

The Newsletter of Korea Teachers of English to Speakers of Other Languages May 1998, Vol. 2 No. 3

Cooperative Learning

Mitchell A. Goodman

Imagine you and a trusted companion are scuba-diving on the edge of the Great Barrier Reef at a depth of 40 meters. You are hovering weightlessly in awe above the huge, mangled deck of a sunken cargo ship. Its twisted metal hull is encrusted with poisonous stonefish and multicolored, glowing, soft coral tentacles, through which large yellow and black striped angel fish are gliding effortlessly. You are breathing slowly, deeply, and carefully through your regulator as you and your buddy exchange "okay" hand signals. The deep, serene, shimmering, ice blue sea is teeming with mysterious unknown life. Close your eyes and envision it for a moment. It sounds exquisite, doesn't it? Now, close your eyes once again and imagine that you are there all by yourself. Did this beautiful fantasy abruptly change into something less favorable? It is hard to conceive of having an intense experience like this by oneself for one very obvious reason; the possibility of failure has such real and costly consequences, while the probability of success and revelry is so greatly enhanced by mutual participation. Thus, people tend to prefer to do very enjoyable, difficult or perilous activities in the company of others. In many ways, learning a language can feel just as real, and very nearly as insecure and perilous, or gratifying.

-continued inside on page 6

Also in this issue

Interview Testing vs. Paper and Pencil test... **8**

Gerry Lassache

Connecting our Global Community, TESOL 1998
National Conference... **11**

Jeanne E. Martinelli

Jack Richards on Effective Teaching... **13**

Jeanne E. Martinelli



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

The English The Connection

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

CONTENTS

May 1998
Volume Two
Issue Three

Feature

Cooperative Learning... **Cover and page 6**

Mitchell A. Goodman

Articles

Interview Testing vs. Paper and Pencil test... **8**

Gerry Lassache

Connecting our Global Community, TESOL 1998 National Conference... **11**

Jeanne E. Martinelli

Jack Richards on Effective Teaching... **13**

Jeanne E. Martinelli

Columns

PRESIDENT'S MESSAGE; *The mission*... **5**

NATIONAL CONFERENCE; ... **9**

CULTURAL CORNER; *When a friend is not a friend*... **10**

PAN-ASIA; *A review of English language conferences in Asia*... **12**

FAQs; *Cheating and plagiarism II*... **14**

WHAT'S THE BUZZ?; *Multiple intelligences*... **19**

NAME THAT MEMBER!; ... **20**

TECHNIQUES; *The pimil game*... **21**

BOOK REVIEWS; *Techniques and Principles in Language Teaching*. *Diane Larsen-Freeman*... **22**

Chapter Reports

Cheju, Chongju, Seoul, Taegu, Taejon; ... **16-17**

Pusan... **22**

For Your Information

CALENDAR... **24, 25**

WHO'S WHERE, IN KOTESOL... **26, 27**

KOTESOL CONSTITUTION AND BYLAWS... **28**

MEMBERSHIP APPLICATION... **29**

The English Connection

is a publication of
Korea Teachers of English to Speakers of Other Languages

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

Woo Sang-do, (Chapter Reports) Kongju National Univ. of Education English Education Department 376 Bonghwang-dong Kongju Chungnam 314-060 (W) 0416-50-1741 (H) 0416-856-3563 (email) <woosd@kongjuw2.kongju-e.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), 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

Darlene Heiman (Name That Member!)

Kari Kuglar (Pan Asia) (e-mail) haceta@bora.dacom.co.kr

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

Typeset by **Greg Wilson**

Printed by **Kyongsang Printing**, Masan, Republic of Korea



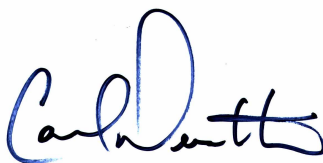
The English Connection, published six times a year, bimonthly, is the official newsletter of Korea Teachers of English to Speakers of Other Languages (KOTESOL) (a membership organization) and is distributed free of charge as a service to the members of KOTESOL.

Advertising is arranged through Tony Joo at; Samboo A.P.T. 31-23 Taepyung-dong Taejon 301-151. Telephone; 042-522-9769 Fax; 042-527-1146 E-mail; <tonyhj@chollian.net>.

All material contained within *THE ENGLISH CONNECTION* is copyrighted by the individual authors and KOTESOL. Copying without permission of the individual author and KOTESOL beyond that which is permitted under law is an infringement of both law and ethical principles within the academic community. All copies must identify Korea Teachers of English to Speakers of Other Languages (KOTESOL) and *THE ENGLISH CONNECTION*, as well as the author. The ideas and concepts, however, are presented for public discussion and classroom use. Please write to the editors and individual authors and let them know how useful you find the materials, and how you may have adapted them to fit your own teaching style or situation.

The articles and opinions contained herein are solely those of the individual authors, and do not necessarily reflect the policies of Korea Teachers of English to Speakers of Other Languages (KOTESOL), or the opinions of the editors, officers of KOTESOL, or individual members.

The Mission



President's Message by Carl Dusthimer

A religion has a mission, an explorer has a mission, an activist has a mission, Korea TESOL has a mission. Doesn't it? Yes, of course it does. One can find it on the cover of every issue of *The English Connection*. It states, "to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea." As a mission statement, I feel it is a fairly good rendering. Mission statements, by their nature, are specific enough to give the newcomer a good idea of the organization's activities, and broad enough so as not to prohibit the growth or expansion of the organization.

Does the Korea TESOL mission statement accurately portray the organization. Let us dissect it for a moment. Do we promote scholarship? I think everyone would agree the answer is yes. Our entire calendar of events is geared toward assisting in the development of teachers (and thus their students). Do we disseminate information?

Our publications: *The English Connection*, *The Korea TESOL Journal* (coming in October), and our conference proceedings provide information to the membership to assist in their development. Do we facilitate cross-cultural understanding...?

Our membership is roughly 40% Korean nationals and 60% native speakers of English. Cross-cultural communication is an integral part of every activity we are involved in, and there continue to be presentations on a wide range of topics within and related to the field of cross-cultural studies. So I would argue that, yes, we do attempt to do exactly what is stated in our mission statement. And, I would say, we are fairly successful at it. The key word here is "fairly". Having been involved in KOTESOL from early on, I feel we have made a great deal of progress in defining ourselves, but perhaps we should take steps to adjust the lens of the organization so that we are more focussed, both as we look out and move forward with KOTESOL activities and projects, and as others look in at us as a teachers organization.

In order to become more focussed, Korea TESOL should analyze itself and determine who we are serving (what is our market), carry out a needs analysis, identify our strengths and weaknesses, and create ways to more effectively serve our membership by applying our strengths to the appropriate group(s), and identifying and shoring up our weaknesses. Having said this, let us take a glance at a couple of these areas as a way of opening up a dialogue on what where our energies should be focussed.

Currently we are attempting to serve native speaking teachers at all levels (of English learners). Initially this included primarily institute, college and university teachers. Recently, with the initiation of government programs at elementary and secondary schools, we have been trying to reach out to those teachers as well. A question might be, "How do we assist these teachers more efficiently, more effectively?" An answer (though certainly not THE answer) is to conduct workshops for each level throughout the country. KOTESOL's roving workshop is being developed to do just that. We are also attempting to serve Korean teachers of English at all levels, elementary through university. The needs here are much the same as native speaking English teachers, with the added factor of a wide range in (English) speaking ability. Here again, the workshop idea seems to be one viable solution. Furthermore, it should be noted that the above groups can easily be subdivided into smaller groups whose classroom environments, for example, are similar. The needs of these smaller groups can be met by creating what I mentioned in the last issue, Special Interest Groups (SIGs).

Here, I have identified only two broad groups for whom Korea TESOL can make a difference, and further identified a couple of ways we are currently engaged in to address their needs. I feel this is a start, but is not enough. We need the membership, you and me, to help identify groups we are not reaching, to identify our weaknesses (and suggest solutions), and to help create ways to serve our membership better. Or more simply put, tell us who you are and what you and your colleagues need. As you know, we have a central office in Taejon (address: P.O. Box 391, Seo Taejon Post Office, Taejon, 301-600). Please feel free to give us your input anytime. You may address any comments you have to me. This is the most direct way for us to begin to analyze the needs of the organization as a whole, and, more importantly, to develop solutions. I sincerely hope you will take this opportunity.

-continued from front page

Cooperative learning is an approach which emphasizes the probability of success and mutual benefit through the tackling of problems, tasks, and projects in small groups. On the most basic educational level, it is an approach to lesson configuration and classroom management, and one way to examine it is by comparing it to other ways of structuring the lesson environment.

One contrasting style is where the focus is on individual learning. This is often the *modus operandi* in many classrooms where lessons are teacher-fronted. In this environment, students work on the lesson objectives and exercises by themselves, with no student-student interaction, although there may be some teacher-student interaction.

The next format, which is sometimes identified with American style education, is the competitive model. In this model, the focus is not on students working individually, but on their competing against one another in order to see who can get the highest score or grade. The goal is not to do a good job and enjoy an experience of camaraderie in learning, but to do the assignment faster, more accurately, and better than anyone else. On the one hand, it can lead to a sense of excellence, accomplishment, and superiority in successful students. High school, collegiate, and professional sports in America typify this kind of competitiveness. Indeed, it is often asserted that this intense competitive spirit is one of the positive foundations of American society. On the other hand, competitiveness can lead to feelings of inadequacy and discouragement in students who are unable to compete successfully, even causing them to drop out of the educational system.

The cooperative model is the third primary pattern of classroom management and lesson configuration. In the cooperative learning classroom, teachers place students in small groups to work on problem-solving projects because this approach is more effective than the other models for

certain goals. The teacher delegates the responsibility for completing the assigned tasks to the students themselves. Each student must learn the material or complete the task, and make sure that the other

Cooperative learning emphasizes the probability of success and mutual benefit.

members of the group have done the same. The cooperative approach can be very useful in keeping students on task, and help teachers conduct lessons effectively with large, multi-skilled and multilevel classes. One essential tenet of cooperative learning is the notion that any exercise, course material, or objective (such as language accuracy or fluency) may be reformulated into a cooperative experience.

Cooperative English language learning deals with various other learning objectives besides accuracy and fluency. It promotes social skills, such as the ability of the group to organize itself and coordinate its efforts. It is a supportive experience which can help students gain confidence, allowing them to take risks in the pursuit of authentic expression, despite their feelings of vulnerability. When solving a problem or creating something in a group, social issues such as leadership, trust, consensus building, conflict management, role delegation, and decision making are sure to arise. It is at this time

It is a supportive experience which can help students gain confidence.

that peripheral interpersonal learning occurs.

Cooperative learning works especially well when the task or problem the students are working on has no clear solution or answer. Open-ended questions which lead students to creative solutions are the type which particularly help students to develop their sense of higher-order, abstract thinking. In fact, research has shown that students learn this sort of material better in a cooperative environment than in an individual or competitive classroom (Cohen, 1994).

Formal cooperative learning is a configuration which may last for one lesson or continue for several weeks, but it is basically long term. Teachers specify the lesson objectives, and make decisions concerning

seating arrangement, group size, how the groups are composed, and required materials. They must

also inform the learners of the details of the task, the ground rules for acceptable completion, and explain that everyone in the group will be accountable for the success of the group. Furthermore, teachers must monitor progress, intervene in order to assist students to further interpersonal and group harmony, and help them complete their tasks. Finally, teachers must evaluate the students' learning, and how successful the cooperative process was. Group members should also evaluate how effective they were in completing their assignment.

