

The Newsletter of Korea Teachers of English to Speakers of Other Languages Sept., 1998, Vol. 2 No. 5

KOTESOL

How to see: The challenges of integrating teaching and research in your own classroom

Donald Freeman (A Featured Speaker at the next KOTESOL Conference!!)

SEEING FOR YOURSELF

In the 1930's, anthropologist Franz Boas argued that his contemporaries had gotten the process of studying other cultures backwards. Boas argued that an anthropologist could not understand a group of people, a community, or indeed an entire culture, only by looking from the outside in. He wrote: "If it is our serious purpose to understand the thoughts of a people, the whole analysis of experience must be based on their concepts, not ours." (1943, p. 314) Nowhere is this statement more

-continued inside on page 6

Also in this issue

Ay Mamacita!!: "Piropos" as Gender Roles in Context ... **10**
Mariana Achugar

A Conversation with Master Teacher Educator, Donald Freeman ... **15-16**
Jeanne E. Martinelli

KOTESOL Conference '98 Pull-out Section ... **17-20**

The Copycat Artist ... **28**
Douglas Paul Margolis

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



Full Page Ad

The English The Connection

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

CONTENTS

September 1998
Volume Two
Issue Five

Feature

How to See: the Challenges of Integrating Teaching and Research in Your Own Classroom ... **cover and 6, 7**

Donald Freeman

Articles

A Conversation with Master Teacher Educator, Donald Freeman, on Teacher Education ... **15, 16**

Jeanne E. Martinelli, KoTESOL National Second Vice President

Conference '98 Pull-out Section ... **19-22**

-List of Presenters

-Map of Kyung Hee University

-Accommodation Information

-Accommodation Map

JALT Conference '98... **32**

Columns

President's Message *A Summer Reflection* . . . **5**

Culture Corner *Ay Mamacita!!: "Piropos" as Gender Roles in Context*... **10**

Name That Member ... **11**

Techniques *The Copycat Artist* ... **13**

What's the Buzz? *World Englishes* ... **14**

Conference Column *Advancing Our Profession: Conference '98* ... **18**

Pan Asia *Looking Forward, By Looking Back PAC I The BBC Interview* ... **27-28**

Chapter Reports

Seoul, Taegu ... **29**

FYI

Korea TESOL Elections ... **24**

Calendar . . . **30-31**

Who's Where in KOTESOL ... **34-35**

Conference '98 Preregistration forms ... **37-38**

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@knuecc-sun.knue.ac.kr

Section editors:

Robert J. Dickey (Feature Article), Hanmaeum Apt. 103-202, Gyo-dong, Miryang, Kyungnam 627-120 Email <rjdickey@soback.komet21.net>

Carl Dusthimer (Chapter Reports) (e-mail) <dustman@eve.hannam.ac.kr>

Gerry Lassche (Editor-at-large) c/o HRD Team LG Chemical 70-1 Hwachi-dong, Yosu, Chunranam-do 555 050 (W) 0662 680 1542 (F) 0662 680 6012 (C) 019 616 9966 (e-mail) <baccachew@hotmail.com>

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), Seoul National university, Language research Institute, 56-1 Shinrim 9-dong, kwanak-gu, Seoul, 151-742 (W) 02-880-8575 (F) 02-871-6907 (H) 02-518-8879 (e-mail) jeannerh@hotmail.com

Darlene Heiman (Name That Member!) Institute of Foreign Language Education, Inje University, 607 Obong-dong, Kimhae City, Kyungnam, 621-749 0525-20-3564 (P) 012-1066-4954 (e-mail) <mdheiman@hotmail.com>

Jane Hoelker (Pan-Asia) Pusan National University, San 30 Jangjeon-dong, Pusan 609-735 (W) 051-510-2650 (F) 051-582-3869 (e-mail) <hoelker@hyowon.cc.pusan.ac.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 Kyongbuk 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 (F) 042-527-1146 (e-mail) tonyhj@chollian.net

production coordinaor **Robert Dickey**

typeset by **Stephanie Downey** Changshin College, Masan, Kyungnam

printed by **Seo-Jin Printing** 9-61 Joong-dong Dong-gu Taejon



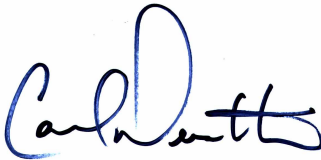
The English Connection, published six times a year, bimonthly, is the official newsletter of Korea Teachers of English to Speakers of Other Languages (KOTESOL) (a membership organization) and is distributed free of charge as a service to the members of KOTESOL.

Advertising is arranged through Tony Joo at; Sambu 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.

A Summer Reflection



President's
Message by
Carl Dusthimer

I have been very fortunate over the past few years to have been given the opportunity to do teacher training at the Taejon Teacher Training Center. I have met some very dedicated and motivated teachers there. This past summer was no exception. I was amazed to see their in class enthusiasm so high for the entire duration of the training session. They were in class from six to eight hours, five to six days a week for around four weeks, and didn't seem to miss a beat. I guess this rubbed off on the other native speaker teachers and myself, as our enthusiasm (and level of enjoyment) seemed to increase as time went on.

I was able to take some time to discuss with them their classroom environments, the materials they employed, and the constraints they felt they were under, such as class size, the reality of teaching for the never ending exams etc.. And though they did feel a lack of freedom, they were all eager to explore ways to improve the learning experience of their students by incorporating new approaches, or elements thereof, in their classrooms.

This led to some discussion about reflective teaching and forming groups to take a closer look at one another's teaching. I have been a staunch advocate of active reflection on one's, and others', teaching styles since John Fanselow gave presentations on reflective teaching during the pre-national conference tour in 1996 and since I was involved in the periphery of some work Thomas Farrell did in the same area around that time. Thus the idea arose to form a group to do just this, which is, in itself, a big step forward.

I remember the first time I invited a colleague to come into my class to observe and do some collaboration on teaching materials. At first, I felt extremely self-conscious of everything I did: where I put my hands, how loud my voice was, my pronunciation, where I was in the classroom etc. (luckily I didn't do what baseball players are famous for). But before too long, I grew accustomed to his being there and I was able to glean a great deal from his comments. I hope this group will benefit, as I have, by helping each other examine what actually goes on in their classrooms and finding ways to make it better for their students and themselves. I was very pleased to hear that they are applying for a grant from the government to assist them. I was aware that the government had plans for comprehensive reform of the educational system, but it is great to see that assistance and support is available for "grassroots" efforts as well. I hope that KOTESOL will play a bigger and bigger role in assisting teachers at all levels, possibly through SIGs (Special Interest Groups). I guess the group mentioned above is an SIG of sorts. They are a group and they certainly have a special interest. Spread the word.

The 1998 Korea TESOL International Conference

This issue of The English Connection is largely dedicated to the upcoming national conference to be held at Kyunghee University in Seoul, October 17-18. As per usual for our annual conferences, we will be hosting several internationally renowned scholars/presenters including Donald Freeman from SIT (School for International Training) in Brattleboro, Vermont. Many other presenters from Korea and around Asia will also be coming to share their ideas and experiences. Another highlight will be the formal debut of KTT (KOTESOL Teacher Training), which will later be traveling around the country giving workshops for various groups of native speaking and Korean teachers. We will also see the first, purely academic issue of the Korea TESOL Journal unveiled. And lastly, we will again be welcoming representatives from our partner associations, JALT and Thailand TESOL, and other organizations with whom we have formal relations. I would like to take this opportunity to express my many thanks to Kirsten Reitan, this year's conference chair, and her talented and resourceful committee, for an incredible job of organization in preparation for this event. On the committee's behalf, I would like to invite you to join the conference festivities. Cheers!

How to see: The challenges of integrating teaching and research in your own classroom

-continued from front page

true that in understanding the culture of teaching and learning in classrooms and schools. The aspects that non-teachers see, and choose to tell, about teaching are interesting, but they are told from the outside-in, which anthropologists and ethnographers call the 'etic' perspective. In contrast, 'understanding the

This point is made quite wonderfully by preschool teacher, Vivian Paley. Although she is not usually thought of as an anthropologist, Paley has devoted considerable energy and talent to understanding teaching and particularly her own students as they go about learning. As a teacher-researcher telling her own work, Paley (1986) writes: "The classroom has all the elements of the-

Merce Cunningham talk about this second kind of seeing, and how it is essential to the energy and perception needed to portray the world through dance. In discussing ways in which they 'keep going and creatively renew' themselves, they both agree that going to the movies can be very valuable.

Thus a strength of teacher-research is political in that it positions the teachers, as insiders, to investigate their own workplaces. Its strength is also functional, for in seeing classrooms from the inside-out, as it were, teacher-researchers can generate new understandings and knowledge.

thoughts of a people based on their concepts,' is, to paraphrase Boas, an 'emic' undertaking. Simply put, it is insiders' distinctions, their meanings and values, their interpretations that matter in understanding their work.

Point of view, who sees what, and how it is seen are central issues in reflective teaching and in teacher-research. What you see depends on who you are and where you stand; put another way, it is difficult to separate doing from seeing. If you are a researcher, what you will see is tied up in doing that work. If you are a teacher, in similar but different ways, what you see in your classroom is a function of your role as teacher. In doing teacher-research, issues of distance and meaning fade since teacher-researchers are more insiders to their settings than researchers whose work lives are elsewhere. Thus a strength of teacher-research is political in that it positions teachers, as insiders, to investigate their own workplaces. Its strength is also functional, for in seeing classrooms from the inside-out, as it were, teacher-researchers can generate new understandings and knowledge.

ater, and the observant, self-examining teacher will not need a drama critic to uncover character, plot, and meaning. We are, all of us, the actors trying to find the meaning of the scenes in which we find ourselves." (p. 131) How to relate emic and etic perspectives -- how the insider actor and the outsider drama critic see things -- is the central challenge of integrating teaching and research. Paley makes the point that teachers, as insiders, can see their work very fully, and that the drive to observe and make sense of the phenomena one is involved in is an essential human undertaking. In this sense, teacher-research is about seeing what you do in your teaching, and how it impacts on your students' learning.

