

The Newsletter of Korea Teachers of English to Speakers of Other Languages Nov., 1998, Vol. 2 No. 6

Lesson Plans for Developing Cultural Awareness

Scott Berlin, Former KOTESOL President

There is a current and growing trend for university students to travel abroad during school vacation times. Often these students have not been educated on how to observe, interpret, learn, understand and effectively deal with the varied cultural experiences they encounter while traveling abroad. Students may have a fair mastery of a second language, yet, frequently they lack understanding of how and to what degree language and culture are interrelated. More important than this is for the students to gain the skills and knowledge that will enable them to understand and use culturally appropriate language in the correct context.

But honestly, how many of us English as a Second Language (ESL) or English as a Foreign Language (EFL) teachers have the time and resources to do a thorough job of teaching culture in our classes? Mandated books,

-continued inside on page 8

Also in this issue

A Message from the Editor-in-Chief ... 7
"Jay" Jeong-ryeol Kim

Learner-Controlled Roleplay ... 12
George Bradford Patterson II

KOTESOL Conference '98 coverage ... 14-15
Michael Duffy

International Music ... 16
Jisook Yeom



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

November 1998
Volume Two
Issue Six

Feature

Lesson Plans for Developing Cultural Awareness ... **cover and 8-11**
Scott Berlin

Articles

Learner-Controlled Roleplays ... **12**
George Bradford Patterson II

Conference '98 ... **14-15**
Michael Duffy

Columns

President's Message *Annual Report* . . . **5**

Editor-in-Chief's Message ... **7**

Conference Column *Advancing Our Profession: Conference '98* ... **13**

Techniques *International Music* ... **16**

FAQs *Boring Classes or Boring Teachers* ... **17**

Pan Asia *Taking Advantage of PAC Resources* ... **19**

Name That Member ... **20**

Chapter Reports

Seoul, Pusan, Taejon, KTT, Teacher Development & Educa N-SIG,
The Book Project... **24-25**

FYI

PAC 2 Call for Papers ... **21-22**

JALT Membership Offer ... **27**

Pan-Asia Conference Series ... **28**

Calendar . . . **30-31**

Who's Where in KOTESOL ... **32-33**

KOTESOL Membership Application ... **35**

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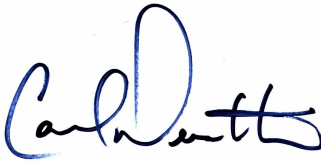
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Annual Report



President's Message by Carl Dusthimer

It was a year of great progress. Even more meaningful when we consider that there were important losses to KOTESOL during this time.

We lost Members. There is a normal "rotation" through Korea, we expect this, and it brings fresh energy to us. But last year Korea, and KOTESOL, lost lots of teachers. Mostly blamed on "the IMF economy." But not solely.

Among those lost was our 1st Vice President, Woo Sang Do, due to personal reasons. The KOTESOL Executive Council voted to replace him with me, so I was serving both as President and 1st Vice President. For this reason, I will be succeeding myself as President (and then serving as both President and Immediate Past President!).

We later lost our 2nd Vice President, Jeanne Martinelli, who returned to the US also due to personal reasons. The Executive Council decided not to refill that position, but to wait for the elections held at the Conference.

Despite all this, we made great strides during the year.. Our first academic journal, *Korea TESOL Journal*, which was distributed at the conference, came out under the leadership of Editor Tom Farrell. We had our first Conference Proceedings, thanks to the efforts of Greg Wilson. This newsletter *TEC* remained strong in its second year. The Kwangju MiniConference and the Pusan Chapter International Conference, as well as the Taejon Drama Festival, gave our members a high level of activity.

We had, once again, a fantastic Annual Conference. This year, under the leadership of Chair Kirsten Reitan and Assistant Chair Gerry Lassche, and all those who gave so much, we continued our tradition of great conferences. Our planning for next year's PAC2 conference is already underway. With partners and visitors from throughout Asia, it promises to be a spectacular event.

The focus of last year's Leadership Retreat was program development. Our book project, led by Gina Crocetti, made great gains from that beginning. Although it won't realize the original goal of publication this fall, we are going through an exhaustive editing process to ensure it comes out with the high quality we have demanded from the start.

KTT -- KOTESOL Teacher Training -- has become a huge success. They presented four sessions at the Conference, all were jam-packed. They've got a full schedule of presentations through this Fall at various teacher-training venues in Korea. Gavin Farrell has done a great job, along with TJ Everest, Cho Sook Eun, and all the others, in bringing this program to life.

I have the pleasure of announcing the newly elected officers for 1998-99: 2nd Vice President is Cho Sook Eun, Secretary is Kirsten Reitan, Treasurer is Yeom Ji Sook, and Nominations and Elections Committee Chair is Michael Duffy. As pointed out in the ballot, the election for 1st Vice President was rescheduled, and will be conducted via mail. I can also announce the following appointed offices at this time: International Liaison Committee Chair is Joo-Kyung Park, Technologies Committee Chair is Tom McKinney, and Gavin Farrell, KTT Chair. These are all recently added standing committees to the Executive Council.

Next year's goals are membership development, fundraising, and PAC. PAC is a major undertaking, there are roles for everyone.

What is a great way to begin or continue your professional development? What is a great way to meet people and share your teaching experience? Volunteer to work in KOTESOL projects! Just contact us using the information in the back of this issue. Cheers!

Full Page Ad

The English Connection



Editor-in-Chief's Message by Kim Jeong-ryeol

The winter is fast approaching and English teachers are finishing another year of professional practice as a lucky group of us pack to be away from the deadly winter. The KOTESOL publications team is also finishing the last issue of volume 2 for *The English Connection (TEC)*. *TEC* has become the face of KOTESOL and the messenger of events and other teaching information to our members. Though it still has a long way to go, it deserves compliments for the way it all came about to be what it is today.

KOTESOL was born in 1992 as professionals in the field put two organizations (KATE and AETK) together to form a bigger organization. Since the inception of KOTESOL, a few key people on the publication team worked hard to publish the journal and the first person that comes to my mind is Dr. Dwight Strawn at Yonsei University. The old KOTESOL journal (*Language Teacher*) was a mix of researched articles, book reviews, events and everything else. In fact, it was the only publication we had, except the conference handbook, up until two years ago. About three years ago, KOTESOL faced a crisis in the publication since we were not able to produce a single journal for the service of membership. During

the crisis, people expressed the need to split the journal into two different publications because twice a year was too long to be a newsletter and any information on events and news would lose its newsworthiness. Also, researched articles were crying for more space. The leadership retreat in winter, 1996, came to the decision that KOTESOL should have two separate publications, one called *The English Connection* and the other called *The KOTESOL Journal*. Other decisions made there included that *TEC* be published quarterly as the newsletter and *The KOTESOL Journal* be published yearly to start with, aiming for a research journal for both the big "R" hard research, and the small "r" soft research. Since the decision was made, a group of us acted quickly to publish the first *TEC*. The spring issue of volume 1 came out March 1997 with the key players of Greg Wilson, Robert Dickey and Jeanne Martinelli. We had long night discussions about what should be in and what should be out, and made decisions on columns and the responsible editors. Since the first formation of the crew, we added Stephanie Downey, Terri-Jo Everest and Steve Garrigues. Also, *The KOTESOL Journal* was guest-edited by Thomas Farrell of the University of Singapore, inviting well-written articles on teacher development. The first journal was born and distributed to the membership during the '98 conference.

Now, after just finishing editing the last issue of volume 2 of *TEC* and having our first journal out, we want to congratulate ourselves and the membership because KOTESOL has grown out of the crisis and continues growing, while not losing the friendly atmosphere -- a place where you go and find people who share your feelings and experiences. The fact that we have not missed a single issue in *TEC* is quite an achievement in itself. As we close volume 2, *TEC* is going into a new phase with different columns and improved quality in the editorial. Also, we want *TEC* and the Journal to be a place where KOTESOL membership participates and gains publishing experiences including editing, proofreading and contributing articles. The door is wide open for the general membership, and the KOTESOL publications are where you can build your experience and professional development.