Informal cooperative learning is a short term configuration lasting from a few minutes to one class period. It is designed to focus students attention on particular aspects of a lesson, often in general warm-ups or integration and summarization exercises at the end of lessons. It may often take the form of short focused discussions.

Cooperative base groups are learning groups which meet for extended periods of time. They help students to develop the kind of familiarity necessary for group cooperation. Cooperation entails concern, as-

sistance, support, sharing, engagement, and encouragement. Base group members show their concern by monitoring each other's attendance, punctuality, attitude, and progress. They meet formally to evaluate each member's progress, offer assistance, and help each other informally outside of class. The larger the class and the more difficult and complex the material to be covered, the more important it is to have base groups.

Cooperative learning scripts are the standard cooperative procedures and routines used repeatedly in the cooperative classroom. Examples could be taking atten-

dance, choosing what and how to study, or reviewing homework.

Academic controversy is where disagreement occurs between students and discussion ensues. There might be a variance of information, theory, opinion, belief, or conclusion. Controversy is an extremely potent instructional tool as it effectively focuses the students' attention by arousing their emotions. Therefore in academic controversy, social skills development and enhancement is a definite area of learning concentration.

There are five essential elements of cooperative learning. The first is positive interdependence. This means that the students are thinking of achievement and success in terms of "we" and not "me." (Johnson & Johnson, 1994). In essence, the group should be thought of by its members as greater than the sum of its parts (Cohen). This can be achieved by giving joint rewards, giving each group member a different part of the total task to complete, or a complimentary role to play in the group.

Next is individual accountability. Since the ultimate purpose of the group's cooperation is to empower the individual members, students must be made aware of their progress as a group and as individuals. Individual members regardless of their ability must do their fair share of the work and not have others "carry them" through the course. They must be accountable to the group for the work that they do. There are several ways to encourage and monitor full participation, such as giving individualized tests on group work, having the whole group give a presentation together, or randomly choosing one student's work to represent the whole group.

Face-to-face promotive interaction is another crucial aspect of the cooperative process. Students need to promote and facilitate each others' learning through direct discussion, assistance, peer tutoring, and support. In this way, the understanding, trust, and respect necessary for balanced and successful cooperation can be derived.

The development of social skills is the

fourth building block of cooperative learning. These skills are the functional vehicles through which cooperative communicative efforts travel, and are clearly necessary for students to engage in face-to-face promotive interaction.

Group Processing is the fifth pillar of cooperative group interaction. The members must assess the effectiveness of their efforts in terms of the group's accomplishments, work procedures, processes, and interpersonal relationships. Groups need to define for themselves what has been helpful, and what hasn't. This is particularly important if the group is going to maintain and improve upon these relationships.

Three cooperative techniques which deserve special mention here are learning stations, jigsaws and cooperative testing. A learning station is an area of the class-

The key here is that a single grade or evaluation would be given by and/or to the group, thus promoting positive interdependence and individual accountability.

Although cooperative education is an extremely useful approach, it should not be considered a panacea for learning. Therefore, teachers should consider configuring their classes individually and competitively at some points, paying special attention to how, when, and why. On occasion it could be beneficial to structure the lessons sequentially, for example beginning with individual writing followed by group discussion. Or perhaps a teacher may want to combine models as in group competitions. In the end, it is the responsibility of individual instructors to decide for themselves how they are going to configure their classrooms. In doing so, it might not be such a bad idea for them to ask their students whether they would prefer

to fathom the depths and climb the heights of learning in solitude, or in alliance with their peers. Teachers should then

The ultimate purpose of the group's cooperation is to empower the individual members.

room where a group has set up a display or presentation. The group representatives at that station are the "experts" on that group's topic. The group experts can run their learning stations simultaneously while the remaining students circulate around the room visiting the various learning stations, looking at the displays, listening to presentations, and asking questions. The emphasis at learning stations is on generating inquisitiveness, and students sharing information.

A jigsaw is where each individual member of the group has a different piece of the information needed to complete a project. If any of the members do not solve or complete their components, the group cannot successfully complete its task.

Cooperative testing (Donovan, 1996) involves the whole group in taking the same test. The test items can be dealt with as a team working together simultaneously, or with each member working individually, taking turns answering questions sequentially, and receiving equal time. Members would also be able to elaborate on a passage or change an answer written by a previous member, possibly correcting an error or creating one where there was none.

weigh this ongoing feedback and their own beliefs on the same scale. In this way, the likelihood of fabricating an equitable and balanced classroom approach might be realized.

THE AUTHOR

Mitchell A. Goodman teaches at Seikei University, Saitama University, and Rikkyo University in Japan. He can be reached via e-mail at <Mitchell_A_Goodman@ringo.net>.

REFERENCES

- Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom. (2d Ed.)* New York: Teachers College Press
- Donovan, V. (1996). Cooperative activities for the hs fl classroom. TESOL Sandanona Conference, School for International Training.
- Johnson, D. W., & Johnson, R. T. (1994). *Cooperative learning in second language classes*. The Language Teacher 18(10) 4-7.
- Kluge, D. E. 1994. An interview with Roger and David Johnson. The Language Teacher. 18, no. 10: 30-31, 37.

Interview Testing vs. Paper and Pencil Test

Gerry Lassche

The controversy between the test validities of the interview format versus the paper and pencil (PAP) version has been ongoing since the inception of scientific statistical analysis at the beginning of the 20th century. Over that time, research has been conducted to compare the relative advantages and disadvantages of each methodology. This paper will present some of those findings. Besides content validity, other evaluative factors to consider are test retest reliability (practice effect, time effects, environment factors), inter-rater validity (observer bias), generalizability (control effects across subjects), personality factors, and coefficients of time and cost.

The interview format has been generally looked down upon as a tool of predictive evaluation because of inherent factors of subjectivity in some fields of research, such as industrial psychology, dealing with such issues as employee candidacy and performance coefficients; personality measurement, opinion surveys, and IQ tests. However, in fields related to ESL/EFL, those same factors pale in significance due to the greater content validity of the interview format for predicting speaking performance. In fact, the interview has at times been seen as a virtual panacea against the difficulties of predicting speaking ability. Thus, this paper will further discuss some of the problems of the interview format, so as to balance the field.

First, a good test of English proficiency will have an explicit, exclusive purpose. Is it a predictive evaluation of future conversational skill? Is a test of ability or potential (like an IQ-type test)? Is it a test of memory (recall what was spoken, using LTM or STM)? Is it a test of lexical range? These purposes all have their relative valid uses under certain conditions. However, the test must not purport itself as a predictive test of speaking skill when it only tests familiarity with a range of lexical items. This is content validity: does the test actually measure what it says it measures?

Second, a good test should have test retest reliability. That is, it should give the same result to a particular student across time, all things being equal. Does taking the test at night versus the morning create a difference in performance (performance effect)? Does repeated exposure to the testing material create performance variability, due to a change in performance anxiety, or familiarity with the material (practice effect)?

Third, a good test will have low inter-rater variability - problematic for interview styles. When one teacher gives the test, is the mark given by the teacher A similar to the mark given by teacher B (inter-rater correlation)? Do the raters operate with the same set of marking procedures, especially dealing with such intangible features as tone, emotional responses to word use, speed, and listening ability?

Fourth, does the test have generalizability - again problematic for interviews. To be a fair, equitable standard, the presentation of the testing material must be controlled, so as to give each candidate the exact same test in the exact same way. As ESL teachers, we know the benefits of taped texts. We play a tape to develop listening ability in terms of accuracy, and NOT spoken texts, because review and playback are impossible to duplicate with spoken speech. The same scenario is evident and magnified with the interview: no two interviews conducted by humans will ever have the exact same syntax, lexical items, grammar structures, or perhaps even macro-level features, such as topic of discussion.

Fifth, a good test should be culture-proof. In Korea, where the culture can place a heavier emphasis on appearance and decorum than the US or Canada (just recently won issues, too), factors of personality will probably factor into evaluations of ostensible speaking ability. For example:

Where?; large export company, Korea

Who?; two women - vying for the posi-

tion of communicative liaison man - corporate executive, age 42, divorced

What responsibilities?; exclusively, letter-writing and telephone conversation

Situation; Woman A has only upper-elementary speaking ability, but possesses classic Oriental beauty. Woman B has advanced English ability, but she is heavy-set and dresses somewhat prudishly.

Result; If we assume the position is based solely on speaking ability, the interview is the better indicator. But, in actual fact, only about 30% of the time, with the interview, is the most qualified candidate chosen. Why? Factors of personality and appearance, which would have been controlled by a PAP test, were significantly emergent in the interview test result.

Sixth, and probably most significant to this discussion in terms of practical relevance, a good test will represent an effective, efficient use of company resources, including personnel, time, and financial expense - the bottom line. The amount of time required to interview 3000 applicants, or even 300, and differentiate them along a subjective, ambiguous scale in order to quantify results is astronomical, and the procedure is extraordinarily difficult. A PAP test, on the other hand, can be handed to 300 students with little prior preparation or effort, and the answers fed into a computer. The nuances can be lucidated much more quickly and accurately.

In summary, accuracy and efficiency lie on the side of the PAP test. Fluency and authenticity lie on the interview side. Generally, the current approach has been to apply a battery of tests, given sequentially. Give a PAP test to narrow down the original field of candidates, and then conduct a series of interview style tests afterwards. To do only one test methodology at the exclusion of the other, however, is a grave error and leads to spurious results. With even a battery of tests, care must be taken to ensure the relative validities of each testing procedure.

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.

Hey everybody! Time to start making your plans to attend the 1998 KOTESOL conference on October 17 and 18 at Kyung Hee University in Seoul. It's going to be a really great conference this year. Our theme, as you may already know, is *Advancing Our Profession: Perspectives on Teacher Development and Education*. This conference will have something for everyone: presentations in Korean for Korean elementary school teachers; academic presentations focusing on research-oriented topics for research-minded individuals; academic presentations focusing on practical topics for those looking for good teaching ideas or ways to improve or refine their teaching; commercial presentations for those looking for textbooks for their classes; publisher displays for those who need to stock up their libraries or select a textbook for their courses; an employment center for those seeking jobs; a networking room for those who want to meet with others with shared interests; poster presentations for those who want to talk to presenters more one-on-one; a night of music and an Oktoberfest night for those who wish to socialize or just sit back and relax; and much, much more.

Donald Freeman, from School for International Training, is the 1998 TESOL Speaker's Grant recipient and will be giving one of the plenary addresses and at least one academic presentation. We will have several invited speakers giving their perspectives on English education in Asia. Yongjae "Paul" Choe, a professor at Dongguk University, will be talking about English education in Korea; David McMurray, a professor at Fukui Prefectural University will talk about the Pan-Asia Conference (PAC) series; Weiyang David Dai, a professor at the National Taiwan Normal University and member of ETA-ROC, and Santana Sutadarat, a professor at Ramkhamhaeng University in Thailand and president of Thai TESOL, will be our other two featured speakers. And, of course, we'll have many international and domestic presenters as well.