SEEING DIFFERENTLY

There is a second sense of seeing involved in integrating teaching and research in the classroom. It is embedded in the idea of disciplining the inquiry by being methodical about how you investigate, see, and listen to the teaching and learning around you (Freeman 1996; Shulman 1988). This second sense we might call, 'seeing differently,' to distinguish it from the seeing that Paley talks about. In an interview, choreographer and film-maker Meredith Monk and choreographer

Cunningham: ... Not just if the movie is good, but the way the camera works. It's different from the stage. When I started working with a camera, I was absolutely amazed.

Monk: It's a different syntax, a different language.

Cunningham: And it gives you new ideas about what to put in the [dance] technique, about speed, about sudden changes of angles. You need [these things] for camera work, I think, because a small shift is so visible, but on the stage it would not be visible.

When I first worked with a camera, I kept seeing something that didn't look right. Then, I'd look at [the same movement] on stage, and it seemed fine. I'd go back, and finally I realized one of the dancers had her foot this way while the others were that way. At first you can't figure out what you're seeing. So you look again. It makes you rethink, open your mind.

Monk: Do you read at all?

Cunningham: Yes, but mostly I draw. I love drawing. I draw animals, flowers, anything I can look at. It's the most extraordinary way to get out of yourself, because you suddenly realize how stupid you are, how you don't see. (Monk, 1997)

Here Cunningham talks about seeing differently, and how working with a different form of discipline -- in his case, filming or drawing instead of dancing -- 'makes you rethink, open your mind, [and] suddenly realize how stupid you are, how you don't see.' As a choreographer, Cunningham is familiar with the world of movement in one way; by

doing something differently, using a camera or drawing, he forces himself to engage with this familiarity in a new way. The same is true, I think, of researching your own teaching. You are, as the teacher, quite familiar with the world of classroom, your students, and your subject-matter.

Doing teacher-research pushes you to engage with these things differently, and thus, potentially, to see them differently. Second school teacher Carol Brooks puts it this way, 'If you listen to these kids or watch these kids a little more closely, you'd see that what they are doing is plenty.' You need to see your own work for yourself, as Paley says. It is discipline, in the sense of method and structure, that enables you to engage in seeing differently what is familiar. Taking someone else's word for things will probably not transform your own point of view.

TEACHING REFLECTIVELY AND RESEARCHING TEACHING

These are the two senses of seeing involved in bringing together teaching and research: seeing for yourself, as Paley talks about, and seeing differently, as Cunningham describes. They are intertwined aspects of the same process. Just as you must do, in the sense of activity, in order to do, in the sense of engagement, you must see for yourself in order to see what is going on in your classroom in a different light. The public face of these processes of doing and seeing lie in how they are told. Herein lies a distinction I would draw between teaching reflectively and researching teaching. Teaching reflectively, examining your practice to better understand what you do and its impacts, depends on doing, in the sense of engagement, and on seeing, as Vivian Paley used the term to see yourself in the activity of teaching. However, teaching reflectively does not require that the practitioner use a particular form of discipline or methodicalness to see what is going on, in Merce Cunningham's sense of seeing differently. Nor does it suggest that by publicly sharing the results of their work, reflective practitioners will necessarily contribute to knowledge of teaching and learning. Let me hasten to say that I am not claiming

that reflective teachers are not disciplined in their thinking and analyses of what they do; they certainly are and can be. Nor is am I saying that reflective teaching cannot be interactive and collaborative; it certainly can be. However, at its core reflective teaching is individual; it focuses on the practitioner developing a clearer and deeper understanding of learners, the learning process, and how teaching can support it.

Teacher educators Kenneth Zeichner and Daniel Liston (1996) write about the American philosopher, John Dewey, whose work in the early part of this century launched the idea of

vation and interpretation of the pupils' intellectual reactions." (p. 275; emphasis added)

Dewey outlines three attitudes which he sees as prerequisite to reflective action in teaching. They are open-mindedness, or what I have been calling engagement, responsibility, which means looking beyond the immediate to the wider consequences of one's work, and whole-heartedness.

In this third attitude, he captures the depth of commitment that open-mindedness, or engagement, and responsibility require of practitioners. For Dewey (1933), reflection, if it is

. . . at its core reflective teaching is individual; it focuses on the practitioner developing a clearer and deeper understanding of learners, the learning process, and how teaching can support it.

reflection in education. Dewey, in Zeichner and Liston's words, "defines reflective action as that which involves active, persistent, and careful consideration of any belief or practice in light of reasons that support it and the further consequences to which it leads." (p. 9) Like teacher-research, reflective action can be directed in many areas of education, from what is happening in classrooms, to curricula and materials, to conditions of teaching and schooling. Fundamental to reflective teaching, however, is the study of learning and learners. Dewey outlines this essential focus in his book, *How we think* (1933): "The teacher must have his (sic) mind free to observe the mental responses and movement of the student... The problem of the pupils is found in subject matter; the problem of teachers is what the minds of pupils are doing with the subject matter. Unless the teacher's mind has mastered the subject matter in advance, unless it is thoroughly at home in it, using it unconsciously without need of express thought, he (sic) will not be free to give full time and attention to obser-

done whole-heartedly, can be an antidote to the deadening routine of teaching as doing activity (Freeman 1996). He says of reflection, "[It] emancipates us from merely impulsive and routine activity... to direct our actions with foresight. ... It enables us to know what we are about when we act." (p.17) It is in this sense that reflective teaching engages teachers in directing their work, to become conscience of its implications, and mindful of its processes and outcomes. To this end, the three attitudes which Dewey describes are consonant with the orientations of doing, seeing for yourself, and seeing differently which underlie the integration of teaching and research in the classroom.

Researching teaching differs from reflective teaching in its necessary commitment to discipline, or explicit method used, in gathering and analyzing data, and to the fact that this commitment can be publicly told. However both approaches to integrating teaching and research in the classroom depend on seeing for yourself and seeing what you do differently. Whether

you choose to make public what you see is a separate, but related, issue. Telling your findings, and how they have been arrived at, what I have called the discipline of your work, places your knowledge in a public context. Doing so is a political challenge. It raises the fundamental question of who generates knowledge about teaching and learning, and how that knowledge makes its way into the public domain.

STARTING ANEW: A NEW JOB IN THE SAME PLACE

Integrating teaching and research in the classroom ultimately forces a shift in the status-quo of teaching and learning; therein lies its joy, its strength, and its challenge. In a way, it is like doing a new job in the same place. Hugette Ducasse, a Franco-Brazilian teacher-researcher, explains the shift as she started to inquire into her work as a teacher: I started from a perfect blank: 'Research? Me? I have to do research? On what? Why?' Then I started realizing how wonderful the classroom is as a field for research. The Egyptologist needs a pyramid or an ancient tomb thousands of miles away to carry out his research. But I can do it everyday, the whole year round, right there in my own classroom.

Ducasse's comment captures this notion of starting anew, of doing a new job in

the same place. If you accept the argument that teacher-research is about repositioning teaching and about who generates the primary knowledge on which work in classrooms is based, then doing teacher-research involves starting anew as a teacher. But starting anew doesn't mean abandoning what you know. It means moving away from the perspective of doing and being certain that usually animates our work as teachers to see teaching from a new and different perspective, one of puzzling, questioning, wondering, and not-knowing. This is not starting over as a teacher, but starting anew from a different set of assumptions, realizing, as Ducasse says, how wonderful the classroom is as a field for research. It means taking seriously Dewey's injunction that, "The problem of the pupils is found in subject matter; the problem of teachers is what the minds of pupils are doing with the subject matter."

REFERENCES

- Boas, Franz. (1943). Recent anthropology. *Science*, 98 pp. 311-314; 334-337.
- Dewey, J. (1933) *How we think*. Buffalo NY: Prometheus Books.
- Freeman, D. (1996). Redefining the relationship between research and what teachers know. In K. Bailey & D. Nunan (eds). *Voices from the language class-*

room. New York: Cambridge University Press. pp. 88-115.

Monk, M. (1997). Cunningham and the Freedom in Precision. *New York Times*, The New Season/ Dance. Sunday, September 7, 1997. pp. 13; 35.

Paley, Vivian. (1986). *Mollie is three: Growing up in school*. Chicago: University of Chicago Press.

Shulman, L. (1988). The disciplines of inquiry in education: an overview. In R. Jager. (ed). *Complementary methods of research in education*. Washington DC: American Educational Research Association. pp.3-18.

Zeichner, K. and D. Liston. (1996). *Reflective Teaching: An introduction*. New Jersey: Lawrence Erlbaum Publishers.

THE AUTHOR:

Donald Freeman is a Professor of Second Language Education at the Center for Teacher Education, Training, and Research, Department of Language Teacher Education, School for International Training in Brattleboro, Vermont, USA.

The English Connection Contributor Guidelines

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

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

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

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

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

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

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

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

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

Full Page Ad

Editor's Note: Mmmm, what does the Spanish discourse practice of "piropos" (piro-what?!) have to do with a socio-cultural framework for gender roles in Latin America? And in our Korean context, are there lessons to explore and learn from? Let's read on and reflect on our gender communication practices in Asian contexts and all our varied global contexts!



Ay Mamacita!!: "Piropos" as Gender Roles in Context

Mariana Achugar

Discursive practices exemplify socio-cultural frameworks. As a consequence the analysis of the language of a group can give us some insight into their world-view. In this opportunity we'd try to see how gender roles are defined and described in a specific Spanish discourse practice, Piropos.