"Jay" Jeong-ryeol Kim
Publications Chair

Lesson Plans for Developing Cultural Awareness

-continued from front page

syllabi, tests, school functions, holidays and grades all have a way of reducing much needed class time. Adding something new such as culture learning into the schedule may seem impossible for you. This article offers some lesson plans that are not intended for a comprehensive culture course, rather these lessons are aimed at planting a seed of motivation in the students. It is believed that the students self motivation will translate into self study.

LESSON 1

OBJECTIVES:

1. Students will learn about and gain understanding of the concepts of Big C (those things of a culture that are easily seen and recognized) and Little c (those things of a culture that are hidden from the casual observer and/or not easily understood without careful observation and enquiry into the culture. (See appendix A).

2. Students will form groups and make a distinction between Big C and Little c items of their own culture. The ability to make this distinction will be demonstrated by the students making an "Iceberg" chart of their own culture.

(An iceberg has been used as a metaphor for culture. Like an iceberg, only a small part of a culture is visible and easily recognized. Most of the iceberg/culture remains unseen to the casual observer. See appendix B, for a more in depth explanation of an Iceberg Chart.)

MATERIALS:

Marking pens, large sheets of paper (poster size), one sheet for each group to draw Iceberg charts.

TIME:

2 hours (or possibly more)

PREPARATION:

Prepare a list of general cultural items

that apply to any culture. Example: language, festivals, religion, food, male and female roles, how education is taught, actions and behaviors for greetings/departures, personal zones, use of time, physical use of space, acceptable (and unacceptable) communication patterns for men, women and children, good and bad character traits, superstitions, holidays, non verbal communication, gestures, art, social roles, architecture, beliefs, values about work, values about leisure activities, etc.

PROCEDURE:

1-A. The teacher writes on one side of the black board a brief list of general things that are a part of any culture (see "PREPARATION" above, for examples). The teacher then solicits from the students other general cultural items to add to the list. These items should not be specific, such as the name of a particular food, such as kimchi, sushi, rice, hamburger, etc. Rather, the list should be of general categories, e.g., food, holidays, behaviors, ways of greeting, ways of expressing emotions. The goal in this step is to develop a general list of cultural items that would apply to all cultures (20 to 30 items listed is sufficient).

The teacher explains to the student the difference between Big C and Little c. The teacher's explanation could go something like this: "Big C things are the big cultural things that are easy to see and recognize as being a part of a culture. Examples of Big C things are food, festivals, language, music. Little c things are the cultural things you can't easily see, like non-verbal communication, gestures, beliefs about something, behaviors, ways men talk, and ways women talk. Look at our list on the board. How would you explain or define the Big C things? How would you explain or define the Little c things?" If the students are having difficulty answering the last two questions the teacher can assist by writing on the board, "Big C things are things that are....." and asking students to finish the sentence. This explanation should result in a definition of Big C and Little c. The students will later use this definition as a check to determine whether an item is Big C or Little c.

1-B. The teacher conducts a whole class discussion identifying the items on the list as being either Big C or Little c. For example, "Class, now that we have our definition of Big C and Little c let's check our list on the board and see which items are Big C and which are Little c. As the items on the list are identified the teacher writes those items into an Iceberg chart with Big C items written above the water and Little c items written below the water line, on the other side of the board (See appendix B, p. 54). As in an iceberg, the majority of these listed items would appear below the water line on the chart. From the list in the PREPARATION section, below water items would be male and female roles, how education is taught, personal zones, use of time, physical use of space, acceptable (and unacceptable) communication patterns for men, women and children, good and bad character traits, non-verbal communication and gestures. Above water items would be such items as language, festivals, religion, food, superstitions, holidays, and art. When finished, the teacher explains the similarities between a culture and an iceberg (e.g., explains the iceberg chart). Big C items would be the fewest and appear above the water line. Little c items would be the most numerous and appear below the water line.

2-A. Students break into groups of 3-7. Groups develop an Iceberg chart of their own culture. At this point students will generally, and should be encouraged to, come up with specific items from their culture, e.g., kimchi, chopsticks, Chusok (the big autumn holiday), hand gesture for showing something is expensive, bowing when greeting, etc. In English, students are encouraged to discuss, debate, relate stories, or provide examples that are related to the topic of culture items. For each cultural item the students come up with they should check it against the definitions of Big C and Little c derived earlier in the lesson. Allow 30 to 40 minutes for this. The teacher circulates among the groups to answer and ask questions, offer vocabulary, and provide guidance. The teacher should try to avoid disrupting the flow and momentum of the stu-

dents' conversations.

The lesson is completed when the student groups have finished their iceberg charts. Students are instructed to check their own work by checking each item on their chart with the definitions of Big C and Little c written on the board (from 1A above).

COMMENTS:

When the teacher is soliciting general cultural items from the students, if the students' responses are too slow or too few, break into small groups and assign each group to come up with 5 items to add to the list on the board. This should be done in 10 minutes or less.

LESSON 2

OBJECTIVES:

1. Students will write the value or virtue expressed in a proverb. Students will gain awareness that proverbs generally reflect cultural values.

MATERIALS:

Handout of a list of common American and Korean proverbs (See appendix C).

TIME:

1 hour.

PREPARATION:

Prepare a handout for each student with several proverbs from American culture and several proverbs from the students' own culture.

PROCEDURE:

1-A. The teacher writes a proverb on the blackboard and leads a whole class discussion to reveal the value or virtue expressed in the proverb. The teacher might begin by asking the class, "What is the meaning of this proverb? What is the key point or word of this proverb?" Follow up questions might be, "Why is that important? Why should you do/not do that?" A list of values such as hard work, thrift, honesty, helping others, kindness, thinking carefully,

and so on, can be written on the board to help students.

1-B. The students are given the handout and asked to work in pairs. Students discuss each proverb and determine what value it expresses. They write their answer after each proverb. The teacher should circulate to provide vocabulary, answer questions, and encourage students to keep their discussions in English.

1-C. To check, the teacher leads a whole class discussion by asking the students what they wrote for the American proverbs. The teacher supplies his/her answers and/or definition for students to check against. The teacher may then express their ideas about the Korean proverbs, and the students can supply the correct answers.

COMMENTS:

The Korean proverbs chosen for this lesson are common ones that most students have heard many times. Before this lesson was done in class, the list of Korean proverbs was checked for their commonness and popularity with Korean nationals. The same Korean nationals reported that although only a few of the American proverbs were known to them they were able to understand the message in them.

CONCLUSION

I sincerely believe that teaching culture in the language classroom is worthwhile and increasing in necessity. Technology is in effect, erasing geographical borders and creating a massive global village. Still at the heart of this is communication between people from different backgrounds and cultures. It is at this point that understanding of the relationship between language and culture become paramount. As language teachers, we will do well to plant the seeds of cultural awareness and curiosity in our students so that they may go on to better prepare themselves for the future.

Every class is different and what worked in one class may not work in another. I encourage you to take these lesson plans and adapt and/or modify them so they will be appropriate for your students and

teaching context. Be creative and have fun.

APPENDICES

APPENDIX A: BIG C AND LITTLE C

There are many definitions of culture. It is not the intent here to give you a new definition, rather it is intended to offer a simplistic way to categorize the many aspects of culture. If one were to list all the things that made up a culture, one might list such things as: language, music, gender roles, ways of expressing emotions, food, non-verbal communication, festivals, etc. If we examine this list we can see that some of these things are very easy to recognize and understand. One needs no special instruction to know that X language is a part of X culture and its different from Y language and culture. Anyone can easily comprehend that traditional Japanese music is different from traditional African music. Yet non-verbal communications and ways of expressing emotion would require careful observation and inquiry into the culture to understand and in some cases even notice these things.

This is the criteria we would like to use to categorize culture. Things that can be easily seen, recognized and understood by the casual outside observer, we will call Big C, indicating the big things of culture. The Big C things have also been called achievement culture items. Things that man has deliberately set out to create for the comfort and convenience of his life. Examples of Big C things are: language, food, festivals, music, holidays, religion, architecture, and folklore. In addition, some obvious ways of greeting such as kissing on the cheek, shaking hands or bowing are Big C things. These Big C things are not what make up the biggest part of a culture. The biggest part of a culture is not so easily visible to the outside observer. These things we will call Little c things. Little c things are those things that one would need to make a conscious effort to learn about in order to understand them. Examples are: non-verbal communication, different levels of language used, behaviors, thoughts and thought patterns, ways of express-

-continued on next page

ing emotions, beliefs about education, and general ways of raising children. These things have sometimes been called behavioral culture.