The conference committee is working hard

National Conference

by
Kirsten Reitan

Advancing Our Profession: Perspectives on Teacher Development and Education

on making this one of the best conferences ever. I have to thank Mia Kim, a professor at Kyung Hee University, for suggesting the site and for acting as chair for the site coordination committee. Her job is both difficult and crucial to the success of this conference. I also want to recognize Peggy Wollberg, the publicity committee chair, for her boundless energy and willingness to volunteer in many ways. Thanks to her husband we will enjoy a

tration committee. And thanks to Gerry Lassche for offering so much of his time and help to make my job easier. He has agreed to take on the task of organizing the student volunteers so absolutely crucial to the success of all our conferences. Another person who has contributed so much to KOTESOL and to the conference is Tony Joo, our commercial liaison and KOTESOL's general manager. He and our central officer coordinator, Jeff Kim, have

and will put in hours and hours of work for KOTESOL and for this upcoming conference. So I want to thank them for their dedication and hard work. And finally, I want to extend a special thank you to Jeanne Martinelli for arranging for Donald Freeman to be our TESOL Grant Speaker.

There are, of course, many other people who have been helping out in both large and small ways. And though I didn't specifically name them in this column I am grateful for their ideas, time, and help. As always, we are looking for more people to help out. One area in particular we need still need help with is organizing the employment center. This feature of our conferences is important to many people, but without the help of a few individuals, it will be hard to put it all together. If you would like to or can help, please contact me. Office: 042-869-4698. E-mail: <reitankb@sorak.kaist.ac.kr>

Call for poster presentations!!!!

This year we are trying a new kind of presentation, often used at conferences in other parts of the world: the poster presentation. If you are interested in giving a poster presentation, please write a 150 word abstract, a 100 word biography, and include contact information (name, affiliation, complete mailing address, telephone numbers for work and home, fax number, beeper or cell phone number, and e-mail address).

And send this directly to Kirsten Reitan, School of Humanities, KAIST, 373-1 Kusongdong Yusonggu, Taejon, S. Korea 305-701. Or e-mail it to me at <reitankb@sorak.kaist.ac.kr>. The deadline for receipt of submission is June 30, 1998.

October 17 and 18;
Kyung Hee University in Seoul
Something for Everyone

Presentations in the Korean language

Research-oriented presentations

Classroom-oriented presentations

Textbook presentations

Publisher displays

An employment center

A networking room

Poster presentations

A night of music and

An Oktoberfest night

Friday night of music featuring suzuki violinists and other musicians from Seoul. Andrew Todd and Claire Old have agreed to organize the Saturday night Oktoberfest. I also want to thank Jon Marshall for offering to put together the conference program. And Tom McKinney, the man of many hats, has agreed to chair the regis-

Editor's Note: Mmmm, just what's in a word anyway? And how confusing can those words be when translated from one linguistic cultural context to another? This month's Cultural Corner explores the phenomenal language-culture connection with Steve Garrigues, PhD. Dr. Garrigues received his BA from Sophia University in Tokyo, his MSc in Anthropology from Colorado State University, and his PhD in Anthropology from Lucknow University in India. He has spent more than 30 years outside the US, primarily in Asia and the Pacific. His wife, Machiko, is Japanese, and they have two daughters who are both in the US at present.

Has anything like this ever happened to you? Let's say a Korean friend of yours, whom you have gotten to know quite well, is talking to someone and doesn't see you approaching. As you come near you notice that they are talking about you, and you are just in time to overhear him deny that you are his friend. Hey, what's going on? And all this time you thought he was a friend of yours.

Well, we have just encountered the phenomenon of Konglish, a hybrid that on the surface looks like English and sounds rather like English, but at the semantic level functions more like Korean. Over the past several years I have become quite interested in this phenomenon, and have begun collecting typical examples and trying to analyze the deeper structure and semantic contrast between Korean and English words. Of course the same thing occurs in many guises; you may know it as Janglish, Chinglish, Spanglish, or any of a myriad other forms. This phenomenon arises in any situation of cross-cultural communication whenever the speakers think that a word in one language (in this case English) equals a word in another language (let's say Korean), as found in standard bilingual dictionaries. In reality, however, the semantic range (range of meaning) of any particular word is never identical with a word in another language, and this misapprehension often results in some degree of miscommunication.

It might be useful here to consider the basic question, what is a word? On the surface, a word seems to be a symbol (spo-

Cultural Corner

edited by
Jeanne E. Martinelli

When a Friend is Not a Friend: A Problem of Language and Culture

Steve Garrigues

ken, written or otherwise) for a thing. But that thing does not really exist as a discrete entity. Rather a word is a symbol for a category of things. Reality may be conceived of as an infinite range of discrete things (objects, colors, textures, emotions, actions, smells, etc.). To make a manageable order out of this chaotic reality we (our cultures) create a limited number of categories, and these categories we think of as words. Since different cultures/languages arrange these categories somewhat differently, we can see that words may have a greater or lesser degree of overlap between languages, but they will never be precisely the same. Therefore, to get back to our example, we can say that Korean does not have a word that corresponds precisely with the English word friend.

Most Americans in Korea, when they start picking up some of the language, learn that the Korean word *chin'gu* means friend. This is not entirely wrong, of course, but it is also not entirely correct. The Korean word actually has a very narrow range of meaning, while the English word is much broader. Indeed, some friends are *chin'gu*, but many individuals we refer to as friends would not be. At its broadest, we can use the term friend to refer to anyone who is known and who is not an enemy. I may call someone a friend who is 30 years my senior, or 30 years my junior. That person may be either man or woman, well-known or merely an acquaintance, of the same social standing, or higher, or lower. An elementary school teacher may address her first class of the year by saying that she wants her students to consider her as a good friend, and many parents and children consider each other to be among their best friends (some, of course, are enemies). It would be unthinkable, however, for a Korean to consider his parent or his child or his

teacher to be a *chin'gu*. Nor would this term normally be applied to one's spouse.

The Korean term *chin'gu* is applied to an individual who is the same age as the speaker (within 2 or 3 years), usually of the same sex (this is changing with the younger generation, however), and who has been known since one's student days. This is not a casual relationship, but is expected to last one's entire lifetime.

Recently I happened to meet one of my former University of Maryland students. She asked me what class I was teaching, and when I replied that I was teaching Sociology 100 she said, "Oh, a friend of mine is in your class." I asked who it was and she replied, "I don't know his name, but he said he was in your class." Now a Korean would never apply the term *chin'gu* to someone whose name they didn't even know, but this is certainly within the normal range of usage in English.

It is necessary to understand that we are not talking about the meaning of friendship, or what kind of friends a person may have; we are discussing the usage of the words friend and *chin'gu*. This distinction is very important. For example, in English we don't necessarily mean the same thing when we say that someone is "my friend" and someone is "a friend of mine". Context and socio-linguistic cues often vary the meaning we give a word, and those same meanings do not apply to the dictionary-equivalent word in another language (or vice versa). Nor can any word be thought of as being monolithic, with an established and invariable range of meaning. The word *chin'gu* is a good example of this. Koreans themselves do not use this word in identical ways. There are generational differences, gender differences, and urban-rural differences in its range of meaning and usage.

There is another set of relationships which in Korean are referred to as *sonbae-hubae*, and are conventionally translated as senior-junior in English. The English terms, however, do not convey the intensity of the relationship which is implied in the Korean words. *Sonbae* and *hubae* have a very close relationship, but would never be considered *chin'gu*. However, to say

Connecting our Global Community, TESOL 1998 National Conference

by Jeanne E. Martinelli, KOTESOL 2nd Vice President

Wow! Wow! Wow! and Wow! Even that doesn't fully express the energy, enthusiasm and expertise sizzling and crackling between and amongst thousands of participants from all corners of our global community, connecting and packed into hundreds of sessions at the Washington State Convention and Trade Center, The Sheraton Hotel and The Westin Hotel, from March 17-21, for the 32nd Annual TESOL Convention and Exposition.

There were Pre- and Postconvention Institutes, Educational Visits, Poster Sessions, a Swap Shop, an Employment Clearing House, Featured Speakers, a Seattle Jazz Concert, Academic Sessions, Breakfast Seminars, Workshops, and Papers. . .to touch briefly on some of the excitement of the TESOLers coming worldwide in celebration of this 32nd Annual theme, "Connecting Our Global Community".

Korea TESOL was well represented with attendees and presenters, including KOTESOL President, Carl Dusthimer, and his discussion session on "EFL in Korea"; William Snyder and Barbara Wright from Korea University, Seoul, presenting on "Training Korean EFL Teachers in Reading and Writing"; and Jeanne Martinelli, KOTESOL 2nd Vice President, presenting on "Cultural Understanding Through Cross-Cultural Awareness Activities". Korea TESOL members were also involved

in lots of Pan Asia planning and networking, including a Pan Asia breakfast, and a confirmation of cultural and linguist expert, Claire Kramsch as a keynote for Pan Asia II ("Asian Cultures in Context") to be held in Korea in 1999. Donald Freeman, internationally renowned teacher trainer from the School for International Training, was also confirmed as a feature speaker for our upcoming 1998 KOTESOL national conference, "Perspectives on Teacher Development and Education".

Freeman (a former TESOL president) was one of the presenters in an especially invigorating pre-conference research symposium, which included TESOL President, Mary Ann Christison, and immediate past TESOL President, Denise Murray, as well as others seriously involved in looking at questions of research in TESOL today. "What questions about language learning and teaching occupy your waking and working moments?" the prestigious panel challenged attendees to ponder and reflect upon. "What's the definition of research?" they asked even more exactly, and shared how this has been a burning issue in TESOL; and the TESOL board has taken on Research as one of its major plans to develop, along with such other priorities as professional development, advocacy, organizational development, and standards.

Another fascinating session led by linguist Henry Widdowson, a key note at Pan Asia I in Bangkok in 1997, featured

famous Oxford University Press authors and invited them to make any comments they felt most strongly about when looking at the EFL world today. Claire Kramsch, University California Berkeley, talked about English having its value in its "foreignness", and how there's a great deal of value in learning a foreign language, a value of keeping a distance from something. She talked about keeping a distance from a "globalness/foreignness" and a "localness". "Teaching the in-between," Kramsch called it. "The tension in-between. We're teaching outsideness and insideness at the same time," Kramsch said. She said one must appropriate a language for oneself and step outside to see and observe oneself doing that. Diane Larsen-Freeman, School for International Training, shared how a teacher's conceptualization will influence how they teach. "There really is no such thing as English," Larsen-Freeman said, "There is no static thing as English. English is a process we can freeze frame for a moment to look at, so students can be helped to understand what's in there. English is a skill -- not an area of knowledge."

And it's certain that all those fortunate enough to partake in the shared skills and knowledge, collectively pooled together in the Seattle, Washington environs for those few delightful days in March, will have lots of further fuel for the teaching fire to spread throughout their own classes and professional endeavors.

When a Friend is Not a Friend:

-from previous page

that "juniors and seniors cannot be friends in Korea" would be confusing the Korean words with the English words. While *sonbae* and *hubae* are not *chin'gu*, they certainly can be considered friends.

In any language certain words occur in conceptual pairs of opposites, such as black-white, man-woman, up-down, good-bad, left-right, and so on. These same pairs occur in Korean. But the patterns are not identical between languages. The English words friend-enemy also constitute such a pair of opposites, but the Korean word *chin'gu* does not have a paired opposite. It stands alone (like the English words

hamburger, map, etc.). Thus to deny that someone is a friend in English may imply that he is either unknown or an enemy, but this implication is absent in Korean. It merely means that the particular *chin'gu* relationship is present.