Piropos are compliments with an amorous or sexual expressive tone, usually said by men to women in Spanish-speaking cultures. The setting is usually the street where the participants don't know each other and can remain anonymous. Participants are anonymous to their interlocutors, but they usually perform for an audience of peers. They should not be confused with insults or other degrading forms of speech. The difference between piropos, a form of complementing and other street remarks given from men to women, is that the former are rituals that attribute creative and original features to women. Piropos utilize grace and wit with words at an opportune time. They are usually performed using metaphors. The meaning of the metaphor is culturally determined and partly tied to the participants previous experiences. In addition, it is important to note that the intention of men when saying piropos is to compliment not to harass. And as a result, women have usually interpreted these remarks as flattering, and not as demeaning.

It would be interesting to research other cultures to find out if there are similar practices. I can attempt to guess that there might be similar speech acts in Latin cultures and in cultures like the African-American where a mastery of language expression is highly valued.

The linguistic choices that Spanish speaking men make when making

piropos reflect their underlying beliefs and system of ideas about women. Men dominate the public space and they feel they can address and say things to anyone in their space.

Piropos are part of a very conventional and easily recognizable discourse practice. They can be repeated and performed by a variety of speakers in different contexts. However, there are also certain Contextual restrictions on the performance of a successful piropo. The speaker has to make a remark connecting the hearer's characteristics to some other thing or experience, the hearer is not expected to reply or answer in a verbal form (there might be paralinguistic responses to the utterance). The other necessary requirement is that the speaker and the hearer share a common cultural background in order to be able to make sense of or work out the relationships established in the piropo. If a foreign woman receives a piropo it is usually hard for her to make sense of it and take it as a compliment.

The emphasis of piropos is on the message itself: the speaker tries to use signs as best as he can to relate them to objects or activities present in the culture. The motivation for using an indirect form is not only politeness, but also a need to demonstrate the speaker's creativity and mastery of language.

Metaphors take some features of an object and transfer them to another. Which features one chooses to transfer is subjective. However, individual choices are shaped by the way the community the individual belongs to sees the world.

These are some examples of piropos that can reveal some of the cultural per-

ceptions regarding gender roles in Spanish-speaking cultures.

1.- "Vete por la sombra porque lo dulce al sol se derrite!" (Spain) (Walk in the shade because sweets melt in the sun!)

2.- "Ay mami! Si cocinas como caminas te lo como hasta pegado!" (Puerto Rico) (Oh! baby if you cook the way you walk I'd eat yours [the rice] even if it's stuck [to the pan]!)

3.- "Qu curvas y yo sin frenos!" (El Salvador) (What curves and I without brakes!)

4.- "Me paso de revoluciones cada vez que te veo!" (Chile) (I go over my r.p.m. limit every time I see you!)

5.- "Bendita sea la divinidad que sale a la calle sin custodia!" (Andalucia, Spain) (Blessed be the goddess who goes out without an escort/bodyguard!)

6.- "Voy a llamar a Dios porque una estrella se le ha perdido!" (Panama) (I'm going to call God because he's lost a star!)

7.- "Si es el infierno que el diablo me lleve!" (Panama) (If this is Hell, let the devil take me with him!)

8.- "Por vos cruzara la Antartida en alpargatas!" (Argentina) (For you I'd cross Antarctica in alpargatas! [spadrille shoes]!)

In this small pool of piropos we can point out four categories that relate to Spanish speaking cultures: food/cooking, cars, religion and courage. The linguistic choices that Spanish speaking men make when making piropos reflect their underlying beliefs and system of ideas about women. The roles of men and women as depicted in these piropos show a very defined place for each sex in society. Women are passive recipients and reactive, men are active producers and initiators. These are the reflections in language of the traditional roles of men and women in Spanish speaking cultures.

The traditional piropo is disappearing today. The play on words, and the use

Peggy Hickey is our first featured member for this month. Originally from Texas, she has been teaching for three and a half years in the English Education Department at Hannam University in Taejon. Peggy is the Treasurer for the Taejon chapter of KOTESOL.

Before entering the ESL field, Ms. Hickey's first career was in business. She worked for Contel Telephone Company and General Electric, completing her business career as an Assistant Manager in Information Systems.

Her first degree was a B.A. in English Literature with a minor in Business Law from Georgia State University in Atlanta. In 93 she received a Masters in Science in Applied Linguistics and TESOL from Georgia State University. Afterwards, she taught part-time for a year and a half at Howard Payne University in Brownwood Texas.

In addition to her work as a treasurer for KOTESOL she has spoke at local chapter meetings on Activities that Work. Previously she has assisted with the Taejon Drama Festival. Also, for the past three years she has been one of the speakers for an annual one day seminar for high school and middle school teachers. There, she gave talks on using audio and video in the classroom and Team Teaching.

She is interested in perfecting teaching methods for English writing and editing. She has been working on a writing manual for ESL learners.

Another big interest of hers is teaching Bible Studies to student groups on campus. Currently she is teaching KABS (Korean American Bible Study) at three different universities. In KABS, a native English speaker gives the bible study and then students have discussion groups in English. In the sum-

Name that Member

edited by Darlene Heiman

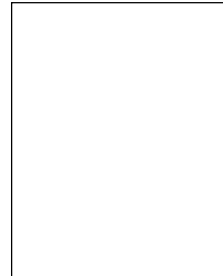
mer students also do 6-8 hours a day of H.T. (hard training). These are intensive English grammar and Bible Study programs.

Peggy is also a Church Deacon at an international church in Taejon. She is a Treasurer here too! She says one interesting and somewhat challenging part of the job is trying to get exchange for coins from many different countries that show up in the Sunday collection plates!

Her other interests are playing tennis and travelling. She's been to many European, Middle Eastern and Asian countries. She figured she had travelled to about 30 different countries by the time she was only 25 years old. Now, she is more interested in spending a more extended period of time in a country. Accordingly, she plans to stay in Korea indefinitely. Her other hopes or plans for the future is to do a PhD. one day.

And, from Seoul we have an enthusiastic and creative teacher and KOTESOL member, Kim Gyung Sik, or Dennis Kim, as he is known to his English speaking friends. Mr. Kim is currently the first vice president for the Seoul chapter of KOTESOL.

This past year he has been the ESL supervisor at Bansuk Institute of Education Society in Seoul. In addition, he organizes teaching programs for teachers and develops teaching activities and curriculum. Previously he taught at YBM SI-SA ECC for a year.



Dennis Kim

Kim Gyung Sik has been a KOTESOL member since 1996 and has held the position of Vice president for a year. This past year he gave presentations on Team Teaching at both the Pusan and Seoul chapter KO-TESOL conferences.

In addition to an Associate Degree from the Department of Foreign Trade from Chang-an Junior College in Kyonggi-do, during the last 8 years Dennis completed numerous additional courses especially in English and English Teaching. Some of these are: an introductory computer technology course; a GRE and advanced English writing course

from Sogang University; a teachers training course in TESOL and a certificate in English translation from Yonsei University. Also, in 94-95 he went to Australia, on scholarship, to do an intermediate business course at the Centre for English Language Learning at the Royal Melbourne Institute of Technology, University of Australia. Dennis liked Australia so much he went back for his honey moon.

In teaching Dennis believes that "the best way to learn a language is through the culture where the language is spoken." He believes student motivation is the first step in language learning, so a teacher should use creativity and enthusiasm in their teaching and try to make learning interesting and funny. He says he's still young and still learning new teaching perspectives and ideas. He hopes to take a certificate in TESOL in the near future.

And that's all for this month! I hope you all had a good summer. If you have someone you would like to see featured in this column send your suggestions to me at <mdheiman@hotmail.com>.

Ay Mamacita!!: "Piropos" as Gender Roles in Context

-from previous page

of linguistic metaphor that characterized traditional piropos has been replaced by a more direct expression. Typical modern piropos are: e.g.: Ay mamacita! (Oh, little mamma/baby!) or Qu ojos! (What eyes!). The two forms of piropos coexist today. As women gain a more active role in society they are

challenging their silence in the public sphere, and as a result the characteristics of this discursive practice dont seem viable anymore.

Mariana Achugar is a PhD Candidate in Spanish Linguistics at University California Davis. She earned her MAT with an ESOL concentration from the School for International Training (SIT),

Brattleboro, Vermont, USA, and her Licenciatura Linguistica from Universidad de la Republica, Uruguay. Her interests include discourse analysis, and culture and language in context. She has broad teaching and intercultural experience throughout Latin America and the USA. As always, feedback on this article and any other cultural comments are warmly welcomed at: jeannerh@hotmail.com

Full Page Ad

The Copycat Artist is a fluency (and listening) activity wherein one or more students describe a picture while others attempt to draw a perfect match. The language focus is describing and clarifying. It works well in the multi-level classroom or with any level, even beginner.

The Copycat Artist essentially serves as a dictation without, however, the sweat and worry of spelling errors and remembering exact wording. Ss remain focused on meaning rather than form. With lower level Ss, you can keep the language objectives rudimentary but you can easily expand the focus with more advanced ones.

PREP

The Copycat Artist doesn't require extensive or time-consuming preparation. Simply compile various pictures from magazines, photo albums, newspaper cartoons, or even flashcards. You will need 10-20: the more, the better. Collect simple images for lower level classes, more complex ones for higher level. Along with the images, take tape, markers or crayons, and paper to class.

WARM UP

First, describe a simple picture and have Ss draw it. For young learners and beginners, I often use the same grammatical structures in my description. For example: "She has red lips." and "She has black hair." After Ss finish drawing, I show them the original and ask them to compare it with their own.