The distinction is not always so clearly made. Is the action of using chopsticks to eat Big C or Little c? In general, however, it should be agreed that most of the things that make up a culture are Little c things.

APPENDIX B THE ICEBERG CHART

There have been many models used for describing and observing culture. One such model that is quite useful is an Iceberg chart. Most of the iceberg is under water and unseen to the observer who would be looking at the iceberg. Only a small part is visible. The tip of the iceberg is easy to see and recognize. This tip can be compared to the those things about a culture that an outside observer can easily see and recognize as being a part of that culture. These things could be labeled achievement culture. Another way to look at these things is that they are generally products that man

has deliberately created for his life style. Examples are: language, food, festivals, holidays, religion, dress, music, architecture, and artifacts. In most cases understanding these things simply requires that one recognize and acknowledge that these things belong to the culture in question. One does not have to inquire deeply or be in contact with the culture to know these things.

The lower part of the iceberg is the hidden part, the part that cannot be easily seen or observed from the outside. In culture, this hidden part could be labeled behavior culture. A broad general definition could be behaviors and thoughts. Specific examples are: habits, customs, beliefs, values, non-verbal communications, ways of using time and space, social roles, sex roles. As with an iceberg, these things make up the largest part of a culture and support those things at the top. Beliefs about food and nutrition will generally determine when and what one prepares for a meal. Use of space will greatly influence the architecture of a home or building. Values will sometimes give rise to holidays. In Korea great importance is placed on education, and teachers are highly respected, thus, September 15th is a minor holiday called

Teacher's Day!

The iceberg chart can be used as an instructional tool to help students to learn about the different aspects of a culture. It is most useful when aiming to help students understand the difference between those cultural things that are achievement culture (the tip of the iceberg), and those things that are behavioral culture (the submerged part of the iceberg).

APPENDIX C PROVERBIAL VALUES (SEE HANDOUTS ON PAGE 11)

THE AUTHOR

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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.

APPENDIX C
PROVERBIAL VALUES HANDOUTS (REPRODUCIBLE)

PROVERBIAL VALUES I

Directions: Read the proverbs in the left column then write down the value which you think each proverb teaches in the right column.

PROVERBS	VALUES
1. A penny saved is a penny earned.	_____
2. A stitch in time saves nine.	_____
3. Don't put all your eggs in one basket.	_____
4. There's no time like the present.	_____
5. It's better to give than to receive.	_____
6. An apple a day keeps the doctor away.	_____
7. Every cloud has a silver lining.	_____
8. Shape up or ship out.	_____
9. Rome wasn't built in a day.	_____
10. You're never too old to learn.	_____
11. Look before you leap.	_____
12. An ounce of prevention is worth a pound of cure.	_____

PROVERBIAL VALUES II

Directions: Read each of the Korean proverbs in the left column (in numbers 7 - 10 write your own proverbs you know) then write down the value which you think each proverb teaches in the right column.

PROVERBS	VALUES
1. Arms bend inward - not outward	_____
2. There are private favors even in public affairs.	_____
3. Though your mouth is twisted, speak straight.	_____
4. Can spring come before the passing of winter?	_____
5. A person who bows never gets his cheek slapped.	_____
6. Do not mind the prayer to Buddha, mind the boiled rice offered to him.	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

Learner-Controlled Role-Play

George Bradford Patterson II

The most effective teachers aren't necessarily those who dominate the second language learning classroom. There's substantial evidence justifying learners taking a more innovative part in the learning process.

Ever since the advent of communicative language teaching, role-playing has been a useful technique in the ESOL teacher's repertoire. The activity combines creative work with attention to meaning in a setting which promotes learner autonomy. Far from being a dull, dry activity, this technique requires a lot of meticulous, planned work: beforehand, in the choice of the topic; during, in preparing the task and observing how the group addresses the task; and afterwards, in follow-up activities.

THE TOPIC

The selection of topic by the students is important in order to stimulate meaningfulness and dynamism in the classroom and have a more student-centered and student-autonomous classroom. If they select the text, it should be relevant to their group in length, level, and content. They should stick to an upper limit of 10 minutes time, even for advanced groups, as the activity requires the type of intense concentration, innovation and momentum that may be lost if it becomes too prolonged. It is wiser to finish the activity earlier, with follow-up activities, than to prolong the lesson when interest may have faded away.

The topic should consist of real, meaningful language. One should allow the students freedom to select the topic. Yet, the second language teacher should not hesitate to guide them in selecting it if they need his/her help. It is important for the topic to be directly

related to what the students are experiencing, as this provides it a unique, even an enjoyable status.

The students should choose topics that are natural, spontaneous, dynamic, and innovative. They should prepare the topics in advance in small groups and pairs in class and outside the class. This makes the task more meaningful, student-centered, and student-autonomous and builds enthusiasm. They should make use of magazines, newspapers, newsletters, books, the internet, television programs, movies, and other forms of multi-media.

THE TASK

In class, one should give full control to the students and let them work at it until the end. If they need help, give it to them. But it is crucial that they are in control of the activity since this gives them a sense of self-confidence, responsibility, self-worth, and self-esteem. In other words, they are self-actualized individuals. They should do some demonstrations of role-playing. Then, they perform them in small groups and pairs with the teacher around facilitating whenever necessary. But he should minimize this so that they do not become too dependent on him/her. The teacher should spend most of the time in the back of the room with a notepad to watch the action.

At the end, some volunteers from the groups can go to the front of the class and perform their role-plays. Students can ask each other listening comprehension questions based on them. Fifty minutes later they will have completed it to their satisfaction, and to the satisfaction of the teacher as well.

OBSERVATIONS

While one of my classes was engaged in this activity, the principal thing I noticed was the dramatic change in the character of the group once I, the teacher, allowed them to be in control of their language learning. They

became more responsive, cohesive, dynamic, and creative. The passive ones became much more active by participating as much or almost equally with the more active ones. The dominant one became less vocal, yet still very active. In short, everyone participated. There was a real sense of egalitarianism and camaraderie. Most of them assumed the teacher's role at least once. Also, they maintained their momentum.

There were of course errors, but they disappeared as a consequence of peer correction. The students accepted their errors naturally as a part of a natural process of second language acquisition. The important thing was that they communicated their ideas by accepting their inter-language as an impetus to language learning instead of as an impediment.

FOLLOW-UP

The activity will provide plenty of material for follow-up work. Errors that many students make can be discussed with the guidance of the teacher. They can discuss them, refer to their notes, and provide corrective drills in class and outside of class. More advanced learners will become much more proficient and self-confident. In addition, the teacher can have the students discuss what they liked and disliked about the learner-controlled role-plays and how they can improve them.

I think that this activity has been quite successful since it has departed from the teacher-centered classroom to the student-centered and student-autonomous classroom. It is an excellent device for promoting communicative language teaching. I strongly recommend this activity to encourage meaningful, dynamic, and creative second language learning.

It occurred on two gloriously beautiful autumn days on one of the loveliest campuses in Korea. Over 500 English teachers descended on the campus of Kyung Hee University in Seoul on October 17 and 18 to attend the 6th annual Korea TESOL conference hosted by the Kyung Hee Institute of International Education (IIE). The halls of the liberal arts building were buzzing with enthusiasm, as conference goers wandered the halls looking at the displays of various educational groups, visiting the booths of the many publishers displaying their books, and attending the many excellent presentations. This year's conference was a very positive and successful experience, and I think a good time was had by all. The highlights of the conference included many interesting presentations, including the highly successful KTT presentations. We heard three terrific plenary addresses by Donald Freeman, the TESOL, Inc grant speaker, Carol Numrich, sponsored by Addison-Wesley Longman, and Peter Robinson, sponsored by British Council. People also enjoyed the speeches by our two invited speakers, Yongjae Choe, and David McMurray.