Now this takes us back to our original problem. What does it mean when a Korean denies that someone is their friend, when by our own observation they seem to be well-acquainted and on very good terms with each other? In every case of this that I have observed myself (seven instances) the denial was done out of respect, not rancor. The Korean speaker may have said friend but was actually thinking the Ko-

rean concept *chin'gu*. What they meant to say was that the other person was not their intimate-equal (*chin'gu*) but their intimate-senior (*sonbae*).

Language is a fascinating thing, and mirrors the culture of its speakers. Next time you hear someone say something that seems a bit peculiar, try to look beneath the surface. You might find some unexpected clues to other ways of thinking.

Feedback, comments, and further cross cultural discussion topics are always warmly welcomed: jeanne@hyowon.cc.pusan.ac.kr or Jeanne E. Martinelli, Visiting Professor, English Education Department, Pusan National University, Pusan 609-735 (South Korea).

Increasing regional cooperation between several foreign language teaching associations in Asia has lead to the development of a highly coordinated regional program of collaborative research, conferences, publications and other activities. The program was conceptualized in 1995, and is entitled the Pan Asian series of Conferences (PAC). The founders are researchers and professors belonging to 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 of these three, or other countries in Asia. To date 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, and has received official recognition from the ministries of education in three countries and the personal sponsorship of Her Right Honorable Princess Galyani Vadhana from Luang Naradhiwas Rajanagarindra in Thailand.

PAC has been developing along implementation guidelines set out in an agreement and seven-year business plan (Berlin, 1995). The highlights of 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 nongovernmental 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 the strategy to form a joint venture between three language associations that would create PAC. Preliminary research inquiry

The planned implementation of the strategy was divided into six stages (see table A). First, contractual agreements were signed by 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 is currently being implemented.

Pan Asia

edited by
Kari Kuglar

A Review of English Language Conferences in Asia: Increasing Regional Cooperation

David McMurray, Fukui Prefectural University

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

Stage 1. 1995 Signed contractual agreements, organized regional committees

Stage 2. 1997 First Pan Asian Conference in Thailand: Identified Problems and Opportunities

Stage 3. 1997 - 1999 Publications, Collaborative Research

Stage 4. 1999 Second Pan Asian Conference in Korea: Propose Solutions and Strategies

Stage 5. 1999 - 2001 Extend collaborative research throughout Asia

Stage 6. 2001 Third Pan Asian Conference in Japan: Formulate Asian teaching models

The purpose of this article is to summarize the details of the strategic plan that gave rise to PAC, and to identify areas of research that are needed to ensure the completion of the program.

SOME SPECIFIC POINTS FROM THE 3,000 WORD ARTICLE

Waseda University in Tokyo and Ritsumeikan University in Kyoto plan to establish courses that will both focus on Asia-Pacific studies and encourage students from other Asian countries to participate. Many of the subjects, ranging from politics to economy, will be instructed in English.

Ritsumeikan University is preparing for the opening of a branch college in Beppu, Oita Prefecture in 2000. The branch college will be named Ritsumeikan Asia Pacific University and be comprised of the College of Asia-Pacific Studies.

Realizing that the Japanese language is a difficult hurdle for Asian students, Waseda decided to allow students to complete the Asia-Pacific program courses by taking classes taught in English. *Yomiuri Shimbun* (1997).

CONCLUSION

The examination of Asian teaching models successes and the use of these as the basis for innovation in other regions may be pursued. Many EFL students in Asia have developed high levels of English proficiency without the benefit of communicative methodology, travel abroad, or high levels of face-to-face exposure to native speakers. What brought about these successes, and how can these factors be incorporated into an improved Asian model for an educational system?

Summarizing the salient points conferences focussing on EFL in Asia will probably define 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. The conferences will also enable teachers 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 AUTHOR

David McMurray may be reached at Fukui Prefectural University Faculty of Economics, Room 802 Kenjojima 4-1-1 Matsuoka-cho, Yoshida-gun, Fukui 910-1195, Japan Fax/Tel: (outside Japan) 81 - (in Japan 0) 776-61-4203 Email: <mcmurray@fpu.ac.jp> <http://www.s.fpu.ac.jp/home/mcmurray/>

REFERENCES

- Asian Development Bank. (1995). *Asian development outlook 1995 and 1996*. London: Oxford University Press.
- Berlin, S., & McMurray, D. (1995). Pan Asian Agreement and Business Plan. *JALTE Executive Newsletter*, 3 20-21.
- Cheung, A. 1997. Speaking in Tongues. *Asia Magazine*, 8 11 - 14.
- Cossu, G., Krause, A., Berman, S., & Bratton, A. (1997). *Super Kids*. Tokyo: Prentice Hall Japan
- English, L. M., & Lynn, S. (1995). *Business Across Cultures: Effective Communication Strategies*. Longman.
- Goh, T. C. (1997). Singapore Seeks more Creativity . Speech presented at the Seventh International Conference on

Jack Richards on Effective Teaching

by Jeanne E. Martinelli, KOTESOL 2nd Vice President

"Focus on the learner," Professor Jack Richards, Auckland University, New Zealand, told English teachers throughout South Korea during his recent week travel and presentations at various universities here. Richards, author of numerous teacher resource books and text books, explained that the extent to which a teacher is successful or not depends a lot on how the teacher is able to move the focus of the lesson from her or his self to the learner's point of view instead. "The learner must be the focus of the lesson," Richards said. "Give choices to the learners about what to learn. Choices on how to learn. Give learners responsibilities for their learning," he said.

"Teach to the whole class," Richards stressed for a second important point in effective teaching. Be aware of the "teacher's action zone: the students in the teacher's eye contact range, and to whom the teacher ask the questions." Often the teacher's not including the whole class, he explained. Move yourself (teacher) around, move the students around, change seating arrangements, just be aware of and change when necessary that action zone, he encouraged.

Use the text as a resource or sourcebook, Richards said. "SOAR with the book: supplement, omit, adapt, and reorganize." Also, provide structure and signposts for students. Each lesson should have an opening (how the lesson begins), there should be sequencing (how the lesson is divided into segments and how these segments relate to each other), pacing (how a sense of movement is achieved within a lesson), and closure (how a lesson is brought to an end). Richards suggested writing objectives on the board so students know that the class is a planned event. He recommended using a variety of activities, and avoiding predictable and repetitive activities, all of course at appropriate difficulty levels.

Helping learners find their own ways of learning is very useful for effective teaching, too, Richards said. Some students like to learn independently, others in group, some like doing one task at a time, others prefer doing many tasks at once. Some students are task oriented, others are more dependent learners, or social or the "phantom" student (not liking to be noticed or seen). Awareness is key to guiding students to their potential. And don't underteach -- having lots of material, but no clear "take away value" for students.

There must be sustained practice for students to take something away.

And know your own principles. "What provides the source of your decision making, as the teacher?" Richards asked. Every teacher develops their own internal principles, different from, and however influenced by "external principles" (communicative, or grammar translation, or whatever approach). Do you believe in aiming for accuracy with students? To go with the learners' interests to maintain their involvement? To follow the plan? To make learning fun? Stepping out of the way? Whatever it is, and however all these points add up for you, the foreign language teacher, the final point to remember, Richards stressed, was simply, "Don't follow your lesson plan too closely." It's important to have goals and an outline, but you want to be able to respond to your students, and therefore improvise as you go, to best get where you all need to be. Student journals, student interviews, and classroom observations are all helpful in being in touch with your students and their various learning needs, Richards concluded.

A Review of English Language Conferences in Asia

-from previous page

Thinking, Singapore.

Hoelker, J. (1997). Agenda 2,000 Colloquium Report. *Thai TESOL Newsletter*, 10(4) 20-24.

James, D. (1995). *Asia-Pacific Communications*. Tokyo: Kodansha.

Johne, G. (1993). *The Economics of Education*. London: The MacMillan Press Ltd.

Kachru, B. & Nelson, C. (1996). World Englishes. In S.L. McKay & N.H. Hornerger (Eds.) *Sociolinguistics and language teaching* (pp. 71-102). Cambridge: Cambridge University Press.

Kim, J.R. (1996). Opening Address, *Korea TESOL Seoul Conference Handbook* (pp. 1-17) Taejon: Korea TESOL

Kitao, S. & Kitao, K. (1997). New Perspectives

on Teaching and Learning English in Asia: the first pan asia conference.

The Language Teacher, 21(7) 36-37.

McMurray, D.C. (1997a). Defining the Region. *The Language Teacher*, 21 (2) 34-36.

McMurray, D.C. (1997b). Regional Economic Growth Spurs Pan Asian Cooperation. *First Pan Asia Conference Handbook Selected Proceedings*, 1 3-4.

McMurray, D.C. (1997c). Pan Asian Cooperation leads EFL Research. *IATEFL Newsletter*, 134 (12) 10-12.

McMurray, D.C. (1997d). JALT conference Underpins Asian ESL Development. *American Language Review Preview Ed* (1) 9.

McMurray, D.C. (1997e). Introduction by The Region Editor. *The Language Teacher*, 21 (7) 29.

Nayar, P.B. (1997). ESL/EFL Dichotomy Today: language politics. *TESOL Quarterly*, 31 (1) 9-37.

Ohmae, K. (1995). *The End of the Nation State: the rise of regional economies*. New York: The Free Press.

Owens, C. (1996). The 16th Annual Thai TESOL Convention, *Thai TESOL Newsletter*, 8(3) 23-24.

Paul, D. (1996). *Communicate*. Tokyo: Heineman.

Rohwer, J. (1996). *Asia Rising*. London: Nicholas Brealy Publishing

Ross, R. S., Harding, H., & Leiffer, M. (1995). *East Asia in Transition, toward a new regional order*. M.E. Sharpe.

Yomiuri Shimbun (July 2, 1997). Two universities to offer Asia-Pacific studies. Tokyo: *The Daily Yomiuri Newspaper*, (p. 8).

Young, B. (1996) *Side Lines 1-3*. Prentice Hall Asia ELT....

In the last issue of TEC we saw three responses to Peter Nelson's question on how to deal with student cheating. A number of individuals who are teaching English in other parts of the world also responded with useful advice and observations. Here are three of them:



Cheating and Plagiarism II

What to do about a case of flagrant cheating? Well, here's what I've done in the past with the occasional case where I have caught a student absolutely red-handed. I speak to the student one on one, and let him or her know that I will not accept the copied work because I know it is copied and I know where it is copied from. I exhibit disappointment in the student more than anger (not difficult: that's really how I feel), and I let the student know that I am letting him or her off easy. I tell the student that other professors might get much more punitive than I am getting, and try to paint the possible consequences as dramatically as I can in an effort to scare the student into not repeating the offense. Then we talk about how the work can be made up. One thing I emphatically don't do is shame the student in front of the entire class. -*John M. Green* <jgreen@salem.mass.edu>, Salem State College.

I'm teaching at a university in China, preparing Chinese students who will be going to study at a community college in Canada, and included in the curriculum is the Western view on cheating and plagiarism. I tell them that if they cheat or they help someone else cheat in my course, it's a big, fat zero. I tell them that if they cheat or help someone else cheat in Canada, they're out of the course, and must pay again to take it over, and

that they'll graduate later than the rest of their classmates. This is part of my curriculum because cheating and plagiarism are practiced and tolerated here at Jilin University. My students know the rules, and I don't listen to them whine when I give them a zero on a test or assignment. The ones who whine most, by the way, are the helpers, not the cheaters. If you haven't laid down the law for your students, I'd suggest that you do as John M. Greene suggested: take the student aside and tell him how disappointed you are in him; talk about ways to make up the work, because his alternative is a zero on the assignment. My guess: he knows it's cheating, but because you never said anything against it beforehand, he feels he can get away with it. In future courses, I'd say that having given the warning, you can just give the cheater a zero (or fail him right out of the course, depending on your policy) and leave it at that. -*Victoria Burrus* <vburrus@public.cc.jl.cn>, Jilin University of Technology (China).