WHOLE CLASS SKILLS PRACTICE

Next, the whole class chooses one picture; students join forces to describe it while I draw on the board. During this process, I ask plenty of clarification questions (e.g. "A thick line or thin line?" "In the center?" "Which corner?"). Afterwards, we analyse my masterpiece together: What did I draw correctly? Where did I go wrong? What can fix it? During this phase, I also write student-elicited key words on the board: for example, "above" "below" "beside", etc. (depending on my objectives).

Techniques

edited by
Terri-Jo Everest

The Copycat Artist

Douglas Paul Margolis

After that, I erase my masterpiece (with tears, of course!) and drag/coax the class artist to the board. The class then describes a second picture to the artist. Encourage the artist to ask clarification questions. Afterwards, we again compare the two drawings and discuss problems that arose during the describing process.

INTENSIVE SKILLS PRACTICE

By now, Ss understand the process and the language focus: it's time to divide them into teams of 4 and let the games begin! You can have 1 team member draw and 3 work together to describe (better for lower levels), 2 draw and 2 describe, or 3 draw and 1 describe --or do it differently each time for the sake of variety. I give the Ss 3 minutes per round, which is not enough time to describe a whole picture, but the limitation raises Ss'

energy levels, keeps the activity exciting, and invariably results in mirth-inducing drawings.

After 3 minutes, the class judges the pictures together, or you score them during the next round. My students vote for Best Match, 2nd Best, Worst Match, and so on. The voting usually takes about 1-2 minutes. Thus, with 3-minute rounds you can fit about 4 rounds into 15 minutes.

WINDING DOWN

In the last few minutes of class, you can post student masterpieces around the room. Then quickly review target structures on the board, erasing each item as you go. That's it. The bell rings! You watch the satisfied learners walk out of the room; their visible enthusiasm is a better boost than a cup of coffee.

EXTENSION ACTIVITIES

The Copycat Artist works well because Ss easily perceive the learning objectives and quickly become engaged. If time permits, I teach emotion words (angry, confused, sad, happy, surprised...) or character descriptions (sloppy, neat, intellectual, nerd, athletic...) to lower level Ss. Then I use specially selected images to evoke these words. With higher level Ss, I ask each team to select their best artwork for exhibition and explain why it was chosen. You can emphasize comparatives, evaluation, justification, or simply have Ss make stories to accompany their pictures. Whatever you do, I hope this activity becomes a useful part of your repertoire.

Before coming to Korea in December of 1995, Doug Margolis worked for Seattle Central Community College, Peninsula College, and the University of Hawai'i. After that, he worked in Pusan and in Seoul, then took a nine-month break to study Korean at Sogang University. Doug is now teaching at Kon-Kuk University and is an active member of KTT (KoTESOL Teacher Training).

Editor's Note: I just tried "The Copycat Artist" in the inservice elementary school-teacher-training classes at my university. A big hit! I highly recommend it.

Just when you thought that you'd come to terms with Andrew's "rolling 'R's", idiolects and the differences and similarities between American and British English, the notion of World Englishes as opposed to English as a Global Language raises its head. This paper will be the first in a series that attempts to put both you and I in the picture. G. B. Shaw managed to spell **fish** thus: *ghoti*. G. Dewey, taking us from the sublime to the ridiculous, spelled **taken** as *phtheighchound*. It's really quite easy when you know how. In Shaw's case cough, women and nation. If you can explain **taken** I'll give you a prize!

Of course it's very easy to look at the unusual and hold it up as example of how irregular and chaotic English spelling is. Equally, if not more frustrating for the EFL learner must be the pronunciation of these and other anomalies. Coins have two sides. The other side of this one is that teaching pronunciation to EFL learners may be equally frustrating to teachers. The next segment (to which I'm once more indebted to Barry Shea for his timely efforts working on manuscripts from Tim Bennett and Richard St. John) will look at practical problems and their solutions in the Korean classroom.

Most English teachers overwhelmingly agree on the areas of pronunciation that are the most problematic for Koreans. These areas can be summarized as follows:

1. the sounds /r/ and /l/ as in /royal/ and /loyal/;
2. the sounds /p/ and /b/ as in /park/ and /bark/;
3. the sounds /f/ and /v/ as in /fast/ and /vast/;
4. the /th/ sounds, voiced and unvoiced, as in /this/ and /thin/
5. stress accent such as ADDRESS versus address; and
6. sentence stress and intonation as in / Ian has BLACK trousers/ versus /IAN has black trousers/.

A great number of useful techniques have been developed to practice pronunciation. The activities that follow have proven to



World Englishes

be some of the most helpful for English teachers in Korea.

ACTIVITY #1 CONTRAST DRILLS WITH MINIMAL PAIRS

In this activity, the teacher creates two lists of words containing the sounds to be contrasted. Each word in one list has a corresponding word = in the second list containing the contrasted sound. The contrasting sounds should be the only difference in pronunciation between the two words.

/r/	/l/
race	lace
right	light
rim	limb
row	low

With this list, the teacher has a number of options including repetition drills, whereby the students simply repeat the words modeling the teacher's pronunciation. Another activity is an auditory discrimination exercise, whereby the teacher says a word from one of the lists and the students determine from which list the word originated by holding up one or two fingers.

ACTIVITY #2 PRONUNCIATION MAZE

A fun activity for practicing auditory discrimination with children was developed by Mark Hancock (Pronunciation Games, C.U.P.). In this game, the teacher writes two lists of words on the board containing the sounds to be practiced. Students have to determine whether the word the teacher has uttered is from the left or right list and turn accordingly on the "maze" map. After hearing four words, they arrive at a destination which they call out. If the destination is the same that the teacher intended then they have heard correctly.

ACTIVITY #3 SENTENCE STRESS PRACTICE

To practice sentence stress, one fun technique is to present an improbable but amusing sentence such as, "My wife doesn't look like a sack of potatoes". Students are encouraged to read the sentence giving prominence to a particular word. The teacher then answers with an appropriate response. For example:

Student: My wife doesn't look like a sack of POTATOES.

Teacher: O.K., what about carrots.

ACTIVITY #4 DIALOGUES: INTONATION PRACTICE

In dialogues, the main features to consider include opening and closing strategies, questions, interrupting, and agreeing and disagreeing. All of these features are the province of discourse analysis but pronunciation, in particular intonation, is a key aspect of this field. The teacher can provide dialogue models, either written or recorded onto a cassette, or both. Learners then mark what they think is the appropriate intonation on the respective parts of the conversation using such marks as arrows to represent rising or falling patterns. When the correct intonation has been determined, then students practice the conversation in pairs.

A: He's going to Paris in the Fall.

B: Really?

Why bother to work on features such as stress, intonation and pronunciation? The danger in the notion of World Englishes is that Korean English speakers will only be intelligible to other Korean English speakers, Chinese English speakers to other speakers of Chinese English. If English is to be used as a medium of global communication its variants must be mutually intelligible or they will simply evolve as socioeconomic dialects serving only to further separate the *haves* from the *have nots*.

Andrew Todd is Macmillan Heinemann's ELT Marketing Manager for Korea. He has a Korean wife and a bilingual, working on trilingual, son.

A Conversation with Master Teacher Educator, Donald Freeman, on Teacher Education

Jeanne E. Martinelli, KoTESOL National Second Vice President

Donald Freeman, Director of the School for International Training's Center for Teacher Education, Training and Research, and Professor of Second Language Education in the Department of Language Teacher Education at the School for International Training (SIT), in Brattleboro, Vermont, USA, will be the keynote speaker at KOTESOL's upcoming National Conference, October 17-18, 1998 at Kyung Hee University, Seoul, South Korea: "Advancing Our Profession: Perspectives on Teacher Development and Education." This August, in his office up on the hill at SIT, Dr. Freeman took time to share some of his immediate thoughts on teacher development and teacher education in an interview.

"Learning," is the first word that comes to mind for Donald Freeman when asked to free associate with "teacher development" and "teacher education". "In general," Freeman says, "we've thought of teacher education and teacher development in terms of the processes that make them happen and not in terms of the learning that results or is embedded in those processes. So right now I'm -- most of my work is -- more focused on teacher learning as the foundation, if you will, for any form of teacher education or teacher development. And there are lots of good questions we can ask about teacher learning: How is it that people learn to teach? What's the role of context? What's the role of prior knowledge and background? What's the role of colleagues and opportunities of that nature? How does your understanding of subject matter change over time as a teacher? You know, going from not being comfortable

teaching grammar perhaps, to being more comfortable."

Freeman explains how "The whole frame of looking at 'learning-to-teach' and 'teacher-learning' as a process, is relatively recent -- it dates back to the 1980's -- and so in that sense people are still very much playing around with what the whole con-

much examination of the LEARNING and structures those particular activities are supposed to address. So, in a concrete way when you get a group of people together to talk about teacher "development", the talk usually turns to teacher "training", which is the sense of what kinds of activities or knowledge or skills do you want teacher learners

So, in a concrete way when you get a group of people together to talk about teacher "development", the talk usually turns to teacher "training", which is the sense of what kinds of activities or knowledge or skills do you want teacher learners to master, and the attention is very much on what they are and how to teach them, and less so on how is it that those activities are learned and how would we assess that people have learned them.

cept would mean and how one would untangle it. And even how one would go about defining it, because if you come at it from a psychological perspective you would define it in one way, if you come at it from a sociological perspective you might define it in another way."