I heard from a lot of people that in addition to the selection of interesting and informative presentations, they appreciated the ease of access to the site and the smooth registration process. All the site concerns were handled by 3 extremely dedicated instructors at Kyung Hee University. The very efficient site team, consisting of Madeleine Kim (site coordinator), Mia Kim (site chair), and Seon Young Bahn (student coordinator) worked many, many hours behind the scenes making sure all the big and small details were taken care of. They

National by Kirsten Reitan Conference

Conference '98 Advancing Our Profession: Perspectives on Teacher Development and Education

I the way up to the liberal arts building. Without all these students, the dedication of these three Kyung Hee teachers, and the long hours put in by Mr. Jang and the staff of the IIE, none of this would have happened. I owe them many, many thanks.

The success of the registration process was entirely due to the extraordinary efforts of Tom McKinney and the many volunteers who worked in the registration area. Tom worked very hard in the months preceding the conference to put together an informative pre-registration packet, planning for and organizing the pre-registration, and spending many sleepless nights the week before the conference preparing registration procedures and materials. His dedication, organization, and vision is a true inspiration to us all.

Two other people who put in lots of hours of work just before and during the conference were Douglas Margolis and Yayi Liao, the employment center coordinators. Along with their student volunteers, they set up and manned the employment center for two straight days. The success of the employment center was due to all their careful planning.

In addition to the committees who made the actual conference days go

so smoothly, I also want to acknowledge and thank those individuals who put in so much hard work before the conference. Gerry Lassche, our assistant chair, did so many things to help streamline the conference, and helped immensely on-site with preparations and site management. No one had warned him that assistant chair meant he had to stuff bags and carry tables up and down 8 flights of stairs. An-

other person, who I believe to be the back bone of KOTESOL and of the conference, is Tony Joo. The success of this conference is in many ways due to his selfless dedication, commitment and hard work behind the scenes. So I want to thank both of these gentlemen for their great efforts.

Other people who did a great amount of work before the conference included the publicity committee of Peggy Wollberg and Cho Sookeun, who together spread the word about the conference and tried to reach as many people as possible. The conference handbook itself is due to the many hours of typing, proof-reading, and layout by Jane Lyon Lee, Jane Hoelker, Terri Jo Everest, and especially Jon Marshall who worked on it for 17 straight hours during the Chusok holidays. I also want to acknowledge all the leg-work of Lynn Gregory in taking care of all the details in regard to the conference bags.

KOTESOL's strength lies in its spirit of volunteerism. And this year's conference's success was due to the hundreds of hours of hard work put in by the conference team. I am very proud to have worked with these individuals, and pleased that despite the many obstacles we had to overcome, the conference was a success!

Check it out . . . *KOTESOL's new website:*
<http://user.chollian.net/~kotesol/>
Add it to your bookmarks!

KOTESOL Conference '98

Michael Duffy, Dong-a University

Even as Typhoon Zeb was threatening the southern coast of the peninsula, KOTESOL held its 6th annual conference in balmy autumn weather on the attractive campus of Kyunghee University. In spite of the recent flight of so many native speaker teachers and the continuing economic slump, the attendance of about 550 was only slightly down from that of last year.

Every year a lot of thought goes into deciding a conference theme, yet in the past it has not always been easy to see any more than a nebulous connection between it and the actual content of the conference. This time, the theme of Teacher Development and Education was reflected in a rather high proportion of the 100+ presentations on offer, twenty or so dealing with advanced EFL training, self-development, or action research. Giving the Saturday plenary, SIT's Donald Freeman described a day in the life of a tired middle-aged high school teacher, 'Horace' who exhibited 'Formative' development, adapting to his conditions over the years, but who had given up on 'Desired' development,



any attempt either at improving those conditions or his own performance. Later, Professor Freeman gave a special workshop on methods of classroom research, while a specific example of such research, carried out by a group of High School teachers, was presented by Andy Curtis of the Chinese University of Hong Kong. Andy is hoping to return to Korea in the near future to work with teachers here. Look out for his article in the next issue. Look out, too, for an increasing interest in teacher portfolios as a path both to self-devel-

opment and to career advancement, another of his interests.

Believe me, this is no easy task, but I will try to touch briefly on what seemed to be some of the main currents of this year's conference. Of course, many if not most people attend conferences in the hope of picking up tips and materials, and to help meet this demand, KTT, KOTESOL Teacher Training, was set up this year to give workshops both at conferences and at roving venues around the country. The four KTT presentations this time, on methods (Michael Belostotsky), contrastive analysis (Steve Garrigues), classroom management (Doug Margolis) and pronunciation (TJ Everest), all attracted full houses.

Among the 33 commercial presentations, there were workshops from two notable first-time visitors to Korea, Leo Jones, author of *Let's Speak* and numerous other coursebooks, and Carol Numrich of Columbia University, author of *North Star* and the *Face the Issues* series.

Professor Numrich also gave the Sunday plenary, entitled "It's not my job!" which had been the response of one teacher to the suggestion that she might try to encourage critical or inferential thinking in her students. A



survey of questions in popular ELT textbooks showed that they tended to stick to the factual level, but students tended to view more favourably questions which called for making inferences or drawing on their own experience. Even if students are at a low level in a foreign language, they need not be limited to low-level thinking. Prof. Numrich recounted a story of a large group of female Japanese students who saw no need to say anything in class because they all shared the same opinions on everything; even they opened up when it emerged that they were shocked by the homelessness in New York.

Not surprisingly, several presentations dealt with using the Internet as a learning resource. One was a poster session (an innovation at this conference) on useful web-sites by Ralph Baldasare of the host university. JALT's David McMurray, an invited speaker, also touched on the "Net as a means of connecting with our students' learning strategies."

Another distinguished invited speaker was Yongjae Paul Choe of Dongguk University, who reviewed the current state of EFL in Korea, contrasting the aspiration to become a bilingual society with the institutional and other constraints which make its realization unlikely. Among the problems cov-

ered were the English proficiency of Korean teachers of English from elementary to university level, the poor qualifications of many native-speaker teachers, and the institutionalized conservatism in the educational hierarchy. This kind of talk always provides an occasion for participants to vent their frustrations with the system - perhaps every conference should have one - and at one point Dr. Choe joked about being drawn into saying things he was not supposed to.

So that was just a selection from KOTESOL '98, with no space to go into any detail on the many other content areas covered, such as testing, culture or global issues. One personal hope is that presentations in Korean will continue in future conferences following PAC2 in 1999. Finally, thanks to Kirsten Reitan and her Stakhanovite team for making this one so memorable.

All photos by Jeff Lebow



I spent a wonderful time at the '98 Summer Workshop of LIOJ (Language Institute of Japan), and would like to share some good ideas which I learned from Lisa Brickell's presentation there, entitled "Music and Dance from Around The World."

In this lesson, Ss will (1) learn various country and adjective-nationality forms (e.g. Italy-Italian), (2) talk about likes and dislikes, and (3) identify music from different countries. The following materials are needed: pictures of faces, adjective/nationality handouts, music tape, national flags, and a world map (optional). This lesson is suitable for large classes of 30-40, from intermediate elementary to low-level middle-school.

1. INTRODUCTION (5-10 min.)

The teacher draws a country flag, an arrow, and a stick figure on the board, and engages Ss in the following dialogue: T: What do you call someone from Korea? Ss: Korean. T: How do you spell Korean? Ss: K-O-R-E-A-N

Ss repeat after the teacher several times because they will need to pose questions themselves in the nationality quiz activity.

2. NATIONALITY QUIZ (10-15 min.)

Direct Ss to make six groups. Distribute one handout (quiz) to each S. Prompt Ss to read together from the top. Tell Ss to complete the quiz. Circulate and help Ss for 5-10 minutes, then check accuracy by writing answers on the board. Teacher pronounces the adjectival forms. Ss repeat. "What do you call someone from Japan? Japanese. How do you spell it? J-A-P-A-N-E-S-E"

Sample handout material follows:

1. Japan > J a p a n e s e .

Techniques

edited by

Terri-Jo Everest

International Music

Jisook Yeom

2. The United States

> _ _ _ _ _

3. England > _ _ _ _ _

4. India > _ _ _ _ _

5. Mexico > _ _ _ _ _

6. France > _ _ _ _ _

3. INTERNATIONAL MUSIC (tape, 15-20 min.)

Teacher writes on the left side of the board, "It's (Italian) music." and on the right, "Do you like this music?" / "Yes, I do." / "No, I don't." Tell Ss that they will listen to some music and that groups (teams) should guess what kind of music they hear: Korean, Mexican, etc. (Correct answer = 2 points, Try = 1 point). Play the tape. Stop the music when a team members raises his/her hand. Elicit their answer in unison by pointing to "It's _____ music" on the board. After the first song (or excerpt of a song), choose one group and ask those group members to stand. Prompt S1 to ask S2, "Do you like this music?" S2 responds and asks S3, and so on around the group. After S1 has answered the last student's question, ask the group to sit down. Direct all groups to do this after each music excerpt. Some suggested music for secondary Ss follows: British - The Beatles - Yesterday; Brazilian - Lambada; Indian - Sitar; American - M.C. Hammer - You Can't touch This; Italian- Carreras, Domingo, Pavarotti - O Sole Mio; Mexican - Los Lobos - La Bamba; Japa-

nese - BB Queens- Odoru Pompokorin (For elementary Ss, see Wee Sing: Around the World by Price Stern Sloan, Inc.).