When I confront a student who has cheated or plagiarized, I am not too careful about keeping anger out of my tone (although actually it is carefully choreographed anger) to let the student know that someone who attempted to pass off a textbook passage as their own writing not only cheats themselves (hence the paternal air of disappointment), but that cheating also signals that the teacher is too stupid to know the difference (hence the air of insulted anger).

Students quickly pick up on the implied insult, and realize that to avoid insulting the teacher's intelligence, they need to invest much more imagination and effort in cheating than it takes to actually write the assignment.

I don't listen to them whine when I give them a zero on a test.

I also feel strongly about not making accusations in public about cheating. Too many teachers are careless about making public insinuations about cheating, which not only muddies the waters by making the offender out to be the innocent victim of the teacher's wrath, but half the time the accusation is either wrong or exaggerated (e.g. the high dudgeon that a teacher flies into when he or she spies a half glance at another student's desk). -*David Ross* <ross_d@hccs.cc.tx.us>, Houston Community College.

In the next issue of TEC we will address some of the cultural aspects related to cheating among Korean students. If you would like to add your own comments or observations please email me at <steve@bh.kyungpook.ac.kr>.

I exhibit disappointment in the student more than anger.

Wants your help

The Connection
English

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.



Cheju

William Tweedie

A new slate of Officers was elected at the first annual general meeting of C-tesol, the Cheju Chapter, on March 8th. It was a busy time in local schools but 20 active members and guests turned out for the event.

Hyun, "Harvey" Sung-hwan, last year's cochairman, was elected President. William Tweedie was elected vice-president for the Southern branch. Daniel Friedlander was elected vice-president for the Northern branch. Oh, Kyung-ryul was elected Secretary/Treasurer. The officers were elected unanimously.

As their first official act the Executive presented chapter bylaws for ratification by the membership. The bylaws were unanimously approved making C-tesol the first KOTESOL Chapter to adopt working bylaws.

Plans for meetings to alternate monthly between joint branch meetings in rural communities and separate branch meetings in the major centers of Sogwip'o and Cheju were also approved. The membership endorsed the idea of reaching out to English teachers who normally wouldn't have the opportunity to attend meetings in the major centres.

An April dinner meeting was held in Sogwip'o with about 12 branch members attending. William Tweedie was the guest speaker/entertainment and gave an amusing presentation of the various accents, colloquialisms, slang and subculture dialects of the English language. It was a great start for the chapter's Sogwip'o branch!

May's joint meeting is scheduled for the western island community of Hallim. The workshop/dinner event is expected to be fun for all. Any mainlanders interested in exploring our Island with us are most welcome.

Profiles of the chapter's new executives may appear in the next issue. See y'all by the by.

Chapter Reports

edited by
Carl Dusthimer

Chongju

Erik Newson

Hopes were high on Saturday, April 11th, for the steering committee of KOTESOL's newest chapter. The weather was good, maybe too good. As the lazy warm weather drifted over the city of Chongju, members were worried that there would be too many teachers enjoying the outdoors and not wanting to spend the day inside. However, as the hour of three approached, teachers from all over the Education City and its outlying areas gathered to take in the inaugural meeting of the Chongju KOTESOL chapter.

The draw that afternoon was Andrew Todd and his popular presentation on games in the classroom. With a brogue thicker than Inverness porridge, Andrew dictated on the priorities of teachers and students and gave other background information about teaching different levels of students. When the teachers were not asking questions (or answering his), listening to his facts about child psychology, or bouncing ideas off him, they were speaking, clapping, and running around doing various tasks. There were many great ideas and examples that afternoon.

After the presentation, Carl Dusthimer, KOTESOL president, told the gathering about the immediate process required to achieve Chapter status. Dusty informed the potential members that in the interim, the steering committee would invite all questions, comments, and help that anyone wanted to offer. Once the chapter is officially established, elections will take place. The teachers were pretty cool with that.

With the meeting adjourned, everyone

was invited to the official inaugural meeting dinner hosted at that veritable Chongju institution, the House of Pizza. Owner Bong Won-ja set out a feast and everyone sat around talking about the future benefits of local conferences. This will certainly benefit KOTESOL since it will be able to

encourage more people in North Ch'ungch'ong Province who would have otherwise neglected to go to meetings in the larger cities, to take part. The many schools, colleges, and universities will benefit from a teaching force with better access to hands-on information about teaching. But the real winners will be the teachers who will gain a new medium from which to acquire ideas about teaching English. The next meeting is scheduled for May 9, 1998.

Good Luck Chongju Chapter!

Seoul

Thomas McKinney

Doug Margolis and Ya-Yi Liao presented on "Extended Role Plays" at the March Seoul workshop, to our largest turnout of the year. They expanded upon research presented at the 1997 National KOTESOL Conference by Gary Ockey and Steven Sigler, Kanda University of International Studies in Japan. Doug and Ya-Yi demonstrated several practical applications for the Korean university classroom.

April brings Steve Garrigues up from Taegu to share his highly regarded workshop on "Problems of Culture and Language" with the Seoul audience. We're all looking forward to his illustration of the "serious and not-so-serious communication problems" that can arise when two speakers of different cultures apply their own cultural meaning to the words they use.

A recent dispatch from Gavin Farrell, Seoul Workshop Coordinator, has the May workshop lined up with Michelle Aucock from the British Council on a subject to be revealed later.

In other news, the prototype for the Seoul

Teacher Development

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

Chapter Web Page, in conjunction with the revised KOTESOL National Web Site are due to be in place at two mirror sites by the beginning of May. Thanks again to Lee Devantier, the Site Developer, who has helped me get this project off to a good start.

I'm taking a break from editing *SeoulBeat* (for at least a few months), in order to realign some of the other pressing matters facing the chapter at present. Any Seoul Chapter members reading this column should contact me to find out how you can help keep our chapter newsletter on its feet.

Stay tuned for more in two months!

Taegu

Rocky Nelson

As has been the custom for the past several years, our January meeting was a social gathering and dinner at the Taedong Hanshik Buffet Restaurant, located near the ELS Language Institute. The gathering was well attended by Taegu TESOL members and friends. This custom may soon change, in order to avert nervous breakdowns amongst our members. It was pointed out in our March meeting, how stressful it was to try to decide whether to stay in Taegu for a free meal, or use our vacation time to travel to exotic places.

There was no meeting in February, as our members are still sleeping off the heavy meal, or have taken advantage of the winter school break to travel to exotic places.

On the first Saturday in March, we had presentations by two English Instructors from Keimyung University. The first talk was presented by David Schult, who focused on the issue of using English nicknames in the ESL classroom. He presented the results of an Internet survey of teachers, asking their opinions. David uses nicknames in his classroom, and the discussion after his presentation was lengthy and interesting. Some Korean professors use them in their classrooms while others do not. The discussion centered upon appropriate and inappropriate use, assignment versus self-choice, and reasons for their use.

David believes that nicknames can be considered a valuable tool in an ESL class.

They allow students to develop a second personality or character, which they can use to express themselves in ways they might not feel comfortable doing ordinarily. Cultures use names in different ways and the use of given names and surnames in English is different from that of many other cultures. Part of learning English is the knowledge of the proper use of names in various contexts.

The second presentation was by Peter Edwards, titled, "Writing as Organized Thinking". Responding from his personal experience as a teacher of composition, Peter presented a method for creating thesis statements for traditional 5-paragraph essays. The thesis statement can guide an essay along a path of analysis and insight; without direction the essays of many students tend to make one simple value judgement and repeat it over and over. Often the only interesting ideas appear in the last paragraph and never develop into true analysis. Creating a strong thesis statement can be the first step toward making an essay more enjoyable to write as well as to read.

Peter gave us a four-step process that was unique and immediately useful to both writers and teachers. Starting with the choice of a specific subject of interest to the student (for instance: dog soup), the student then adds a specific feature to that subject by adding a strong verb and an object (promotes health). The student then makes a question of his statement by adding how or why (How does dog soup promote health?). The writer then answers that question and writes the statement in compound sentence form, using the words because or although (Because protein builds muscle, dog soup promotes health.). The verbs be and have are not to be used, since there is no action designated by them. From this blueprint students can more easily outline their composition and move through the stages of writing.

Taejon

Mike Roach

The Mnarch mneeting of the Taejon chapter of KOTESOL was quite memorable indeed. Our key note speaker of the day was Ronald Gray of Taejon University who spoke on the use of mnemonics in the classroom.

Mnemonics are formal techniques used for organizing information in a way that makes it more likely to be recalled. The teachers in attendance unanimously agreed that having our students actually remember their lessons was preferable to the alternative so we paid close attention. Gray first gave us a brief history of these techniques and explained that most can be categorized as either naive or technical. Naive mnemonics require no special training and are commonly used strategies such as rhymes, acronyms, acrostics, and repetition. The focus of our discussion, however, was on technical mnemonics which do require some special training.

As a group we then practiced one technique called *loci*. To use this method you begin by imagining a room with which you are familiar. You then you choose symbols to represent things that you want to remember and place those symbols someplace in your imaginary room. Then, when you need to recall that information you simply imagine yourself walking through the room picking up your visual cues.

After discussing how to apply these techniques to the ESL classroom we listened and sang with Cindy Neuman as she presented an "Activity That Works". Her presentation was on using songs in the classroom and she lead us in two very well planned lessons. We learned about holidays celebrated in the United States by using "Calendar Girl" by Neil Sedaka, and then compared and contrasted the city and the country by using the late John Denver's "Country Roads".

On April 18th our meeting was a little out of the ordinary but extremely profitable for those in attendance. Our Swap Shop was an excellent source of ideas for creative lessons. We were also fortunate to hear Benjamin Byongsu Kim and Karen Tinsley-Kim give their presentation on "Negotiation Styles in Korean EFL Administration Environments."

Upcoming events include the bigger-than-big Korea TESOL Drama Festival on May 16th. Six groups from around Korea, of varying age and acting ability are expected to participate. A good time should be had by all. For more information or an application form, contact Kirsten Reitan at 042-869-4698 (office) or 011-458-6467 (cell) or Edith Julie Dandenault 042-583-1553.

Employment advertisement information form

If you are seeking an employee and wish to advertise in *The English Connection* newsletter please supply the following information:

Name of organization:

Position seeking to fill:

Requirements and/or desired qualifications:

Duties:

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

Resume and desired application materials/ deadline: _____

Person to be contacted:

*Please give as much of the above information as possible, but limit the length of your answers to 75 words total.

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

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

TEC 5/98

Have you ever wondered why some students lap up your quirky teaching style while others are turned off by it? Why some students excel when music is used in class, while others are tuning out. Should you cater to the right brain, or the left? What is meant by multiple intelligences? Does the theory have any relevance for your classroom? Here follows a paper submitted by Barry Shea of Harvard Academy, Ilisan. Read on, and find out for yourself...