In the field of second language teacher education, Freeman doesn't think that the notion of teacher learning as a fundamental process is very well established yet. He and Karen Johnson co-edited the most recent issue of *TESOL Quarterly* which was a special issue on second language teacher education. They found in compiling it and trying to establish a conceptual framework with it, the degree to which we're still in a "pre-definitional" stage in second language teacher education; where the attention is still very much on HOW things are done, and there isn't as

to master, and the attention is very much on what they are and how to teach them, and less so on how is it that those activities are learned and how would we assess that people have learned them. It's going to be at least another decade, Freeman predicts, before the notion is firmly established in our field of second language teacher education, as compared to the general education field where the notion of teacher learning has become firmly established in the last fifteen years, since back to about 1975 or 1980. Freeman reiterates how teachers have always figured out somehow how to "be teachers", but applying the notion that it is a learning process and then applying the notion that it may be a professional learning process is a relatively new way of looking at it, he emphasizes.

-continued on next page

He also explains how the research tradition in the field of second language teacher education is relatively young, from the last couple of decades. So, if you take that as a frame, then it begins to make sense that people are just beginning to think what are the underlying processes here, such as learning. That's a new question to ask, that you'd have to ask if you were doing research. "Then when you start to play that out and say, well then, if we start looking at learning processes, what's this going to tell us about how we conduct teacher education? Those are conversations that people are just beginning to have," Freeman says.

The broad "World English Movement" is one Freeman sees as lessening the importance traditionally associated with a native speaker English teacher. The Asian economic crisis may in a way accelerate the blurring of importance between native and nonnative speaking teachers, he says. "I think the issue is far more important to talk about teachers who have access to adequate professional development and training than it is to talk about whether their mother tongue is English or

that is what teaching is: even if you don't want to teach that way, if you want to use group work, and other more student centered methods," Freeman explains, "you must be aware of how you've been taught, as there is a certain amount of 'unlearning' that must go on."

"The second thing that I think we know is that it is very difficult to learn to teach unless you spend time in classrooms, and that seems like common sense, but if you look at the amount of teacher education that goes on divorced from the places where people actually do the work, it's constant," Freeman says. "Universities run teacher education programs where their students never see the insides of a classroom, or if they do it they're there for two weeks to observe, and then they may be there for four weeks to teach a unit on the whale, and then they go home. There's no embedded sustained relationship with teaching in classrooms. What happens then is that when you leave the university trained in that way or you leave whatever training program trained in that way, and go back into the school, you find that you're in a state of conflict, because the school already has ways of doing things, and because you've learned in an environ-

And Freeman's third point to include in a professional teaching model is that, "What teacher learning helps us think about in terms of teacher education is that it is indeed a lifelong process, and it is not something you can 'front load'. You can't learn everything you need to know about teaching at the beginning of your career," he says. "You can't do it in sporadic inservice education either. What does work is to have it be much more driven by the teacher's learning process itself. By which I mean, the teacher herself determines what it is she needs to learn, and when and how."

This leads Freeman to the practice of "reflective teaching" which he sees as being an important one in that it highlights the learning pattern going on, and brings focus to understand what is happening, and what is needed. "Just as needed" and "Just in time" teacher education, as determined by the teachers themselves is what Freeman trusts as being most effective and promising for all involved. He's very excited with work they're doing in Brazil around these notions of "Just as needed" and "Just in time" teacher education now, "where the teachers themselves play a more central role in defining what they need to learn." We, in Korea, look forward to hearing more about this when he joins us as keynote speaker this October 17-18 at Kyung Hee University in Seoul at our national conference, "Advancing Our Profession: Perspectives on teacher development and Education."

Donald Freeman has worked with teacher education programs around the world, including Indonesia, Thailand, the Philippines, Brazil, Chile, Spain and South Africa. He received his doctorate in education from Harvard University, his MAT in English to Speakers of Other Languages and French from the School of International training, and his undergraduate degree in philosophy and psychology from Yale University. He has published in TESOL Quarterly and numerous other professional journals, and is a former TESOL President. Freeman is married to Kathleen

"What teacher learning helps us think about in terms of teacher education is that it is indeed a lifelong process, and it is not something you can 'front load'. You can't learn everything you need to know about teaching at the beginning of your career," he says.

not," Freeman says. He sees any ideal professional model as being very contextual. But an important factor to bring to any model for teaching would be to bring an awareness of "your own learning process". "If your experience has been learning in a teacher centered classroom environment, learning by rote, then that is the water you know, so in your mind

ment that is divorced from those ways. You basically have to reconcile what you have learned with what's already going on, and that process which we call 'socialization' often overtakes whatever was learned in the professional training environment. So we really have to embed teacher education in schools," he summarizes.

Full Page Ad

As you read this, it's too hot outside, but soon enough the leaves will start changing colors, the cool nights will return, and the KOTESOL conference will be here.

The time to pre-register and get the pre-registration discount is fast coming upon us. October 17th and 18th is less than two months away, and the pre-registration deadline to receive the conference discount is also fast approaching. You need to wire your money by September 30th at 4:00pm to qualify. If you live in Korea, please wire 80,000 won, which includes the conference fee and a one year membership fee to the Post Office Bank (see registration form for the hangul) account number 312512-0083730 in the name of Reiteon (again the hangul is on the registration form). If you live outside Korea, wire US\$80.00 to Seoul Bank account number 24701-1350101 in the name of Yeom Ji-sook. In addition please complete both pages of the pre-registration forms which are included near the back of this issue (pp.37-38). After you fill out both sides, fax or mail them along with a photocopy of your on-line transfer receipt to the KOTESOL Central Office.

There is a full line-up of presenters at the conference and they are listed in this issue and on the conference website. Headlining this conference, we have Dr. Donald Freeman, our TESOL, Inc. Speaker's Grant recipient. He'll give his plenary on "Why Teacher Development?" And later in the day, he will give a two hour workshop. On Sunday, Carol Numrich, sponsored by Addison-Wesley Longman, will deliver a plenary en-

National Conference by Kirsten Reitan

Advancing Our Profession: Perspectives on Teacher Development and Education Kyung Hee University, Seoul October 17-18, 1998

titled "It's not my job' - Why Language Teachers Need to Teach Critical Thinking". And later in the day, Peter Robinson, recipient of the British Council travel grant, will give a plenary on "Individual Differences, Task-based Learning and EAP Program Development". Check the list of presenters for all the invited speakers, the KTT speakers, the Korean presenters, and the commercial and academic presentations.

Friday night, October 16th, at Kyung Hee University in Crown Hall at 7 PM, we will be treated to the musical talents of Heartstrings, a Suzuki violin group. Mia Kim, the site chair for the 1998 conference, has also arranged for a highly-rated Taekwondo exhibition. In addition, we hope that a samulnori group from Kyung Hee's student body will perform.

Saturday morning, starting at 8 am, you can pick up your registration materials on the first floor of the liberal arts building on the Kyung Hee campus. See the Kyung Hee map included in this edition of TEC for locations of Crown Hall and the liberal arts building.

Due to the overwhelming number of presentations, the number of invited and plenary speakers, presentations on Saturday will last from 9am to 6:30 pm. However, we will have a banquet starting at

5:30 pm in the cafeteria between Crown Hall and the liberal arts building. Thanks to efforts of Janet Coombs and several volunteers in Seoul, we are hoping to have a number of international restaurants serving food there. The cost for the banquet/international food festival will be 20,000 won. Tickets will be sold in the registration area on site. The banquet will last until 7:30pm, but starting at 7 pm in Crown Hall, we will have the opportunity to watch Korean and Japanese young people who have not spent much time in an English speaking country compete in an international speech contest. Every year for the past four years, Dr. Byoung Chul Min has organized this international speech contest. And this year with the help of Lynne Gregory and some fundraising volunteers, KOTESOL and Dr. Min look forward to a successful competition.

On Sunday, the presentations will start at 8:30 am and will end at 5:20pm. After that, we will have the annual business meeting and the closing ceremonies for the conference. We hope that you can all join us. If you need a registration form or want to know more about registration process or lodging possibilities, please contact Tom McKinney (astrotom@chollian.net; 015-994-0167; 02-3443-1550). If you have questions about the program or the presentations, please contact me, (<reitankb@sorak.kaist.ac.kr>; 82-42-869-4698). If you have questions about the conference, would like to volunteer a few hours, or need general information please contact Gerry Lassche, assistant conference chair, (<baccachew@hotmail.com>; 0662-680-1542), or myself. The conference website is <<http://sorak.kaist.ac.kr/~reitankb/home.html>>

The Connection
English

Wants your help

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



KOREA TESOL Conference 1998

Presenters List

PLENARY SPEAKERS

1. **Freeman, Donald:** *Why Teacher Education?*
2. **Numrich, Carol:** *"It's not my job" - Why Language Teachers Need To Teach Critical Thinking*
3. **Robinson, Peter:** *Individual Differences, Task-based Learning and EAP Program Development*

INVITED SPEAKERS

1. **Choe, Paul:** *Thoughts on EFL Education in Korea*
2. **Dai, David:** *From English as a Second/Foreign Language to Bilingual Education*

COMMERCIAL PRESENTATIONS

LONGMAN:

1. **Stanton Proctor:** *Teaching Kindergarden with Balloons*
2. **Marc Helgeson:** *What's New about New English First-hand?*
3. **John Hagedorn:** *Bringing out True Colors in Communication*
4. **Carol Numrich:** *North Star: Guides your Students to a Brighter Future!*

OXFORD:

1. **Ritsuko Nakata:** *Let's Go -The Secret to Successful Communication*
2. **Wade Nichols:** 1. *Open Ticket: English for International Communication* 2. *Intergrated English: The Course That Changes With Your Students* 3. *Come Alive with Tiny Talk* 4. *Open House: Come In!, Step Up!, Move Up!, and Open Up!*
3. **Thomas Robb:** *Springboard to Success with World Wide Web*

PRENTICE HALL:

1. **Steven Gershon:** *Sound Bytes: Taking Listening from the Classroom to the Real World*
2. **Carl Adams:** *Journeys: Taking the High Road or Taking the Low Road*
3. **Nick Lutz:** *New 50/50 Intro Level*
4. **Steve Golden:** *Having Fun with Grammar*