4. INTERNATIONAL ADJECTIVES (World Map, 5-10 min.)

Teacher points to different countries on the map, eliciting country names, and asking "What do you call someone from _____?". Groups compete to answer. (2 points = correct, 1 point = incorrect try). Point out adjectival categories: 1) -ish (English, Spanish, Swedish); 2) -ese (Japanese, Chinese, Taiwanese); 3) -an (Japanese, Chinese, Taiwanese); 4) other (Korean, German, Canadian, Thai, French, Czech).

The first step in internationalizing the English classroom is to rethink our image of the English language itself. English is an international language, and this means teaching English not only as the native language of certain countries but also the national language of others, and, moreover, as a foreign language used for international communication worldwide. This means, further, seeing English as a means for learning about our global village, for understanding the issues, cultures and problems of our small planet. In this role, English - and, specifically, English music - is a "window on the world".

Jisook Yeom holds a B.A. in English Lit. & Lang., an M.A. in English Education from Kyungnam University (Masan) and TESOL certificates from Trinity College (London), TESOL Inc. Summer Institute (Slovakia), Carleton University (Canada), and Fairleigh Dickinson University (New Jersey, U.S.A.). She teaches in the After School English Program at Seoul Kwang Hee Elementary School and is vice-president of TipTop Kids English. She is the KOTESOL National Treasurer. She has written and translated children's English books and materials and has taught and conducted Korean elementary school teacher-training programs for several years.

Teacher Development

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

Question: I'm new at teaching English. I really enjoy it, but I seem to have a problem. I am met by a resounding yawn in some of my classes. I'm still enthusiastic, but my students decidedly aren't. What's wrong? Am I really such a boring teacher? Or maybe I'm just a boring person. Has anyone else had to deal with this problem? - DLF



Boring Teachers or Boring Classes?

Answers #1

I don't think it's simply a matter of someone being a boring teacher or a boring person. Right now I teach four classes everyday. In the one class, I am boring and bored, and so are the students. In another class, I am interesting and interested, and so are the students. I've tried to examine why there is such a sharp contrast between these two classes which, incidentally, meet back to back. In both classes I use the same methodology, the same philosophy, and the same textbook series. But in the boring class the energy level is low, the learners are quiet (maybe passive), and the teacher is low-key. In the interesting class the energy level is high, the learners are talkative and active, and the teacher is energetic.

Is it time of day? Is it level? Is it class chemistry? Try teaching the same lesson 7 times over each week to 7 different groups of students. Some groups are lively, interested, and energetic. Some are dull, bored, and listless. Time of day and level don't seem to be the major factors. Talk to other teachers who have the same sets of students. Often they will have the same observations. Class chemistry makes a world of difference, and is a factor people often don't consider. And it's a very real consideration not talked about much in the literature.

I think just as each student has his/her own learning preferences/styles, so each class or group of students has their group

learning style/preference. It could be that the teacher has to adjust presentation and methodology and even material to suit each class.

In teaching technical writing 2 years ago, I had to radically change my whole philosophy and approach to teaching writing for one class. I had two sections doing exactly the same thing. In one class, peer review, in-class writing, text analysis, and learner-centered classes worked beautifully. It was the model writing-process class I had always dreamed of teaching. In the other class, anything learner-centered flopped miserably over and over. Even teaching them or modeling for them how to do peer review or other learner-centered activities didn't work. I finally decided to try an "authoritative" teacher approach and be very directive and teacher-centered. It went against every bone in my body and required a lot more preparation on my part. But it worked...! Frankly, I considered myself a boring teacher in the second class and I don't think the students found my class very interesting. However, I'm not sure that anything would have made them interested.

- Kirsten B. Reitan
<reitankb@sorak.kaist.ac.kr>

Answer #2

Kirsten's points above are certainly helpful. I liked in particular her interest in and respect for the student-centered

model, and simply want to add that, as you probably know, local English language bookstores are literally filled with new and exciting materials which cover topics from this learning perspective. So, if you have the option to do so, you could change or supplement your text. That might help with those boring classes.

One problem I've found is that no one book covers all that I want, and it is hardly feasible to ask students to purchase more than two books.

I am therefore left with a narrower range of subjects than I would like, a violation of copyright (with its severe penalties), or an adaptation of some ideas to avoid plagiarism or copyright violation. Often I choose the adaptation method.

On a related note, I taught three different groups of high school teachers during the summer and decided to use my own collection of games as the focus. Although the material was identical, the three classes varied enormously in their 'chemistry'. One was downright dull, one was of variable interest, and the third was lively from the moment I walked in to the minute I left. In this instance the factor was the average age: younger teachers comprised the more lively groups.

A second observation was that NONE of the teachers had ever used games as a teaching tool. When they saw how they could be used, the younger teachers became quite involved and stated they would make every effort to introduce them into their own classrooms. Their assessments of my class all noted how valuable the experience of learning games was to their own teaching perspective. So, to avoid the "boring teacher" blues, maybe more language learning games would be useful.

- Peter Nelson
<peternel@chungang.edu>

The Connection
English

Wants your help

Writers, columnists, editors and reviewers are encouraged to volunteer

Contact the Editor-in-Chief, Kim Jeong-ryeol for information.

Full Page Ad

KOTESOL, and JALT signed an agreement and eight-year business plan in 1994. Scott Berlin (former KOTESOL President) and David McMurray (JALT President) laid out a strategic planning process that included an overview of Asia with its then growing economy, the continued demand for English training, and the perceived need for more creative and efficient methods of teaching English. Thai TESOL signed the agreement shortly after, thus realizing this first stage.

The second stage included organizing a successful first conference in Bangkok in January, 1997. This success of this second stage was recognized by PAC being placed under the patronage of Her Right Honorable Princess Galyani Vadhana Krom Luang Naradhiwas Rajanagarindra of Thailand.

The third stage, which encourages collaborative research, is currently being implemented. Stage four, which proposes solutions and strategies, will be realized at the Second Pan-Asian Conference in 1999. Resources (networks, finances, internet) to encourage collaborative research have been utilized and established. The KOTESOL Conference hosted at Kyung Hee University on October 17-18th in Seoul dedicated a segment of the program to Pan-Asian highlights and presentations on classroom research in Asia. Donald Freeman, former TESOL, Inc. President, gave the opening plenary entitled, "Why teacher development?" TESOL, Inc., in support of KOTESOL's preparation for PAC2, awarded a travel grant to support Freeman's work in Korea in 1998. Freeman's workshop, "Doing teacher research: the work at the hyphen", took participants through the first steps of a research project.

JALT N-SIGs or Special Interest Groups sent two representatives to initiate work on collaborative projects. Kip Cates, Global Issues N-SIG Coordinator, is organizing the first Asian Youth Forum to be held at the Olympic ParkTel in 1999. These young people will link Asian cultures and contexts as they discuss language, culture, global issues and international understanding through the medium of English-as-an-Asian language. Students will take part in academic, as well as social events. Homestays and guides in Seoul or within

Pan Asia

edited by
Jane Hoelker

Pan-Asian Resources Take Advantage of Them!