What's the Buzz?

by
Andrew Todd

Multiple Intelligences

In 1983, Howard Gardner, a psychologist and faculty member in the department of education at Harvard University, published his book *Frames of Mind: The Theory of Multiple Intelligences*, in which he challenges the traditional concept of intelligence. Drawing on a wealth of research from various disciplines and cultures, Gardner maintains that the traditional definition of intelligence is biased in favor of linguistic and logical/mathematical abilities. In fact, according to Gardner, these two abilities represent only a fraction of human potential.

Since its publication, Howard Gardner's theory of multiple intelligences has been changing the face of education. Educators have long known that each student is unique and has unique learning preferences. Gardner has given credence to this knowledge as well as a tangible source for educators to draw on. In the book *In Their Own Way*, Thomas Armstrong (1987) has translated Gardner's multiple intelligences into corresponding personal learning styles. Dr. Armstrong, a learning disabilities specialist, maintains that most students who have been labeled "learning disabled" or "unmotivated" have not been given the opportunity to learn using alternate strategies. There is pressure in the traditional classroom to conform to traditional teaching/learning methods which, in concert with the traditional definition of intelligence, cater to the linguistic and logical/mathematical abilities. While the vast majority of students do indeed learn to conform, or at least to cope, some students get left behind and are unfairly labeled. It is Armstrong's hope that teachers will come to realize that the problem is "dys-teachia", or bad teaching, and not a learning disability on behalf of the student.

Armstrong gave numerous examples of activities which can be used in conjunction with each of the intelligences for teaching various elementary school subjects. Unfortunately, neither foreign language nor ESL edu-

cation was treated in his book. Nevertheless, his assertion that activities which cater to all of the intelligences will reach the maximum number of students as well as reach each student in more ways than one is applicable to both disciplines.

Below is list of the intelligences identified by Gardner, followed by a brief description of each and some possible applications to ESL instruction. As both Gardner and Armstrong have pointed out, one should avoid labeling students as falling into any one particular intelligences.

Linguistic - listening, speaking, reading, writing. Rooted in our linguistic intelligence is a disposition towards word games, jokes, trivia, puns, and tongue twisters. Virtually everything taught in ESL is related to the linguistic intelligence. Important to keep in mind, however, is that some students will be stronger in the listening/speaking skills whereas others will demonstrate a clear preference for reading/writing activities. Lesson plans should cater to all four of the language skills.

Logical/Mathematical - working with numbers and abstract patterns. Persons oriented towards the logical/mathematical intelligence are conceptual thinkers and like logical puzzles, strategy games (chess), and deductive learning. Have students categorize and classify groups of words, take surveys, and complete logical exercises such as "Which word doesn't belong?" help students to discover language rather than just giving the explanation.

Visual-spatial - images, visualizing, drawing. The visual-spatial intelligence drives people who like mazes, jigsaw puzzles, art activities, graphs, maps, movies, pictures, etc. Use lots of big, colorful pictures in instruction. Have students draw and label pictures of things they are learning. Have students make displays, exhibits, and posters. Show movies, videos, and slides.

Musical - rhythm, melody, patterned sound, songs. People who are strongly influenced

by the musical intelligence like to sing, hum, whistle, keep time to music, play instruments, and listen to music often. Teach students songs and chants related to the topic they are learning. Have students make up songs using well-known melodies as an aid to memory. Consider implementing some of the techniques

of Suggestopedia (founded by Georgi Lozanov) into classroom instruction.

Body/Kinesthetic - information processing through touch, movement, dramatics. People with a high degree of bodily/kinesthetic intelligence have difficulty sitting still. They twitch, tap, and fidget. They like competitive sports and usually practice a handicraft. Engage students in role plays and short dramas. Use physical objects that students can touch and hold such as letters made of wood or felt boards. Use physical activities.

Interpersonal - sharing, cooperating, teaching, relating. People with a lot of interpersonal intelligence are comfortable around other people. They have lots of friends, are 'street smart', and demonstrate a high degree of empathy. Engage your students in group and pair work. Develop group projects for students to work on. Have students help each other.

Intrapersonal - self-paced instruction, individualized work. People with a strong intrapersonal intelligence are self-confident, intrinsically motivated, and opinionated. They pursue personal interests and hobbies and prefer to work alone. Give students the opportunity to pursue independent study projects. Provide quiet time for students to absorb material at their own pace. Set up and maintain a classroom library and provide students with the time to pursue independent reading assignments.

The lesson plan that incorporates activities from each of these intelligences will be rich in variety as well as academically sound. Moreover, the more diverse and engaging the activities, the more motivated your students will be and the greater the chances of learning taking place.

References

- Armstrong, T. (1987). *In Their Own Way*. G. P. Putnam's Sons.
Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice, A Reader*. HarperCollins Publishers, Inc.

Our featured members for this month are both teaching at universities in Pusan. One has been in Korea the longest of any foreign teacher I have met here. We probably owe him a lot thanks for being a trailblazing English teacher here and for all his work for the English teaching organizations of Korea.

So here he is! Our first featured member, who has been living and teaching in Korea for the past 10 years. He has been a member of KOTESOL since its beginnings and belonged to two of KOTESOL's predecessor organizations. I'm pleased to present Michael Duffy from Dong-A university in Pusan.

He came to Korea in 1988 and taught at the Korea Maritime University in Pusan. In 1990 he went to Dong-A University in Pusan, where he has been teaching since.

As a frequent contributor to the Pusan publication *The Expatriate* he keeps Pusan expats up-to-date on the local cultural goings on, such as the Pusan International Film Festival, and concerts. He also shares his knowledge of the local Tea Houses, one of his favorite hang outs. Last year he wrote two articles on the history of the Korean language, which were published in the Korean Times.

The experience of learning a foreign language has given him some first hand insights into some of the difficulties a learner encounters. This has enabled him to have greater sensitivity to the real experiences of his students. One of his future goals is to do a presentation of the various problems of being a learner of a foreign language from the point of view of the average learner.

He has seen many changes in Korea over his long stay. A lot of "westernization" has occurred since then. McDonald's, Pizza Hut, and Subway restaurants were non existent in '88. There were few foreign English teachers back then, though he feels teachers were more respected than now. The not uncommon feeling of isolation, for many foreign teachers, gains a new perspective when he recalls "being here for 3 months before seeing another foreigner".

He remembers being "overwhelmed by the set-up". English texts were hard to come by. Classes often had more than 60 students of a wide range of abilities. Advanced classes had students who couldn't speak a word of English. Sometimes he'd come to class and there

Name that Member

edited by
Darlene Heiman

were no students and no one would tell him why. Grading was also a problem, as a "C" was considered a devastating mark.

At that time the students were very militant. Lots of classes were cancelled due to sit-ins, boycotts, and strikes. During his first term teaching the students went on strike after mid term exams, and it was the day after Christmas before they agreed to do their finals.

His worst experience was when a mob of demonstrating students yelled "Yankee go home!" at him. With his dry British wit he says, "I didn't know what was worse-being yelled at or being called a "Yankee"."

If you want to hear more of his very interesting stories, from his early years here, you might catch Michael at one of the races or marathons held around Korea. Every autumn you'll find him swimming and running in O'Kims Tin Man Duathlon at Hyundai Beach in Pusan. His other hobbies include hiking, and drinking *tongtongju*.

Now, here's our next profiled member!

1. Where are you from? Where did you go to school? What did you study?

I hail from small-town Salmon Arm, British Columbia (Canada). I went to the University of Victoria (Canada) from 1989 to 1993 and received a B.A., double-majoring in English and German. Thereafter, I went to Glasgow University (Scotland) for one year (1994-5) and completed a M.Phil. in Historical Linguistics in the English Language Department. Since then, I have also completed a TEFL Diploma.

2. Where are you teaching and living now? How long have you been in Korea?

I began teaching at Pusan University of For-

eign Studies (Pusan) in March 1996 and am still teaching there.

3. What is your teaching philosophy?

I believe language learning is best facilitated in the much-touted "caring-sharing" classroom, wherein tasks are personalised. Learning some Korean, among other languages, has helped me empathise with students' difficulties and establish a kind of (fraternal) rapport with them. I am particularly fond of devising communicative games for language-learning and have a penchant for all things phonological.

4. What are your future goals?

Educational upgrading is a given, but I'm uncertain what form it will take: perhaps another diploma or master's degree or even Ph.D. IMF times notwithstanding, I'm reasonably certain I'll remain in Korea for some time yet. Someday, however, I think I will have had enough of the expat lifestyle and will return to Canada, hopefully to teach ESL once again, and build that dream log cabin in the woods.

5. Could you tell me about your hobbies and interests?

I like horses, educated country hicks, hands-on (cut and paste) newspaper work and reading tomes on word origins (etymologies). When my nose isn't in a book, I'm out riding my motorcycle (in Korea) or my bicycle on trips abroad. I have toured Germany, New Zealand, and most of Canada by bicycle. The next big bike trip will likely be up the Oregon Coast, United States, this summer.

6. Please tell me about your involvement in KOTESOL.

I've been a member of Kotesol for the last two years. Last September I was volunteered as the Pusan Tesol chapter's "activity coordinator". I also edit the Techniques column for TEC, and am active in the soon-to-be-renamed Kotesol Roving Workshop.

NAME THAT MEMBER! Terri-Jo Everest!

That's it for this month. Remember I really want your suggestions and if you don't hear from me sometime soon send in your suggestions by e-mail to me at <mdheiman@hotmail.com>.

Pimil means secret in Korean so, in essence, you could call this the "Secret Game" but I have found that students (Ss) really like the above title more. I teach at Pusan University of Foreign Studies and, as at all universities, there are cultural biases to overcome before students will work together as a unit: sharing a secret helps students do just that. Somehow, differences in age, gender, and overall maturity must be set aside in order to work on learning in general. The males have usually just returned from two to three years in the military and thus are older and more mature than the female students. The females act demure with a male partner and refuse to speak out even if they know the answer. I use the *Pimil* Game (BG), therefore, to break the ice and, too, bring all students to the same level of communication.

I usually preempt this game with a general "Find Someone Who..." game to introduce them to the basic style they will use during the BG. After playing the "Find..." game, Ss write down a secret about themselves that no one in the class knows. Stress that the secret should be OK to share with the class (top secrets): for example, death of a family member might be taboo. In addition, warn Ss not to tell anyone their *pimil* before the game.

Usually most Ss have trouble thinking of secrets, so I write a list of ideas on the board to assist them. (See sample game below for ideas). Tell Ss not to talk to each other while writing. I check all students' secrets for appropriateness, viability and duplications. If someone

Techniques

edited by
Terri-Jo Everest

The *Pimil* Game

by *Dusty Robertson*

shows me a secret which has already been used, he/she must write another. Students with particular difficulties can be helped after class: suggesting a favorite movie, star, flower, or color usually works. IMPORTANT: tell Ss to remember their secrets.

I discuss the target language the day I collect secrets and again on game day. Then, for the next class, I prepare a form (See example) with the target language noted after the secret AND on the bottom

of the page. In class, Ss push their chairs against the wall and form a large circle in the room's center, where they stand and circulate, asking/ looking for the secrets' owners.

Ss pair up and go down the list asking questions until they find their partner's secret; then they move on to the next single person they see. If there are an odd number of Ss, the teacher must play as well. The teacher should circulate to help Ss with the right question forms and help deter cheating and speaking Korean.

It usually takes 40 Ss about one or more hours but it is best to stop the game when most Ss are almost finished. Ss take seats and we usually go through the secrets one by one, if time, and do some follow-up discussion. In an advanced class, Ss can ask each other individual follow-up questions.