DAVID ENGLISH:

1. **Patrick Hwang:** *A Vocabulary Levels Test--Computer Based*

SIT:

1. **Fiona Cook:** *Master's Degree Programs at the SIT*

MOONYE DANG:

1. **Steve Gershon:** *Driving Toward Fluency*
2. **David Paul:** *Using Finding Out to Develop Active Learning*
3. **David Paul:** *Motivating Adults and Teenagers through Communicate*
4. **Andrew Todd:** *Animal Crackers*

CALI:

- Tim Otto:** *ELLIS: The Most Exceptional English Training Software in the World*

MPI

1. **Yoko Matsuka:** *Dancing to Teach Communication?*

McGRAW HILL:

- Stephanie Ryalen:** 1. *Enhancing Children's Language-Learning Abilities with Fantasy* 2. *Content Matters! : Interactions and Mosaic*

SISA:

1. **Kathy Flynn:** *Connect Your Students With English*
2. **James Finch:** *Promotional: The Speak for Yourself Textbook Series*
3. **Stanton Proctor:** *Have a Parade with Your Elementary Class*
4. **Melanie Graham**

CUP:

1. **Dan Schulte:** *Video and the English Classroom*
2. **Chuck Sandy:** *Building Fluency and Accuracy with Upper-level Students*
3. **Leo Jones:** *Communication in the Classroom*
4. **Marc Helgeson:** *How Listening Works*

IT PUBLISHING ASIA:

1. **Chris Wenger:** *Developing Materials for Asian Learners of English*
2. **John Lowe:** *Motivating Learners Toward Fluency*

And many more!!!

Kyung Hee Map

Accomodation Info

Accomodation Map

Full Page Ad

Korea TESOL Elections

The Nominations and Elections committee is accepting nominations for the following Korea TESOL Council positions for a term of office from the close of the 1998 annual Business meeting to the close of the 1999 annual business meeting. (approximately October 1998 to October 1999):

First Vice President; shall be the supervisor of the Chapters and work with the Council representatives from each Chapter. The First Vice President succeeds to the seat of Presidency at the close of the 1999 annual business meeting. 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.

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

Secretary; 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.

Treasurer; shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

Nominations and Elections Chair; is responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected and is responsible for appointing a Nominations and Elections Committee and for conducting the election.

All officers of the Council must be members in good standing of Korea TESOL.
Balloting shall take place during the Annual Conference, October 17-18.
Nominations shall close October 1.

Any member of Korea TESOL may nominate any member of Korea TESOL (self nominations accepted). Please include the following in your nominations:

- Name of person nominated
- Acceptance by the nominee (or note if self nomination)
- Brief (50 words maximum) introduction of the nominee
- Photo (head and shoulders only)

Mail, fax, or e-mail nominations to:

**Elections, c/o KOTESOL Central Office
P.O. Box 391-SeoTaejon 301-600**

(Fax) 042-255-1096 (e-mail) <greg@well.com>



Full Page Ad

Full Page Ad

The Second Pan-Asian Conference will be held October 2-3, 1999 at the Olympic ParkTel in Seoul, Korea. Open admissions, tuition fee waivers, team teaching, elementary school English programs, oral testing of English on entrance exams, these are all innovations Asian governments have established to encourage English language learning. But are learners learning more? In preparation for PAC 2, educational leaders in Asia have been analyzing the opportunities and weaknesses in and threats to English programs. Researchers are exploring strategies to overcome weaknesses and to take advantage of opportunities, as they search for a Pan-Asian teaching method.

The First Pan-Asian Conference held in Bangkok, Thailand on January 5-7, 1997 kicked off the PAC series of conferences. In the BBC interview broadcast on January 12, 1997, "Speaking of English," Madeleine du Vivier, then IATEFL President, interviewed Naraporn Chan-ocha, Thai Chair of the successful First Pan-Asian Conference, Carl Dustheimer, Korea TESOL President, and Jane Hoelker, the then JALT National Public Relations Chair.

At this midpoint between the 1997 and the 1999 PAC Conferences, let us review the initial questions then explored to assess how far and in what direction they have taken us. Where do we want to go between today and October 2, 1999?

PARTICIPANTS:

Madeleine Du Vivier, IATEFL

Naraporn Chan-ocha, Thailand TESOL

Carl Dustheimer, Korea TESOL

Jane Hoelker, (then) JALT

Themes of the PAC 1 conference: textbooks, young learners, culture, how new communication technologies will affect the English language

Madeleine: Welcome to Bangkok at the end of a successful conference. Let me begin by asking our guests to say something about themselves and the organisation they represent.



**Looking Forward,
By Looking Back
PAC 1, The BBC Interview**

Naraporn: Hello. I'm Naraporn Chan-ocha, First Vice-President for Thailand TESOL. TESOL is the association for teachers of English in Thailand. We have at the moment about 1,200 members from all over the country.

Madeleine: Thank you, Naraporn.

Carl: Hello. My name's Carl Dustheimer from Korea TESOL. The goal of Korea TESOL is very simple - to improve the level of language teaching at all levels in Korea.

Madeleine: Thank you. Jane Hoelker.

Jane: Hello. I'm the JALT representative to the first Pan-Asian conference and JALT stands for the Japan Association for Language Teaching. We have approximately 4,000 members teaching various languages, predominantly English, in Japan.

Madeleine: Thank you Jane. Anybody reading the business pages of newspapers these days will sooner or later come across the phrase "Asian Tigers". A reference to the current advances in Asian economies. But, do these economic changes have any effect on the English language itself? How is it regarded? What's it used for and by whom? These are some of the questions I'd like to ask. Firstly, what is the role of English in your countries and how have attitudes to English changed in the last ten years? Jane perhaps you'd like to start with that one

Jane: It's a very interesting question for us in Japan. English has been taught there for many many years and it was a sign of quite some accomplishment to at least be studying English. Two years ago we changed the title of our organisation from

Japan Association of Language Teachers to Japan Association for Language Teaching because we wanted the title to include the many foreign languages which are now being taught in Japan. German, French, Spanish and Chinese are becoming popular now in Japan. So, the role of English really has changed in Japan and with that attitudes have. English perhaps is not quite so predominant anymore in Japan. This is in the last couple of years

this has happened.

Madeleine: Does that mirror what's happening in Thailand?

Naraporn: In Thailand the English language has become very important as a medium of communication. And that can be seen throughout the business sector especially. And also, socially, informallyThai parents at the moment are stimulating their children to take English as a Foreign Language.

Madeleine: And in Korea?

Carl: In Korea I think it's quite similar to both Japan and Thailand. Over the past 10 years or so in Korea it has been increasingly important to learn English. And that's mainly in order to get promotions, to get jobs, to get scholarships and so forth. Everyone it seems is required to take an English test. As Naraporn said, socially it's very popular for parents to send their children to institutes to learn English above and beyond what they learn in school.

Madeleine: And how do you see the English language developing? Is there going to be some kind of Pan-Asian standard of English do you think? What's going to happen to the language in the next ten years? Perhaps you'd like to continue that in relation to Korea.

Carl: I think that one of the ideas that's important to all cultures is the importance of their culture. And every country to some degree or another has a sense of nationalism, and I think that whatever development occurs in English language teaching and English language learning it's still going to reflect each country's individuality. And I, personally, don't see a standard English coming out through-

out Asia in the next 5 or 10 years. I think each country will have their own English and each country- because of such close business inter-relationships - they'll have to recognise one another's English as being just as valid as their own.

Jane: What's been happening in Japan is that a high standard of English fluency is demanded of maybe the top 1 or 2 per cent of the college population. They attend the top universities, and they must become very fluent in English at almost a native speaker level, so they will not have difficulty communicating with business people or diplomats from Thailand or Korea. I think there will be a group of people that will become very fluent but you will also have sort of English for entertainment in Japan - and a lot of students say that. And now we're branching out into a lot of other languages, French, German and Chinese to some extent.

Madeleine: And in Thailand?

Naraporn: I quite agree with Carl that we don't think of having what we can call Pan-Asian English. But I think one reason behind our co-operation in this Pan-Asian conference series is that in Asian countries we have a similar situation - we learn English as a foreign language. And the other thing is that, I think, we have common problems as Asian people because we have our culture, we have our own identity. And culture is sometimes a barrier in starting the language.

Madeleine: We've mentioned learning for fun. Do you have this expansion in materials called "Edutainment", where "education" and "entertainment" are put together? Where parents are buying their children programs to use at home: often CD-ROM programs, video programmes which are in English and have an undercurrent of an educational programme. Is this becoming very popular in your countries?

Carl: Very much so in Korea especially for the younger ones, the kids. Four, five, six - even early elementary school.

Naraporn: The same in Thailand. Parents often buy lots of CD-ROM English programs for them to play with and also

at the same time to learn English.

Madeleine: But for the children the most important thing is the playing. Perhaps just before we move on, there was one other area which is becoming increasingly important ...and I wonder if it's the same in your countrieswhich is the introduction of the teaching of English at younger and younger ages. I wonder if that's happening in your countries and if so how the state education authorities are actually dealing with the demands that this is putting on their teachers and their classrooms. Jane, what's happening in Japan?

Jane: This is just starting in Japan now and in fact in JALT a new Special Interest Group has formed just to deal with these needs. The National Ministry of Education has started teaching English in the third grade. And what I've heard some of my Japanese colleagues say is that there's a bit of a problem here because the elementary school teachers have to teach all the subjects in elementary school. So they're very good probably at teaching, Japanese reading and Kanji and writing and math but maybe they weren't very interested in English when they were in school. They're not very good at it yet they are required now - in addition to what they've been teaching all along - to teach English also. So there are mixed reviews of how that's going to go. The pattern has not been to hire an English specialist who teaches several levels in a school, so we'll have to see how it works out.