PAN-ASIAN Series of Conferences - PAC2
Location: Olympic ParkTel, Seoul, South Korea
Theme: TEACHING ENGLISH:
ASIAN CONTEXTS AND CULTURES
Date: OCTOBER 1, 2, and 3, 1999
(Friday, Saturday, Sunday)

Korea are sought. Teachers and students interested in participating, contact Kip Cates: Tel/fax: +81-(0)857-31-5650) or <kates@fed.tottori.ac.jp>.

Chris Doye, JALT Material Writers N-SIG representative, coordinated the program, "Focus on Materials". Teachers exchanged and discussed activities and techniques that work. Those that prove the most successful in the Asian classroom will be published in a book to be released after PAC2. Teachers interested in participating throughout 1998 and 1999, contact: Chris Doye: Nagoya University of Foreign Studies, Aichi-ken, 470-01, Japan, Tel: 81-5617-4-111 or <dryden@gol.com>.

The Conference Networking Room hosted the Classroom research discussion group coordinated by Gerry Lasche on Sunday. Topics covered possibilities for collaboration and topics of interest.

Financial support for research projects is available from JALT. Why not apply with a collaborative project in 1999? Every year, in order to encourage the professional development of its members, JALT offers JALT Grants for Research in Language Teaching and Learning, funding for research projects relating to language teaching and learning. The traditional annual stipend is up to 300,000 yen. The recipient(s) must be (a) JALT member(s). Application deadline falls in early August.

Further financial support from JALT is offered through a discount 2-year JALT membership. The offer is designed to encourage further development of JALT, KOTESOL

& Thai TESOL's Pan-Asian conferences, assist teachers in Asia adversely affected by recent currency devaluations, and increase sharing of language teaching ideas. This opportunity includes among other things, 24 issues (2 years) of The Language Teacher magazine; 4 issues (2 years) of the JALT Journal; JALT'98 and JALT'99 conference supplements; and JALT Officers' Directory. Information available at <http://www.kyushu.com/jalt/join_special.html>.

Information on KOTESOL's other Pan-Asian partner (Thai TESOL) membership, a little more than 60,000 won, is available from Ubon Sanpatchayapong scusp@mucc.mahidol.ac.th. Check the ThaiTESOL website at <<http://www.au.ac.th/elcdm/>>.

Internet resources are available for PAC participants. Explore the PAC2 site at <<http://www2.gol.com/users/pndl/PAC/PACmain/pacintro.html>>. Links to both the PAC mailing list and an extensive PAC bibliography are established. For your research ease, JALT publications are on line at <langue.hyper.chubu.ac.jp/jalt/pub/tlt>

The success of PAC2 is guaranteed. The theme is Teaching English: Linking Asian Cultures and Contexts. Claire Kramsch, well-noted in cross-cultural studies, is a Plenary Speaker. ETA-ROC, an enthusiastic supporter of PAC since its founding, has signed an agreement with KOTESOL. Will this initial step lead to PAC4 in Taiwan? The theme of the ETA-ROC conference November 13-15th, English(es) for the 21st Century, shows promise in that direction. Pakistan sent a delegate to KOTESOL 98, and pledges to send another to PAC2. Complete your participation in PAC2 by speaking on your collaborative research. Take advantage of the resources!

PAN-ASIAN Series of Conferences - PAC3

Location: Kitakyushu, Japan
Theme: 2001: A Language Odyssey
Date: November 22 to 25, 2001
(Thursday to Sunday)

For November I am pleased to introduce someone you may have seen at the KOTESOL National Conference in Seoul, Gerry Lassche. Gerry is from Canada and has been teaching in Korea for 19 months. He taught at a hagwon in Tongyang, Kyongsangnamdo, for one year and has been working for LG Chemical in Yosu, Chollanamdo, since March. He teaches employees in an English program designed to enable them to interact with foreign counterparts at home and abroad.

He has been a member of KOTESOL for one year, participating when able in the Pusan chapter. He also assists with editing The English Connection. As the assistant chair he helped organise the national conference for this year. He has also been developing and presenting materials for KTT (KOTESOL Teacher Trainers), and participates with the PAC 2 Organisation as the ACTFL liaison.

Gerry has an honors degree in psychology from the University of Western Ontario in London Ontario (Canada). This year he spent a month in Australia and he received a CELTA certificate from the Australian College of English. This program emphasised the importance of developing lesson plans and matching aims and activities to every lesson. Currently he is working on an MA in TESOL from Wollongong University.

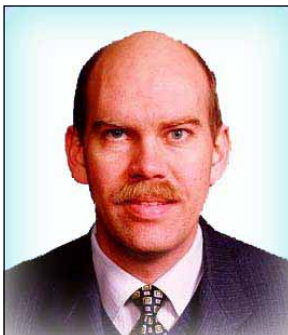
In teaching he aims for a student-centered task-based approach. He is trying to develop a program that focuses on creativity and that enables students to tap into the great pool of English knowledge and ability that they already have. He says, "Korea is a small country with few resources. They have to import most of the raw materials. How then is it possible that they developed the 11th largest economy in the world? Because they used what they had - people. I try to re-create that miracle in my classroom, but believe me, I am still working at it!"

He finds that Korean students are stron-

Name that Member

edited by
Darlene Heiman

ger in their "receptive", listening and reading, skills, so he places more emphasis on "productive" skills like speaking and writing.



Robert Dickey

His other endeavors include trying to develop an activities seminar. However, he says his time for this is short at present. In the coming months he plans to study Korean intensely and hopes to start a sub-chapter of KOTESOL in the Yosu/Soonchun/Chinju area.

Gerry loves hiking in the Korean mountains and someday hopes to climb other mountains abroad! In the past he travelled for one month in Brazil along the Amazon.

He strongly believes that collaboration and networking on research and ideas is the way to develop yourself and your students. Quote, "A flame that burns in isolation will fizzle, and turn into a wisp of smoke. When several flames burn together, there is a blazing fire born. And so it is with us: our ideas in isolation produce nothing, but when we work together, the ideas take shape and become realized."

The next KOTESOL member I'd like to introduce is another person you may be familiar with. Robert Dickey is the out-going National KOTESOL Secretary, and a former vice president of the Pusan Chapter. Also, he is the Calendar Editor and Production Coordinator for The English Connection.

From California, he has a BA in Political Science from UCLA, a Masters in Public Administration from Cal-State Long Beach, and a Juris Doctor from Western State University College of Law in San Diego. He worked for non-profit human resource agencies before

coming to Korea, and after two years teaching here, he did an RSA/Cambridge/UCLES TEFL Certificate in Hastings, England.

He is now teaching at Kyongju University in the Department of English and Tourism. Previously, he taught two years at Miryang University, a year at Kyungnam University in Masan, and a year at a hagwon in Changwon.

Robert believes that for freshmen English courses, explicit grammar teaching should be avoided. "After 3-6 years of having grammar shoved at them, the last thing students want is more grammar". He tries to use comedy to help students relax. He says, "My own approach is to do anything it takes to make students produce their own language. I've not yet stood on my head or (fully) disrobed in class, but my students will tell you I've done most everything else!"

Robert hopes to continue to develop his teaching ability in EFL, Public Administration, and Law, and to publish in these fields. Newly married, he won't be taking any other formal office in the near future but he plans to be involved in the Teacher Development and Education National Special Interest Group (N-SIG).

He loves watching baseball and football, reading spy and war novels and travelling. One of his mottos is... "Keep looking for the good in people: you'll be disappointed less than you think, and you'll find a lot more good than you ever imagined."

And that's all for November! Please send comments and suggestions to:

<mdheiman@hotmail.com>

Election for 1st Vice President is forthcoming.
Watch your mail boxes for mail-in ballot.

CALL FOR PAPERS

The Second Pan-Asia Conference (PAC2) "English Teaching: Asian Contexts and Cultures" October 1-3, 1999 in Seoul, S. Korea

Please follow the instructions below or you will be asked to resubmit information:

1. Do **NOT** fax any documents. Submissions must be **received** by December 30th, so allow time for mailing.
2. Submit **2 copies** of your abstract on separate sheets of paper. One copy **with** your name and affiliation, and one copy **with no** names and no affiliations.
3. **Proposal titles are limited to 9 words in length.**
4. Abstracts should **not exceed 150 words** and will be used in the program, so please edit carefully.
5. Bio data should be **not exceed 100 words** per presenter and should be in the third person.
6. For confirmation of receipt of proposal, please include an e-mail address or fax number.
7. Notification letters will be mailed by late May.
8. If you change addresses between submission and June 1st, please notify the program chair directly of any change.

