1405 Samick New Beach Apt Namcheon-dong Suyeong-ku Pusan 613-011 (W) 051-640-3228 (e-mail) teverest@taejo.pufs.ac.kr

CHOLLA

Mary Wallace, President *see previous page*

Park Hee Jung, First Vice President

Kim Choonkyong, Second Vice President Chonnam National University, Language Education Center 300 Yongbong Puk-ku Kwangju 500-757 (e-mail) ckkim@orion.chonnam.ac.kr

Tammy Park, Treasurer Chonbuk University of Education, English Department Dong-ah A.P.T. 112-903 Seoshin-dong Weonsan-ku Chonju, Chonbuk 560-170

Rachel Philips, Secretary Chonju National University of Education 128 Dongseohak-dong 1-ga Chonju Chonbuk 560-757 Chonbuk (H) 0652 223 8002 (W) 0652 81-7198 (F) 0652 227-0364 (e-mail) phillips@chunbuknms.chonbuk.ac.kr,

TAEGU

Steve Garrigues, President Kyongbuk National University #103 Professor's Apt Kyoungbuk University Taegu 702-701 (H) 053 952-3613 (W) 053 950-5129 (F) 053 950-5133

(e-mail) steve@bh.kyungpook.ac.kr

Han Sang-ho, Vice President Kyongju University Dept. of Tourism-English Kyoungju 780-712 (H) 053-751-8569 (W) 0561-770-5098

Chae Joon-Kee, Treasurer 83-1 2F Welfare Bldg Samdok 3-ga Chung-ku Taegu 700-413 (H) 053 424-7158 (W) 053 950-5291 (F) 053 950-6804

Park Hee-Bon, Secretary 225-303 Shiji Cheonma Town Apt Shinmae-dong Suseong-ku Taegu 706-170 (H) 053-791-5894 (W) 053-950-2543 (F) 053-950-2547

TAEJON

Kirsten Reitan, President KAIST, School of Humanities 373-1 Kusong-dong Yusong-ku Taejon 305-701 (H) 042-869-4914 (W) 042-869-4698 (F) 042-869-4610 (P) 012-1450-6466 (e-mail) reitankb@sorak.kaist.ac.kr

Martin Peterhaensel, Vice-president FLEC, Hannam University 133 Ojung-dong Taedok-ku Taejon 300-791 (H) 042-636-5127 (W) 042-629-7776 (e-mail) marty@eve.hannam.ac.kr

Peggy Hickey, Treasurer Hannam University English Department 103-205 Youngjin Royal Apts Chungni-dong Taedeok-ku Taejon 306-050 (H) 042-624-9722 (W) 042-629-7417 (F) 042-625-5874 e-mail: hickeyp@eve.hannam.ac.kr

Jae-young Kim, Secretary (H) 042-582-2290 (P) 015-407-7205

Edith Dandenault, Member-at-large (H&W) 042-583-1553

CHEJU

Carol Ann Binder, Cochair Foreign Language Institute Cheju National University Ara-dong Cheju-si Cheju-do 690-120 (H) 064-55-1831 (W) 064-54-2343 (F) 064-57-8716 (e-mail) carolcab@cheju.cheju.ac.kr

Hyun Sung-hwan, Cochair Namju High School 138-2 Donghong-dong Sogwipo-si Cheju Do 697-070 (H) 064-32-9507 (W) 064-33-4513 (e-mail) h648h@chollian.net

Oh Kyung Yul, Secretary Samsung Girl's High School 103-204 Daerim Hanseop Villa 177 Kangjeong-dong Sogwipo-si Cheju-do 697-370 (H) 064-39-5642 (W) 064-62-2896

Laurel Luth, Academic Chair Foreign Language Institute Cheju National University Ara-dong Cheju-si Cheju-do 690-120 (TEL) 064-54-2349 (F) 064-57-8716 (e-mail) laurel2@hotmail.com

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 **영어교사협회**.

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 (40,000 won/year)
- Institutional (80,000 won/year)
- Commercial (600,000 won/year)
- International (US\$50.00/year)
- Life Time (400,000 won/year)

Payment by Cash Check On-line transfer (Please make on-line payments to 한국은행 or KOTESOL at Seoul Bank (신한은행) 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, International)

Date of membership: _____ - _____ -98 (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.)

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)

Please check those areas of ELT that interest you:

- | | | |
|---|---|---|
| <input type="checkbox"/> Global Issues | <input type="checkbox"/> CALL | <input type="checkbox"/> Teacher Development |
| <input type="checkbox"/> Reading/Writing | <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Post-secondary Education |
| <input type="checkbox"/> Intensive English Programs | <input type="checkbox"/> Adult Education | <input type="checkbox"/> Learning Disabilities |
| <input type="checkbox"/> Video | <input type="checkbox"/> Speech/Pronunciation | <input type="checkbox"/> Inter-cultural Communication |
| <input type="checkbox"/> Applied Linguistics | <input type="checkbox"/> Teaching English to the Deaf | <input type="checkbox"/> _____ |

Date _____ Signature: _____

Mail or fax this form to:

Tony Joo, General Manager c/o KOTESOL Central Office P. O. Box 391-SeoTaejon 301-600
(Tel) 042-255-1095 (Fax) 042-255-1096 (e-mail) <kotesol@chollian.net>.