Madeleine: And that's relatively new that development?

Jane: Yes, this year.

Naraporn: I think the same in theory in Thailand. We have this new syllabus. We have started teaching English from first grade. And, it's exactly the same problem as the Japanese teachers have because they teach all subjects at primary level. And now they have to add English. \par **Madeleine:** And in Korea?

Carl: In Korea, as in Japan, we've started to teach English in elementary school from the third grade. And to help that programme along the government has brought in around 4,000 native speaking teachers so far and is planning to bring in more. I think with a dual purpose: first, to help the Korean teachers of English at the

elementary level improve their English for a higher level of proficiency. And the other is possibly to do some teacher training for the Korean elementary school teachers.

Madeleine: This was the first ever Pan-Asian conference. What exactly is the significance of that term for you Naraporn?

Naraporn: We are trying to find a way to help our teachers of English in three countries - or in other Asian countries - to help with the teaching of the English language.

Carl: I think it was really exciting to watch professionals from the three different countries and from all the other countries that attended as well, try to hit on the common problems that each are experiencing in their own country. And it was really exciting to hear about some of the projects that might be attempted here in the near future between now and the next Pan-Asia conference in 1999.

Jane: I think one of those problems that we could really focus on is text books, because in Japan we've been overwhelmed with text books - we're very lucky that way. But they're all written for students studying English in the United States and what we need are text books written to teach English as a foreign language, for our students in our classrooms with our own particular set of problems. And we have to, I think, study and do joint research projects on how teachers actually use textbooks in the classroom because no-one's really focused on that and I've heard many of our JALT members throughout these past three days of the conference they're very excited about the connections they have made and opportunities for networking that have come their way.

Madeleine: How many countries have actually attended?

Naraporn: It's about 20 plus countries.

Madeleine: Does that include countries within this area and all over the world?

Naraporn: Yes indeed.

Madeleine: What themes arose during the conference itself? And how will they be pursued afterwards? Naraporn.

Seoul

Tom McKinney

Our premiere chapter meeting at Sookmyung Women's University on July 25 turned out to be a great success, and I would like to thank all members and friends who turned out for the occasion. Seoul KOTESOL is excited about our continuing relationship with Sookmyung.

Thanks to renewed interest generated by our move to Sookmyung, coupled with my frequent and urgent pleas for more people to step forward and take on roles of responsibility in the chapter, I am pleased to introduce several new officers to our ranks. Leon Przybyla, whose artistic hand graced the covers of SeoulBeat in the recent past, will take over the newsletter entirely as managing editor. This is a great relief to me, as I was doing two jobs up until now! Mark McKibbin has become the chapter treasurer, and members will soon become used to his presence at chapter meetings, collecting dues. Chang-Sun Kim, a regular meeting attendee has been appointed as the member-at-large, the representative member who will assist all the officers in their assignments and decision-making. In September, we'll add Kellyn Van Fossen to the group as our Membership Coordinator. She'll be taking meeting attendance, handling new registrations, and tracking you members down if your mail gets bounced back to us!

Our upcoming meeting schedule is as follows: September, Andrew Todd on "Even More Classroom Activities"; October is the Seoul chapter presidential election, along with a presenta-

Chapter Reports

edited by
Carl Dusthimer

tion to be announced; November, Dr. Peter Nelson. Come one, come all!

Taegu

Rocky Nelson

Our speaker in September was Ms. Terri-Jo Everest. Terri-Jo teaches English Conversation, Culture, and Composition at Pusan University of Foreign Studies. We were lucky enough to have her do a KoTESOL teacher-training workshop with us, trying to show us how teaching English pronunciation can be fun. Our first meeting since before summer vacation attracted about 40 teachers, many of whom are Koreans teaching in local school systems. These native teachers are the bravest of the brave, as at both segmental and suprasegmental levels, English pronunciation poses difficulties for second-language learners. Teaching pronunciation is daunting even to native speakers, but our Korean counterparts paired up with us natives and the L's and R's and B's and V's echoed down the halls.

In this workshop, Terri-Jo contrasted the English and Korean sound systems, and engaged us in activities she has successfully used in teaching pronunciation at three different levels: that of the individual sound; word; and sentence. There being no magical method of perfecting pronuncia-

tion, nevertheless, teachers can guide students in achieving comfortable intelligibility.

We gained some understanding of the problems facing us when Terri-Jo explained that in segmental ("individual letters") pronunciation, English and Korean are very different. For instance, in Korean, the letters L and R have one distinct sound, while in English there is a sound for each. The problems are magnified for second-language learners because, in English, one "letter" can be pronounced in more than one way: for instance, /gh/, is pronounced differently in the words ENOUGH, GHOST, and THOUGHT. There are 26 letters in the English alphabet, in contrast with Han-gul, which has 40. There are few one-to-one matches between sound and symbol in English, while in Korean the correspondence is systematic, a near-perfect "fit".

To help us cope with these problems, Terri-Jo gave us an outstanding handout, entitled: ReSOUNDing Remedies. This handout consists of six pages of information about teaching pronunciation and games, games, games, and more games. Sound Bingo, Concentration, Slam dunk, Yes/No. Tongue twisters and flash cards. Jazz chants. Make it interesting, and the students will go where you lead them!

Because of the summer holidays other Chapters were unable to report. Be sure to check with those Chapter Leaders at the Conference for an update of recent events.

Looking Forward, By Looking Back

-cont. from previous page

Naraporn: We had quite a few themes, very interesting ones for example new technology and that includes computer, CD-ROM's, Internet. Teaching English with this new technology. Business English and ESP. Materials preparation. Teaching methodologies and young learners. I think that's maybe because of the situation in each country for promoting

the teaching of English for children at primary levels. So young learners is one of the highlights of this conference. Another theme that arose in this conference was culture, teaching English through culture. And that, again, was part of our rationale behind the conference because we all have our own culture. When learning and teaching English we have to take our culture identity as one factor.

Carl: How culture affects the English lan-

guage learning process I think is important.

Jane: An idea we might think about is this. As we are going to be communicating across our three cultures - and more cultures will join us I'm sure here in Asia - we're going to be communicating across these distances. And we're going to be using this new technology to do this. How will that new technology affect the English we are using across our cultures and the distance between us?

Calendar

edited by
Robert J. Dickey

CONFERENCES

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@pkrisc.cc.ukm.my or Nooreiny Maarof, Faculty of Language Studies, UKM, Bangi 43600, Selangor, Malaysia. (Email) nooreiny@pkrisc.cc.ukm.my

Nov 5 '98 Panel Discussion Fukuoka, Japan. Featured Speakers: Rod Ellis, Norman Whitney, H. Douglas Brown, Adrian Doff. Info: check <http://kyushu.com/jalt/kyushuelt.html>

Nov 10-12 '98 "Toward English for Global Communication, Teachers as Agents of Change." TEFLIN/THE ASSOCIATION OF TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA TEFLIN Annual Seminar Semarang, Central Java Indonesia. Topic Areas: Genres for global communication: from literature to the Internet; Intercultural Communication; Developing Communicative ELT materials; Related research reports. This national conference is now growing into international, every year more and more notable ELT scholars from different parts of the world join this important event. Info: Setyadi Setyapranata, President, TEFLIN. c/o Department of English Education, Institute of Teacher Training and Education at Malang, Indonesia (Email) setyadis@malang.wasantara.net.id (Fax) +62-341-551921 (Phone) +62-341-361053

Nov 13-15 '98 "English(es) for the 21st Century." ETA-ROC (Taiwan) 7th International Symposium and Book Fair. National Taiwan Normal University, Taipei, Taiwan. Info: Prof. Yiu-nam Leung (Email) ynlung@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. (see story in this issue.) 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.

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. topics: as they relate to Southeast Asia: Literacy, the Media, Language, CALL, ELT, the Internet, Languages in contact, Business 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

Dec 2-5 '98 4th Language International Conference on Teaching Translation and Interpreting. Shanghai. Info: Eva Hung, Research Centre for Translation, Chinese University of Hong Kong, Shatin, N. T., Hong Kong (Email) RCT@CUHK.EDU.HK

Dec 14-16 '98 International Symposium on Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching. Hong Kong. Info: Joseph Hung, Chinese University of Hong Kong, Shatin, New Territories, Hong Kong. (Email) <JOSEPHHUNG@CUHK.EDU.HK> or <GRANGER@ETAN.UCL.AC.BE> (Sylviane Granger)

Dec 17-19 '98 International Language in Education Conference. Hong Kong. ILEC brings together researchers, curriculum developers, teachers and teacher educators and others involved in the teaching of English and Chinese and other languages and/or in the use of these languages for teaching and learning purposes. ILEC aims to bridge theory and practice and provide an opportunity for participants to discuss language issues in the full range of educational contexts: kindergarten, primary, secondary, tertiary, vocational and adult education as well as language teacher education. (Web) <http://www.ied.edu.hk/ilec98/>

Dec 18-20 '98 2nd International Conference on Multimedia Language Education (ROCMELIA 98). Feng-Shan City, Taiwan. (Web) <http://www.rocmelia.com.tw/>

Dec 26-27 '98 KOSETA Winter Seminar. Chonnam University (Kwangju). Info: Jhae-won Oh (Tel) 02-332-0306

Dec 27-30 '98 Modern Language Association San Francisco, California

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

Mar 8-14 '99 TESOL Annual Conference. New York. Info: TESOL, 1600 Cameron St., Suite 300, Alexandria, VA 22314-2751, USA (Email) TESOL@TESOL.EDU (Web)<http://www.tesol.edu/>

Mar 27, '99 "Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence and Motivation" Aoyama Gakuin University, Tokyo Info: Peter