Presentation title: _____

Length: _____ 50 minutes _____ 80 minutes

Type: _____ paper _____ workshop _____ poster _____ panel _____ colloquium (2 hours)

Number of presenters: _____

Equipment: _____ OHP _____ VCR _____ Cassette _____ Computer _____ Beam projector

Presentation time preferences (please mark at least 4 choices)

_____ Friday, Oct. 1 _____ 9am _____ 1pm	_____ Friday, Oct. 1 _____ 1pm _____ 6 pm
_____ Saturday, Oct. 2 _____ 9am _____ 1pm	_____ Saturday, Oct. 2 _____ 1pm _____ 6pm
_____ Sunday, Oct. 3 _____ 9am _____ 1pm	_____ Sunday, Oct. 3 _____ 1pm _____ 6pm

Name: _____

Affiliation: _____

Address: _____

E-mail: _____

Work fax: _____ **Work phone:** _____

Home fax: _____ **Home phone:** _____

Use separate sheets for your bio data and abstract. See above for instructions on length.
Please mail your abstract to the address below so that it is **received by December 30, 1998.**

Pan Asia Proposal
Korea TESOL
P.O. Box 391
Seo Taejon Post Office
TAEJON, SOUTH KOREA 301-600

For more details or for information, please contact the new program chair, Kirsten Reitan (formerly Rodney Gillett):
reitankb@sorak.kaist.ac.kr or 82-42-869-4698 (office)

The Second Pan-Asia Conference (PAC2)
"English Teaching: Asian Contexts and Cultures"

October 1-3, 1999

Olympic Park Hotel, Seoul, S. Korea

Call for papers

The Second Pan-Asian Conference Committee invites presentation proposals for its second conference to be held in conjunction with the Korea TESOL annual conference in Seoul, October 1-3, 1999.

The conference is a partnership between JALT, KOTESOL, and Thailand TESOL in cooperation with IATEFL, TESOL Inc., ETA-ROC, TESL Canada, and the British Council. Presentation proposals are invited in the following English Language Teaching (ELT) areas in an Asian context:

- Cross cultural teaching methodologies and approaches
- Global and environmental education
- Trends in second language acquisition
- Testing and evaluation techniques
- Alternative approaches and methodologies
- Multi-media in language teaching
- Teaching techniques for mono-lingual classrooms
- Course and curriculum development
- Approaches to elementary and secondary school English education
- Issues in language and literacy
- Teaching in under-resourced environments
- EFL/ESL comparisons and contrasts
- English for specific purposes (ESP)
- CALL and its implications and roles in language classrooms
- Socio-linguistics in the classroom
- Teacher training and development
- On-going research
- Action-based research
- Classroom-based research

The closing date for the receipt of abstracts and bio data is **December 30, 1998.**

Please see previous side for instructions and abstract submission form.

Full Page Ad

Seoul

At the Seoul Chapter meeting on October 24th, Douglas Margolis became our new President. We also were fortunate to have Kellyn Van Fossen take over as our Membership Coordinator. Our other officers remain the same. Our next meeting is November 21 (Every 3rd Saturday of the month) at Sookmyung Women's University, from 3pm to 5pm. Professor Peter Nelson, from Chung-Ang University, will be the featured presenter at the meeting.

Pusan

The August meeting was a lively and fun-filled game-o-rama, featuring Andrew Todd and his endless enthusiasm. Andrew presented a variety of games that can be used with students at all levels. He had everyone hopping and shouting with games such as Battleship, Headless Sentence, a slapping game, and a sight recognition game. Afterwards, Pusan Chapter Treasurer Baek Jinhee presented a variation of Find Someone Who for the What Works Presentation.

September's speaker was Peter Nelson, who spoke on the need for further professional ESL training. We all know that you never stop learning and further training is beneficial for everyone, from the novice teacher to the old hand. Dr. Nelson shared some highlights from the intensive one-month RSA Certificate course he took in England, focusing on concepts and skills, and evaluation and feedback. Afterwards, Kim Kyoung-Mi presented Maintaining Fluidity: Reseating and Melee Games. A reseating game is a fun and apparently random way of reallocating seats to students, and a melee game is a good way of ensuring that students talk to everyone else in the room.

William Tweedie, from Korea Maritime University, was the speaker in October. He presented **Prime Video for EFL: Using Voiceless Video in the Korean Classroom**, a radically

Chapter Reports

edited by
Carl Dusthimer

new approach to using video. His presentation was followed by the Pusan Chapter General Election. (Results not available at press time.) Thanks to the old staff for a job well-done and congratulations to the new team!

Exciting upcoming events for the Pusan Chapter include the Second Annual Christmas Party, to be held December 12th (complete with Christmas carols and egg nog!) Andrew Todd will be there with even more games for us to enjoy. You don't want to miss it.

Taejon

The Taejon chapter had a very quiet summer, while their members were busy teaching summer school or enjoying the summer sunshine and rain. But in September, the chapter came back with a bang. Instead of having one main presenter, the chapter had two featured speakers. Baek Ji-won, an English high school teacher, shared her prize-winning, technologically-impressive presentation "Teaching different cultures using movies". Using videos downloaded onto her laptop and projected on computer screens, she shared with us how she uses movies to teach culture in the high school English class. People came away with many good ideas.

In addition, Terri Jo Everest, KTT secretary, shared her KTT presentation "Resounding remedies". Everyone had fun learning the many techniques for teaching pronunciation and making it fun in the process. The presentation was very interactive, interesting, and hands-on. EVERYONE stayed for the duration of both presentations.

Taejon skipped the October meeting, and encouraged all their members to attend the conference instead. Taejon's next meeting will be on Saturday, November 14, 3 pm at Hannam University, Build-

ing 4. As Taejon will have an election on that day, we encourage all members to attend, vote, and run for office. The speaker for that day will be announced in the local newsletter. The December meeting, a Christmas party/social get together, will be held Saturday, December 12th at the restaurant, **Here Today** at 5 pm.

Hope to see you all there.

Taegu

The Taegu Chapter will meet December 5 at 3 pm at Kyongbuk National University Pokchigwan, with Andrew Finch speaking on "The Making of an English Textbook." On January, 9, 1999 will be a regular chapter meeting and the annual Members' Dinner. Contact Chapter leaders for more details.

KTT

KOTESOL Teacher Training (KTT) made its official debut at the 1998 Conference. There had been some trial run workshops over the summer, but the Conference marked the beginning of a complete KTT program. There were four KTT presentations, mirroring the comprehensive range of topics that audiences can choose in a KTT workshop.

All four were spectacularly well attended, but the first presentation, by Steve Garrigues, was especially packed. Head counts put attendance over eighty. Steve's topic was a contrastive analysis of Korean and English, titled "Do You Like Dog?" Always an engaging speaker, Steve brought in his experience as an anthropologist to look at differing aspects between Korean and English and how teachers can bridge this gap in the language classroom.

Michael Belostoski was the second speaker. Michael gave a broad look at ESL methods in his one-hour survey. Those unfamiliar with the topic learned the basic terminology and breakdown of popular concepts. Keeping with the KTT theme of practicality, Michael related the theories to the classroom.

Douglas Margolis was the third speaker. The title of Douglas's presentation was "Classroom management: Tips and Tricks," again showing KTT's desire to aid teachers on a day to day level in the classroom. Douglas has given this presentation in the past and can tailor it for specific levels of teachers, but kept the focus open at the conference so he could accommodate a wider spectrum of needs.

Terri-Jo Everest was the fourth speaker. TJ's the KTT phonology guru, and she put her extensive background to the task with "ReSOUNDing Remedies." Complete with colored flashcards, rice shakers, and cuisenaire rods among other tricks of the trade, Terri-Jo showed teachers how it's possible to make phonology fun and interactive.

Hosting a table in front of one presentations room throughout the Conference weekend, KTT was busy looking for new volunteers, and groups of teachers that want to book a KTT workshop. The Conference marked the beginning of a new executive position. Cho Sookeun, will now be undertaking KTT Audience Reservations. She joins the KTT Secretary, Terri-Jo Everest, and the KTT Coordinator, Gavin Farrell. Their contact info is listed in the back of this issue under "Who's Where".