I usually ask Ss for a class evaluation at the end of the semester and students inevitably say the BG was their favorite activity.

Editor's note: You might want to add a generic secret or two: you can give them to new students with no secrets, use one for yourself, or keep brighter students occupied looking for a secret with no owner! Dusty told me about the BG 2 years ago; I put off trying it for a while because I thought it would be too much work. It's not: once you've set up a template on computer, prep time is minimal and well worth the effort.

Ms. Dusty Robertson was a professor at Keimyung University in Taegu for three years and is now in her third year at Pusan University of Foreign Studies. She also taught at Min Byoung Chul Institute in Taegu.

Sample Portion of a *Pimil* Game

My favorite move is E.T. _____ Is your...
I really like watching baseball games. _____ Do you...
I have a big spot on my foot. _____ Do you...
I used to smoke but I quit. _____ Did you...
I am going to Australia in the summer. _____ Will you...
My sister lives in England. _____ Does your...
I really like to read the Bible. _____ Do you...

Excuse me. May I ask	Yes, I like....
you a question?	
Do you...?	Yes, my hobby is....
Is your favorite...?	Yes, that's my secret.
Have you...?	No, that's not my secret.
Excuse me, but I didn't.	No, I don't.
understand you	
Could you speak more	Yes, I like..., but that's not
slowly please?	my secret.

For those of us who have not studied Teaching English extensively, this book is an ideal introduction and overview to the various teaching methodologies being discussed today. Part of the "Teaching Techniques in English as a Second Language" series by OUP, this book was written for both practicing- and student-teachers seeking practical information and suggestions for making the classroom work. Larsen-Freeman makes clear early in the reading that the purpose of the book is to aid teachers in analyzing and selecting methods and techniques most appropriate for their own situations. Her presentation is fairly balanced among the eight methods included in the book.

The book is divided into nine chapters (plus a short epilogue) discussing eight major TESL/FL methods: Grammar-Translation Method, Direct Method, Audio-Lingual Method, Silent Way, Suggestopedia, Community Language Learning, Total Physical Response Method, and Communicative Approach. The author states that these eight were selected "because they are all practiced today" (p. 1). Unfortunately, the Natural Approach is noticeable in its absence: instead it is buried under the classification of "comprehension approaches," and Total Physical Response was selected as representative of that classification. I would argue that Krashen and Terrell's approach deserves more than the one paragraph mentioning that it is similar in many ways to the Direct Method.

Book Reviews

***Techniques and Principles in Language Teaching.* Diane Larsen-Freeman. Oxford University Press. 1986. Pp. xv + 142.**

reviewed by Robert J. Dickey

Larsen-Freeman is a well-recognized teacher of teachers, and this text reflects her evident desire to enable teachers to comprehend and make use of the various concepts circulating in the TESL/FL community. Her style of presentation is quite reader-friendly. Each of the eight method chapters begins with a short introduction, but quickly jumps into an idealized classroom where we observe the method through the eyes of an invisible visitor to a class. While clearly not all elements of any given method can be presented in this model class account, it does give a very "hands-on" feel for what happens in a classroom under the framework of that particular method.

Each classroom episode is followed by a section, "Thinking about the Experience," where observations of the class are matched with principles of the method. These principles are then reviewed against

ten standard questions: (1) What are the goals of teachers who use this method? (2) What is the role of the teacher? What is the role of the students? (3) What are some characteristics of the teaching/learning process? (4) What is the nature of student-teacher interaction? What is the nature of student-student interaction? (5) How are the feelings of the students dealt with? (6) How is language viewed? How is culture viewed? (7) What areas of language are emphasized? What language skills are emphasized? (8) What is the role of the students' native language? (9) How is evaluation accomplished? (10) How does the teacher respond to student errors?

Each chapter ends with a review of the techniques utilized in the method, and reflective questions for the reader, followed by suggestions for further reading. I would like to see a table with the ten standard questions, comparing the responses for the eight methods. I suspect that for the many BATESL/MATESL and TESL-Certificate students using this book as a coursebook, such tables are common study aids.

THE REVIEWER:

Robert Dickey has taught in Korea for the past 3 1/2 years, and is presently a member of the Faculty of Liberal Arts at Miryang National University. He is Secretary for KOTESOL

Chapter Reports: Pusan

Shelby Largay

Everyone here is gearing up for the Pusan Chapter conference, which will be held at Pusan National University on May 9th. Last year was the first time the Pusan chapter held a conference, and this year's conference is promising to be even bigger and better. We have more than 36 presenters who will be speaking on a variety of topics such as team teaching, cross-cultural understanding, using drama and music in the classroom, teacher development, and much more. The plenary speakers will be David Paul, who is coming in from Japan, and Ahn Jung-Hun from Pusan National University.

In addition to the conference, we've been busy with regular chapter activities. At the February meeting, Jon Marshall gave us some practical tips for dealing with classroom discipline problems. For those of us who have had disruptive students and haven't really known how to deal with them, this was a very informative and encouraging presentation.

March's speakers was Professor Lee Ho-young from Pukyong University. He gave a very interesting and practical presentation on pronunciation problems that Korean students have. We all know there are certain sounds that are rather difficult for Koreans to pronounce, and Professor Lee gave us

insight into why students have these problems and how we can help them using systematic ear training.

Our next chapter meeting will be on April 25th at ESS in Nampodong. Kirsten Reitan, President of the Taejon chapter and Chair of the 1998 KOTESOL National Conference Committee, will be the guest presenter. She will be presenting "The Talk Show Approach," an Oprah-esque interactive activity she has used in her classes at KAIST.

One final reminder - the deadline for preregistration for the Pusan Chapter conference is May 2nd. The registration fee for members is 7,000 won (10,000 won on site). For further information, contact Cho Sookeun, President, or Shelby Largay, Secretary. We hope to see everyone there.

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!

Calendar

edited by
Robert J. Dickey

CONFERENCES

May 9 '98 KOTESOL-Pusan "English Across Cultures: Its Ever-changing Role in the Asian Context" Pusan National University Find information within this TEC Info: Cho Sook Eun (Tel) 051-502-7849 (Email) <se1101@chollan.net> (ed. note – these are #1, not "L") (Web) <<http://pusanweb.com/Info/Orgs/kotesol.htm>>

May 16 '98 KOTESOL Spring Drama Festival. Hannam University 2pm, Building 4. Students from throughout Korea get up on the stage and showcase their English language activities. Info: Edith Dandenault (Tel) 042-583-1553

May 17 '98 JALT-Fukuoka KOTESOL-Vetted Speaker - Rodney Tyson: "Academic Writing and the Process Approach" Aso Foreign Language Travel College Hakata-eki-minami 2-12-24, Hakata-ku, Fukuoka city Info: Kevin O'Leary (Tel) +81-0942-22-2221 (Fax) +81-0942-31-0372 (Email) <ogs@kurume.ktam.or.jp> (Web) map available at <<http://www.kyushu.com/jalt/fukuokaJALTmap.html>>

May 20-23 '98 Trends in Second Language Teaching and Learning International Congress Carleton University Ottawa, Canada

May 30, '98 Youngnam English Teachers Assn (formerly PETA) "Searching for Better Classroom Activities" Pusan Shilla Univ (formerly Pusan Women's Univ) begins at 2pm

Jun 13-14 '98 IATEFL Teacher Trainer SIG Event Seto, near Nagoya, Japan Theme: Action Research Weekend Retreat

Jun 16-19 '98 3rd International Conference on Information-Theoretic Approaches to Logic, Language, and Computation Hsi-tou, Taiwan (Web) <<http://www.phil.ccu.edu.tw/~italc98/home.html>>

Jun 24-27 '98 Sainte-Foy, Canada 4th International Conference of the Association for Language Awareness Info: Joyce M. Angio (Email) <JMANGIO@CEGEP-STE-FOY.QC.CA> (Web) <<http://www.cegep-ste-foy.qc.ca/~ala98/index1.html>>

Jun 27 '98 Korea Association of Teachers of English (KATE) "Curriculum and English Education". Hanyang University, Seoul. The conference will focus on the 7th national curriculums for elementary and secondary schools, which are characterized by English curriculums for varying steps and levels.

July 13-17 '98 WORLDCALL - Inaugural World Conference on Computer Aided Language Learning Univ. of Melbourne, Australia "CALL to Creativity" This reflects the organisers' desire to provide a forum for discussion of some of the pressing educational, social and political issues associated with the development of CALL. Objective: To promote and develop national and international networks for CALL research and practice. Prof. Ben Shneiderman, world expert in human-computer interface design, will be a Keynote Speaker. Info: Fauth Royale, P.O. box 895, North

Sydney NSW 2060. (Tel) +61 2 9954 4544 (Fax) +61 2 9954 4964 (Email) <fauroy@ozemail.com.au> (Web) <<http://www.arts.unimelb.edu.au/~hlc/worldcall.html>>

Jul 26 '98 (Sun) Joint Summit on English Phonetics The Phonetic Society of Korea & the English Phonetic Society of Japan Aichi Gakuin Univ, Nagoya, Japan. The official language of the summit is English. (Tel/Fax) +81-561-84-8518 (Email) <masakits@dpc.aichi-gakuin.ac.jp>

Jul 25-26 '98 Thai Tesol Literature SIG Conference "Literature Pathways To Language Learning III" Assumption University (ABAC), Bangkok, Thailand Info: Dr Stephen Conlon, Director English Language Center Assumption University Ramkhamhaeng 24 Road Huamark, Bangkok 10240, Thailand (Fax): +662 318 7159 (Email) <artasp@au.ac.th> (Web) <<http://elc.au.edu>>

Aug 17-19 '98 KOSETA (Secondary Teachers) Grand Summer Workshop Sunmoon University (Ashan Campus, Chungnam Prov.) Info: Won-shik Kim (Tel) 0415-63-3202

Aug 29-30 '98 Thai Tesol Research SIG Conference "Research Ways and Means: Teacher Participation In Research Activities" Assumption University (ABAC), Bangkok, Thailand Info: Dr Stephen Conlon, Director English Language Center Assumption University Ramkhamhaeng 24 Road Huamark, Bangkok 10240, Thailand (Fax) +662 318 7159 (Email) <artasp@au.ac.th> (Web) <<http://elc.au.edu>>

Sep 11-13 '98 Japan Association of College English Teachers (JACET) "English Education in the Global Community" Tokyo (Fax) +81-3-3268-9695

Oct 8-11 '98 JALT Annual Conference HAS CHANGED TO NOV 20-23 !!!

Oct 17-18 '98 KOTESOL Annual Conference "Advancing Our Profession: Perspectives on Teacher Development and Education". Seoul; Find information within this TEC.

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

Nov 6-8 '98 USC Workshop on Syntax of East Asian Languages This workshop is an attempt to intergrate the diachronic and synchronic study of Chinese, Japanese and Korean syntax, concentrating on the issues of the structures and interpretations of nominal expressions and the syntax and morphology of function words. (Email) <hoji@usc.edu> <nkim@usc.edu> <audreyli@usc.edu>

Nov 13-15 '98 ETA-ROC (Taiwan) 7th International Symposium and Book Fair "English(es) for the 21st Century" National Taiwan Normal University, Taipei, Taiwan. Info: Prof. Yiu-nam Leung (Email) <ynleung@FL.nthu.edu.tw> or Prof. Johanna E. Katchen (Email) <katchen@FL.nthu.edu.tw> Dept. of Foreign Languages & Literature, National Tsing Hua University, Hsinchu 30043, Taiwan ROC. (Fax) +886-3-5718977

NEW DATE!! Nov 20-23 '98 (Fri-Mon) "Focus on the Classroom: Interpretations" JALT 98, the 24th Annual JALT International

Conference on Language Teaching and Learning and Educational Materials Exposition Sonic City, Omiya, Japan The venue is less than one hour by train from Tokyo Station. World-class speakers include Mark Clarke of the University of Colorado; Kei Imai of Daito Bunka University; Michael McCarthy of the University of Nottingham; Tim McNamara of the University of Melbourne; David Little of the Centre for Language and Communication at Trinity College, Dublin, Ireland; and Leni Dam, teacher trainer at the Royal Danish Institute of Educational Studies.