Robinson, (Individual Differences Symposium) Department of English Aoyama Gakuin University, Shibuya, Shibuya-ku, Tokyo 150-8366, Japan (Email) peterr@cl.aoyama.ac.jp

Aug 2-6 '99 "The Roles of Language in the 21st Century: Unity and Diversity." AILA '99. Tokyo. The Organizing Committee for the International Association of Applied Linguistics '99 Tokyo (AILA '99 Tokyo) in conjunction with the Japan Association of College English Teachers (JACET) and the Japan Association of Applied Linguistics in JACET (JAAL-in-JACET) are pleased to host the 12th World Congress at Waseda University in Tokyo. (Web) <http://langue.hyper.chubu.ac.jp/jacet/AILA99/index.html>

CALL FOR PAPERS

Due date unknown. Nov 10-12 '98 "Toward English for Global Communication, Teachers as Agents of Change." TEFLIN/The Association of Teachers of English as a Foreign Language in Indonesia Annual Seminar Semarang, (Central Java) Indonesia. Topic Areas: Genres for global communication: from literature to the Internet; Intercultural Communication; Developing Communicative ELT materials; Related research reports. This national conference is now growing into international, every year more and more notable ELT scholars from different parts of the world join this important event. Info: Setyadi Setyapranata, President, TEFLIN. c/o Department of English Education, Institute of Teacher Training and Education at Malang, Indonesia. (Email) setyadis@malang.wasantara.net.id (Fax) +62-341-551921 (Phone) +62-341-361053

due Nov 1 '98 March 27 '99 "Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence and Motivation" Aoyama Gakuin University, Tokyo Info: Peter Robinson, (Individual Differences Symposium) Department of English Aoyama Gakuin University, Shibuya, Shibuya-ku, Tokyo 150-8366, Japan (Email) peterr@cl.aoyama.ac.jp This one day seminar will relate the theoretical constructs of intelligence, aptitude and mo-

tivation to issues of language learning in instructed settings. Three keynote speakers in each area will present papers summarising the latest developments and research into these constructs, and describe current instrumentation for assessing individual differences in these areas. Papers by language educators in these areas from within and outside Japan will follow each keynote. Workshops for those interested in using measurement instruments will also be held. Presentations will be 30 minutes in length, with ten minutes for discussion. Participation will be limited to 150 people.

EMPLOYMENT OPPORTUNITIES

To place an employment announcement contact Ben Adams (Email) badams@knu.kongju.ac.kr

Seoul National University The Department of English Education at Seoul National University has an opening in teaching EFL, beginning March, 1999. Qualifications: Master's Degree or higher in EFL or related fields Terms: One-year contract (renewable), housing provided. Send a CV, transcript, and letter(s) of reference to: Chairperson, Dept. of English Education, Seoul National University, Seoul, 151-742 (Phone: 880-7680) before October 31, 1998. Qualified applicants may be interviewed in November.

SUBMISSIONS

Robert J. Dickey Hanmaeum Apt 103-202, Gyo-dong, Miryang, Kyungnam 627-120 (Email) rjdickey@soback.kornet21.net/~rjdickey

Read a good book lately?

The Connection
English

is looking for reviewers of
current TESOL/TEFL publications.



We have new materials in our office, or you
may consider one of our profession's
classics!

Contact Robert Dickey at
<rjdickey@soback.kornet21.net>
if interested

JALT Conference '98

Four exciting days are waiting for those who are attending the 24th Annual JALT International Conference on Language Teaching/Learning and Educational Materials Exposition this November 20-23 at Sonic City in Omiya. This year's conference will bring together teachers, publishers, researchers, students and teacher trainers for more than 300 presentations, demonstrations, discussions and displays on language education.

The annual JALT (The Japan Association for Language Teaching) conference is the largest conference on language education in Asia. This year's theme is "Focus on the Classroom: Interpretations and JALT98 includes an impressive list of special speakers. Main and special guest speakers include Mark Clarke of the University of Colorado at Denver; Kei Imai of Daito Bunka University in Tokyo; Michael McCarthy of the University of Nottingham, UK; Tim McNamara of the University of Melbourne in Australia; David Little of the Centre for Language and Communication at Trinity College in Dublin, Ireland; and Leni Dam, teacher trainer at the Royal Danish Institute of Educational Studies in Copenhagen, Denmark. This year also features Dr. Hannah Pillay, University of Malaya, Malaysia, as JALT's 1998 Asian scholar.

The main attraction to the conference is the opportunity to meet and network with other professionals in the field of language education through access to dozens of teaching organizations throughout Japan and Asia. This year, a special focus on the grassroots of JALT and N-SIG's (National Special Interest Groups) will be highlighted in chapter poster sessions and special workshops. In addition, participants will be able to see the latest teaching ideas and materials at the Educational Materials Exposition, the largest in Asia. Of course, a lot of fun such as the popular One-Can Drink Party sponsored by Prentice Hall Japan and a salsa dance party are part of the social highlights.

Also, many services will be provided for the conference participants. One of the most popular being the Job Information Center, where new jobs are posted and employers have the opportunity to meet prospective teachers. Other services include information centers for tours in and around Omiya, travel assistance for finding hotels and traveling in Japan, and takyubin service for those who gather too much at the conference. Furthermore, conference attendees will have the opportunity to find out more about improving themselves professionally through graduate programs, joining JALT publications, or becoming more involved with a National Special Interest Group (N-SIG) which focuses on specific issues in language education.

The conference begins Friday, November 20th, with ten Featured Speaker Workshops. These three-hour presentations focus on practical techniques which teachers can use immediately upon returning to their classrooms. With a maximum of participation of 35 people in each workshop, these presentations offer a wonderful opportunity for participants to gain in depth knowledge on a focused theme. Over the next three days, more than 300 presentations, demonstrations, discussions, meetings, poster sessions, and workshops on language education will take place.

The annual JALT International Conference has been a major contributor to improving education in Japan and the surrounding region. This year promises once again to fulfill everyone's expectations by providing conference goers many wonderful opportunities to develop and improve their skills, meet presenters, make friends, network with professionals and enjoy a lively social scene.

The JALT 98 Internet site URL is <<http://www.seafolk.ne.jp/kqjalt/jalt98.html>>

JALT National Conference 1998

* The first day (Friday, November 20) will be devoted to Featured Speaker Workshops. This year's featured speakers are sponsored by JALT's Associate Members, as well as by three N-SIGs.

Some Featured Speaker Workshops at JALT98:

* Integrating Peace Education into the Classroom Lynda-Ann Blanchard, Centre for Peace and Conflict Studies, University of Sydney, Australia (sponsored by the Global Issues in Education N-SIG)

* Improving Students' Writing through Conferencing Dr Alan Brender, Temple University Japan (sponsored by Temple University Japan)

* Questions of Attitude: Observing and Learning from Spontaneous Speech (Using multimedia to explore listening and pronunciation) Richard Cauldwell, University of Birmingham, UK (sponsored by David English House)

AND MORE!!!

Full Page Ad

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 Jeanne E. Martinelli (Cultural Corner), Seoul National University Language Research Institute, 56-1 Shinrim 9-dong, Kwanak-gu, Seoul, 151-742 (W) 02-880-8575 (F) 02-871-6907 (H) 02-518-8879 (e-mail) <jeannerh@hotmail.com>

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@knuaccsun.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) <reitankb@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 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 Taepyung-dong Chung-ku Taejon 301-151 (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@chollian.net>

Kim Gyung Sik, First Vice President 8-1 Daekwang Villa, Ma-dong 404 Ojong-gu, Yowul-dong Bucheon-si Kyonggi-do 420-024 (W) 032-324-7771 (H) 032-676-3141 (e-mail) CyberDennis@netsgo.com

Troy Blappert, Treasurer Troy Blappert: 254-2 Itaewon-2-dong Yongsan-gu SEOUL 140-202 (H) 02-793-8911 (email) <troy@uriel.net>

Unju Blappert, Membership Coordinator same as Troy Blappert above

Gavin Farrell, Workshop Coordinator 227-dong 105-ho, Sunbu-dong, Hanyang, Sujong Ansan-si Kyonggi-do 425-140 (H) 0345-86-0804 (P) 015-8464-0804 (email) <gavinf@hotmail.com>

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

Baek Jinhee, Treasurer Chung-dong Elementary School 18 Chungnak 2-dong Youngdo-ku Pusan (W) 051-414-9880 (H) 051-466-6962 (email) <jeannb@nownuri.net>

Shelby Largay, Secretary Korea Maritime University English Dept. #1 Dongsam-dong, Youngdo-ku Pusan 606-791 (W) 051-410-4441 (P) 102-1543-6277 (e-mail) <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

Park Hee Jung, President Chonnam Girls' High School, Dong-Gu Changdong 39-12, Kwangju 501-060 (H)062-513-2371 (W) 062-227-2923 (email) <heejung@nownuri.net>

Kim Choonyong, Vice President Chonnam National University, Language Education Center 300 Yongbong Puk-ku Kwangju 500-757 (W)062-530-3660 (email) <ckkim@orion.chonnam.ac.kr>

Tammy Park, Treasurer Dong-ah A.P.T. 112-903 Seoshindong Weonsan-ku Chonju, Chonbuk 560-170 (H)0652-252-5942 (P)011-675-8937

Rachel Philips, Secretary Chonju National University of Education 128 Dongseohak-dong 1-ga Chonju Chonbuk 560-757 Chonbuk (H) 0652-223-8002 (W) 0652 81-7198 (F) 0652 227-0364 (email) <phillips@ppp.kornet.nm.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



Full Page Ad

**Conference
Pre-Registration
Form**

**Conference
Pre-Registration
Form**

Full Page Ad

Full Page Ad