KTT has a busy fall schedule with workshops scheduled for the Taejon chapter of KOSETA and Kim and Johnson/ David English House also in Kangnam. The KOSETA is a closed audience, but if anyone is interested in attending the workshops at Kim and Johnson please contact Patrick Hwang at (02) 594-9625.

Teacher Development & Educa N-SIG

The first meeting of a re-convened TDE N-SIG (Teacher Development & Education National Special Interest Group) was a breakfast gathering on Sunday morning at the Conference. Robert Dickey chaired this session, he advised the sleepy gathering of KOTESOL's TDE N-SIG history, and offered some options for the future.

The group agreed with a proposal to start with a 'Read & Discuss' project. The book *Inside Teaching*, by Bowen and Marks (Heinemann, 25,000 won) was selected, as it meets the needs of many teachers. We will share our comments on the KOTESOL-L email discussion list as we read through the text. You can join KOTESOL-L by sending an email message to the following address:

<listserv@home.ease.lsoft.com>

No subject line is necessary, on the first line of the message, type:

sub KOTESOL-L (your name)
<<example: sub KOTESOL-L Robert Dickey>>

We will plan a meeting to discuss the book and other topics during the winter. Contact Robert Dickey (contact info at the front of this newsletter) for more information.

The Book Project

The KOTESOL Handbook: Teaching English in Korea

Many thanks to all who contributed articles, stories and teaching ideas to the book project. Notification letters of article acceptance/rejection should be received in November. Solid drafts of five (out of six) chapters have been completed and the new publication goal is September, 1999 for release at the PAC2 conference.

It is not too late to contribute. We can still add lesson plans of original ideas that work well with Korean students. Please include activity title, student level, age group, preparation time, activity time, materials needed, language and skills to be used, a detailed description of the procedure, and any variations on the activity.

We need people to review chapters as they near completion. We are looking for both Koreans and Westerners who have lived in Korea for many years. We also need proofreaders: people obsessed with good grammar, punctuation, and spelling. The chapters again are: Professional Development, a History of ELT in Korea, Culture Shock, Classroom Culture, Classroom Management, and Teaching Activities. Please indicate which chapters interest you. The Managing Editor, Gina Crocetti, can be contacted via email: <crocetti@harbornet.com> or by fax (1)(425) 771-3367.

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Those interested by contact
Editor-in-Chief, Kim Jeong-ryeol.
See page 4 for contact information.

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Gift memberships at this special price can also be made by KoreaTESOL members for their colleagues and family at other addresses in Asia except for Japan. JALT is an NPO (non-profit organization) and NGO (non-governmental organization) that has been serving a wide professional group of language teachers for well over 20 years.

This special offer is designed to encourage further development of the collaboratively working language associations ThaiTESOL, KoreaTESOL and JALT and their Pan Asian series of Conferences. Because JALT publications invite and publish articles from authors from Asia, as well as the rest of the world, it will also increase the sharing of language teaching and learning ideas and assist teachers in Asia adversely affected by recent currency devaluations. KoreaTESOL members are invited to contact David McMurray <mcmurray@fpu.ac.jp> if they require more details.

PAC

THE PAN ASIAN SERIES OF CONFERENCES

Since 1994, increased regional cooperation between language associations has led to a highly coordinated program of collaborative research, publications and conferences. JALT is proud to take part in this project whose first conference received the patronage of Her Right Honorable Princess Galyani Vadhana Krom Luang Naradhiwas Rajanagarindra of Thailand, and has encouraged teachers throughout Asia to join forces to solve these and other burning questions:

- (1) How do students learn best in Asia?
- (2) What is the usefulness and necessity of an Asian model?
- (3) Are we moving toward a common learning methodology in Asia?

PAC Sponsors and PAConference Dates:

PAC1 Thailand TESOL, Ambassador Hotel in Bangkok, January 5 -7, 1997

PAC2 Korea TESOL, Olympic Park Hotel in Seoul, October 1-3, 1999

PAC3 Japan JALT, Convention Center, Kitakyushu, November 22-25, 2001

PAC Supporters:

IATEFL, TESOL, TESL Canada, ETA-Republic of China

PAConference Themes:

To develop momentum in the search for a language teaching model for Asia, PAC program leaders observed annual conferences in 15 other countries, and advanced the following themes to stimulate individual research efforts.

PAC1 New Perspectives on Teaching and Learning English in Asia

PAC2 Teaching English: Asian Contexts and Cultures

PAC3 JALT2001: A Language Teaching Odyssey

PAC Research:

Lists of research partners are growing in number. Over 200 presentations, and 50 research articles have been published. Between PAConferences, researchers share their work in progress at TESOL, IATEFL, and JALT.

PAC Publications:

ThaiTESOL Bulletin, The Region Column in TLT and The English Connection by KoreaTESOL provide space for PAC articles.

PAC2 <<http://www2.gol.com/users/pndl/PAC/PACmain/PAC2.html>>

PAC3 Web Page <<http://www.seafolk.ne.jp/kjalt/2001.html>>

PAC International Contacts:

Join in the collaborative effort to improve foreign language teaching and learning in Asia by asking the following teachers.

Thailand: Naraporn Chan-Ocha <fflnnco@chulkn.car.chula.ac.th>

Korea: Kim Jeong Ryeol <jrkim@knuecc-sun.knue.ac.kr>

Japan: David McMurray <mcmurray@fpu.ac.jp>

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Calendar

edited by
Robert J. Dickey

CONFERENCES

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

NEW DATE!! Nov 20-23 '98 (Fri-Mon) "Focus on the Classroom: Interpretations." JALT 98, the 24th Annual JALT International Conference on Language Teaching and Learning and Educational Materials Exposition. (see story in this issue.) Sonic City, Omiya, Japan. See more information in this TEC. 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 19 '98 ALAK (the Applied Linguistics Association of Korea) Sookmyung Woman's University Info: Sokbong Oh (Phone) 02-360-3185 (Fax) 02-360-2855 (Email) sadso@mm.ewha.ac.kr

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

Jan 28 '99 "Directions of Elementary School English Education Toward the 21st Century". KAPEE (Korea Association of Primary English Education) Seoul National Univ of Education (GyoDae) Info: Dr. Lee Jae hee, Incheon National Univ of Education (tel) 032-540-1334

Feb 20-22 '99 "Curriculum and textbook: new trends and development" Nepal English Language Teachers' Assn Pokhara, Nepal Info: NELTA General Secretary, GPO BOX NO. 11110, Kathmandu, Nepal (Email) ragiri@nelta.wlink.com.np, awasthi@jai.wlink.com.np, qep@wlink.com.np

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 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) peter@cl.aoyama.ac.jp This one day seminar will relate the theoretical constructs of intelligence, aptitude and motivation 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.

Jan 15 '99 Feb 20-22 '99 "Curriculum and textbook: new trends and development" Nepal English Language Teachers' Assn Pokhara, Nepal NELTA is organising its SIXTH INTERNATIONAL CONFERENCE, a professional get-together of a large number of ELT practitioners, methodologists, textbooks/material writers, teacher trainers, etc. from all parts of Nepal and abroad. The participants at the Conference are usually ELT practitioners from public as well as private educational organisations and from all levels - primary to university. The presentations may be done on any areas of English Language Teaching including: Curriculum and syllabus design; Communicative syllabus; Modern trends in curriculum design; Communicative textbook; Modern trends in textbook design; Role of textbook in ELT classroom; Supplementary materials; Teachers' manual/guide; Relation between the curriculum and textbook; Becoming a textbook writer; Teacher as a textbook writer; Teacher as a curricu-

lum designer; Current methods and curriculum; Current methods and textbook; Issues in curriculum design; Issues in textbook writing. The Conference will organise plenary sessions, talks/papers, workshops, poster presentations, etc. Exhibitions of ELT materials and books will also be organised. For further details and proposal form, please contact NELTA General Secretary, GPO BOX NO. 11110, Kathmandu, Nepal (Phone) 331247/490116/330243 (Email) ra-giri@nelta.wlink.com.np, awasthi@jai.wlink.com.np, qep@wlink.com.np

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

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Who's where in KOTESOL

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