CALLS FOR PAPERS

due date unknown Jul 25-26 '98 Thai Tesol Literature SIG Conference "Literature Pathways To Language Learning III" Assumption University (ABAC), Bangkok, Thailand Proposals are invited for papers, presentations and workshops (see next for details)

due date unknown Aug 29-30 '98 Research SIG Conference "Research Ways and Means: Teacher Participation In Research Activities" Assumption University (ABAC), Bangkok, Thailand Proposals are invited for papers, presentations and workshops Send the following details for each proposal submitted: * 2 copies of an abstract of 100-150 words * a passport size photograph * a 100-word biographical statement Info: Dr Stephen Conlon, Director English Language Center Assumption University Ramkhamhaeng 24 Road Huamark, Bangkok 10240, Thailand (Fax): +662 318 7159 (Email) <artasp@au.ac.th> (Web) <http://elc.au.edu>

due May 15 '98 Oct 17-18 '98 KOTESOL "Advancing Our Profession: Perspectives on Teacher Development and Education" Seoul Call for papers inside this TEC. Info: Kirsten Reitan (Tel-off.) 042-869-4698 (Tel-home) 042-869-4914 (Fax) 042-869-4610 (Email) <reitankb@sorak.kaist.ac.kr>

due May 15 '98 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. Info: Dr Basil Wijayasuria, Faculty of Language Studies,, UKM, Bangi 43600, Selangor, Malaysia. (Email) voisasia@pkisc.cc.ukm.my or, Nooreiny Maarof, Faculty of Language Studies, UKM, Bangi 43600, Selangor, Malaysia. (Email) <noreiny@pkisc.cc.ukm.my>

due Jun 1 '98 Nov 6-8 '98 USC Workshop on Syntax of East Asian Languages This workshop is an attempt to intergrate the diachronic and synchronic study of Chinese, Japanese and Korean syntax, concentrating on the issues of the structures and interpretations of nominal expressions and the syntax and morphology of function words. We invite the submission of abstracts. Each presentation will be 40 minutes, followed by 15 minutes of discussion. It is planned that the proceedings of the Workshop will be published. Please send one copy of your abstract with your name and affiliation, plus five anonymous copies. Abstracts should be limited to two pages with the font size not smaller than 11. We cannot accept abstracts sent by email or fax. The presenters at the workshop will be partially subsidized for travel and accommodation. All submissions should be sent via post to: USC Workshop Organizing Committee Department of East Asian Languages and Cultures Univ. of Southern California Los Angeles, CA 90089-0357 U.S.A.

due Jun 15 '98 Nov 13-15 '98 ETA-ROC (Taiwan) "English(es) for the 21st Century" National Taiwan Normal University, Taipei, Tai-

wan. Info: Prof. Yiu-nam Leung (Email) <ynleung@FL.nthu.edu.tw> or Prof. Johanna E. Katchen (Email) <katchen@FL.nthu.edu.tw> Dept. of Foreign Languages & Literature, National Tsing Hua University, Hsinchu 30043, Taiwan ROC. (Fax) +886-3-5718977

due Jul 15 '98 Nov 24-26 '98 English in SEAsia: ASEAN Perspectives Universiti Brunei Darussalam aim: to bring together participants interested not only in research and theoretical aspects of the English language but also in its use in communities in a range of contexts. Presentations at the conference will cover the following topic areas as they relate to Southeast Asia: Literacy, the Media, Language, CALL, ELT, the Internet, Languages in contact, Business Abstracts of no more than 200 words and a 50 word biodata should be sent to reach the address below no later than 15 July, 1998. Abstracts may be sent as hard copy or by email. Info: Gary Jones, Department of English Language & Applied Linguistics, Universiti Brunei Darussalam, Bandar Seri Begawan 2028, Negara Brunei Darussalam. (Fax) +673-2-421528 (Email) <gmjones@ubd.edu.bn>

due Aug 1 '98 Jan 21-23 '99 ThaiTESOL International Conference "Towards the New Millennium: Trends and Techniques" Ambassador Hotel, Bangkok, Thailand Info: Suchada Nimmanit (Tel/Fax) +(66-2) 218 6027. (Email) <flngsnm@chulkn.car.chula.ac.th>

EMPLOYMENT OPPORTUNITIES

Yonsei University, Seoul will have positions available beginning Sept. 1, 1998 in the Division of General Education to teach required courses in Communicative English with an emphasis on writing, and additional work on public speaking in four sections (12 credits/12-14 class hours per week) plus office hours and staff meetings. An MA is required. Monthly compensation from 1.8 to 2.2 million won depending on qualifications, housing; some rent and visa sponsorship are provided. Health insurance is available.

Send inquiries to Dr. Dwight Strawn, English Department, Yonsei University, Seoul 120-749, South Korea, or by email to: <djstrawn@shinbiro.com>

Temple University Korea (Corporate Education Program CEP) is looking for one or two part time teachers starting in mid May. There will be a one week training session in December for successful applicants. The salary is very competitive and paid in dollars. Successful applicants must have: a MA in TESL or related field, and 3 years teaching experience. Applicants are preferred to have: experience in business, a positive attitude, the ability to follow a set syllabus without direct supervision.

Send all resumes to Bruce Whistler, Korea Coordinator Temple University Japan, Corporate Education Program 2-8-12 Minami Azabu Minato-ku, Tokyo 106 Tel: (81) 3-5441-9810 Fax: (81) 3-5441-9822 E-mail: <whistler@tuj.ac.jp>

SUBMISSIONS

Robert J. Dickey Miryang National Univ., Miryang, Kyungnam 627-130 (Tel/Fax) 0527-50-5429 (e-mail) <rjdickey@soback.komet.nm.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 (W) 042-629-7336 (F) 042-623-8472 (H) 042-634-9235 (email) <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 (W) 0416-50-1741 (H) 0416-856-3563 (email) <woosd@kongjuw2.kongju-e.ac.kr>

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

Yeom Ji-sook, Treasurer 101-1004 Dae-a APT 209-3 Sadang 3-dong Dongjak-ku Seoul 156-093 (F) 02-599-3884 (H) 02-599-3884 (email) <jsyeom@interpia.net>

Robert Dickey, Secretary Miryang National University English Department 1025-1 Nae 2-dong Miryang-si Kyungnam 627-130 (W&F) 0527-50-5429 (H) 0527-52-1962 (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 (W) 02-880-7674 (F) 02-536-7542 (H) 02-533-5217 (email) <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 (email) <jrkim@knuacc-sun.knue.ac.kr>

Kirsten Reitan, 1998 Conference Chair KAIST, School of Humanities 373-1 Kusong-dong Yusong-ku Taejon 305-701 (W) 042-869-4698 (F) 042-869-4610 (H) 042-869-4914 (email) <reitanbk@sorak.kaist.ac.kr>

Greg Wilson, Search Committee Chair Hyundai Foreign Language Institute 9-26 Sanho 1-dong Habpo-ku Masan-si 631-481 (W) 0551-41-9233 (F) 0551-75-0179 (H) 0551-64-4047 (e-mail) <greg@well.com>

Thomas Duvernay, Internet Coordinator Dongkuk University 303-904 Chungwoo Town APT Hwangsung-dong Kyongju-si Kyongbuk 780-130 (W) 0561-770-2132 (F) 0561-

773-2454 (H) 0561-771-2291 (email) <chungho@soback.kornet.nm.kr>

Thomas Farrell, Journal Editor (email) <farrellt@nievax.nie.ac.sg>

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

Tony Joo, General Manager/Commercial Member Liaison 31-23 Sambu APT Taepyeong-dong Chung-ku Taejon 301-151 (W) 042-222-6677 (F) 042-527-1146 (H) 042-522-9769 (email) <kotesol@chollian.net>

CHAPTER OFFICERS SEOUL

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

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

Troy Blappert, Treasurer (H) 02-793-8911 (email) <troy@uriel.net>

Unju Blappert, Membership Coordinator same as Troy Blappert above

Gavin Farrell, Workshop Coordinator (H) 0345-86-0804 (email) <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 23-1 Sajik 1-dong Dongnae-ku Pusan 607-121 (W) 051-502-0398 (P) 012-591-1325 (email) <se1101@chollian.net>

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, (email) <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 (email) <jeannb@nownuri.net>

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

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

CHOLLA

Kim Jin-Woo, President Korea High School 105-1301 Sam Ik Apt. Ochi-dong Puk-gu Kwangju 500-130 (H) 062 265-5162 (W) 062 571-8190~1 (F) 062 573 0447

Park Hee Jung, First Vice President

Kim Choonkyong, Second Vice President Chonnam National University, Language Education Center 300 Yongbong Puk-ku Kwangju 500-757 (email) <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 (W) 0652 81-7198 (F) 0652 227-0364 (H) 0652 223 8002 (email) <phillips@chunbuknms.chonbuk.ac.kr>

TAEGU

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

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

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

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

TAEJON

Kirsten Reitan, President (see information at left)

Carolyn Aufderhaar, Vice President FLEC, Hannam University 133 Ojung-dong Taedok-ku Taejon 300-791 (W) 042-629-7387

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

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

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

CHEJU

Hyun Sung-hwan, President Namju High School 138-2 Donghong-dong Sogwip'o-si Cheju Do 697-070 (H) 064-32-9507 (W) 064-33-4513 (email) <h648h@chollian.net>

William M. Tweedie, Vice-president (South Cheju)

Daniel Friedlander, Vice-president (North Cheju)

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

CentralOffice

KOTESOL has its own 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

(e-mail) kotesol@chollian.net



Constitution & Bylaws of Korea TESOL

Constitution (Adopted April 1993 Amended October 1996, March 1998)

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

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

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

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

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

2. The Council shall consist of the officers, the immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer, as well as the KOTESOL General Manager. 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 Amended March 1998)

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 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.

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. 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.

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

V. Committees 1. There shall be a National Program committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

2. There shall be a Publication Committee responsible for dissemination of information via all official publication.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term the 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 염지숙씨 or KOTESOL at Seoul Bank (서울은행) account number 24701-1350101. In order to insure that your application is properly processed either include your name on the bank transfer slip or send a photocopy of the bank transfer slip with this application.

First name: _____ Last name: _____

Chapter: _____ (Seoul, Taejon, Taegu, Cholla, Pusan, Cheju, 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 % KOTESOL Central Office P.O. Box 391-SeoTaejon 301-600
 (Tel) 042-255-1095 (Fax) 042-255-1096 (e-mail) <kotesol@chollian.net>.



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>*



The 1998 Korea TESOL Conference Call for Papers

October 17-18, 1998 Seoul, South Korea

Advancing Our Profession: Perspectives on Teacher Development and Education

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 발표가능)

- * 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 Reitan c/o 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>**

