

The Newsletter of Korea Teachers of English to Speakers of Other Languages May 1999, Vol.3 No. 3

**KOTESOL**

## Ruling Metaphors: A Key to Cultural Understanding

*by Stephen K. Roney*

Newcomers have a lot of trouble making sense of what is going on when they come to Korea, as to any new culture. "There" is always a very strange place. They do things differently. There is a loss of meaning; perhaps it is the same thing referred to in hunter-gatherer societies as a "loss of soul." These days, we call it culture shock.

My thesis, suggested by Margaret Atwood in her literary criticism (Atwood & Pazzant, 1972; Atwood, 1996) is that nations and national cultures are founded on a ruling metaphor for community. The culture of a nation is too vast and abstract for direct understanding. It takes a metaphor to hold it together. And the metaphor used will bind a nation to approximately the bounds beyond which the image used does not register any longer in common experience.

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



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

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# The English Connection

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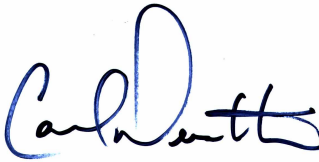
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# I Have a Dream . . . and a Thank You



## President's Message by Carl Dusthimer

I say to you my friends and colleagues, that in spite of today's difficulties and frustrations I still have a dream. It is a dream deeply rooted in the KOTESOL creed.

I have a dream that in Korea, a land teeming with students yearning to learn and teachers striving to teach, that someday an organization will rise to the challenge and provide them with the tools necessary to accomplish their tasks.

I have a dream that in cities all around this great land conferences will take place. Conferences that will attract those teaching in elementary schools. Conferences that will attract those overflowing with enthusiasm from secondary schools, from universities and from language institutes.

I have a dream that one day the institutions and organizations of this country, whose teachers are yoked with the pressure to teach using communicative methods, will see the light and call upon Korea TESOL Teacher Training to help them overcome the hurdles they face.

I have a dream that in countries around this globe, where teachers of English are furiously preparing to teach and live on this peninsula, there will be an opportunity to obtain a copy of our forthcoming book so they can have a deeper understanding of this culture and the teaching environment they will be working in.

I have a dream that the BBC, the renowned, far reaching news agency from the United Kingdom, will do what is right and good, and come across the two continents which separate us and give live coverage to the PAC2 conference. I have a dream today!

Realistic or unrealistic, lofty or grounded, attainable or unattainable, serious or tongue-in-cheek, dreams are dreams, and many times they keep us going. Dreams, if they are to have a chance at reality, require hard work and dedication. This is what I would like to address here, the work undertaken by the people who make the engine run, the people who make the events happen. Dr. Han Sang-ho, the next KOTESOL president, has been devoting himself to getting to know the different KOTESOL chapters. Cho Sook-eun is lending her ideas and media expertise. Kirsten Reitan and Jeff Kim are keeping everything running here in Taejon. Tom McKinney is commanding the high tech end of the organization. Andrew Todd is tirelessly presenting around the country and keeping on top of our international relations. Gavin Farrell and the infamous KTT team are breaking new ground in teacher training. Jay (Jeong Ryeol) Kim is keeping the publications train on track. Jane Hoelker is the KOTESOL voice in Korea and abroad (and on the internet) letting everyone know the whats, the wheres and the whens, especially for PAC2. Peggy Wollberg is gathering young people from all over Asia to come to Seoul and get to know one another during PAC2. The chapter presidents (Doug Margolis in Seoul, Lee Mi-jae in Kyoung-gi, Erik Newson in Chongju, William Schmidt in Taejon, Steve Garrigues in Taegu, Rachel Phillips in Cholla, Mr. Hyun Sung-hwan in Cheju and TJ Everest in Pusan) are building Korea TESOL at the foundations of the organization, the teachers/members around the country. And speaking of foundations, there is Robert Dickey who keeps sanity a part of the organization with his grounded viewpoints and rationale.

A great deal of appreciation and credit must also be given to our past presidents, Scott Berlin, Kwon Oryang, Jay Kim, and Park Joo-kyung who have continued to fully support KOTESOL. Demetra Gates is behind the scenes but ever-present in her support, as are Jack Large, Greg Wilson, Gina Crocetti and Tom Farrell who are working outside of Korea but remain involved in various areas and projects.

Perhaps recognition and thank yous should come at the end of a term of service. But then again, perhaps not. For it is during the trials and frustrations that we need to recognize those who are doing what has to be done for the benefit of everyone. The efforts and dedication of these colleagues is where this president draws strength. So to all who have made this organization vibrant and forward looking, I say 'Thank you'. After all, in the words of Sir John Geilgud, " 'Tis what I live for." Cheers!

# Ruling Metaphors: A Key to Cultural Understanding

-continued from front cover

These bounds are quite real. There is a fine story at the end of the Odyssey that shows how they work. Ulysses, finally home, is sick of the sea and wants to ensure he hears nothing of it again. So he takes an oar and heads inland. When finally, someone asks him what the thing is that he is carrying, he knows he can safely settle.

Similarities in language and religion will tend to follow the metaphor, not vice versa; such similarities have tended, historically, to be imposed by an existing national government. This also explains

"Had I plantation of this isle, my lord, -- And were the king on't, what would I do?..."

(The Tempest, Act II, Scene III.143-4)

To an Englishman, an island is the automatic image of a community. See too, Blunt's speech on dying:

"This royal throne of Kings, this scepter'd isle, This earth of majesty, this seat of Mars..."

(Richard II, Act II, Scene I, ll. 40-48)

of a Salesman, Willie Loman's dream is to go to Alaska, to the frontier. *Star Trek* strikes the grace note in its famous opening narration: "To boldly go where no man has gone before..."

Canada is a cooperative formed to get through the winter. It has the highest rate of volunteerism in the developed world; every little town has its co-op. The international co-operative movement began there, and as a nation Canada belongs to more international organizations than any other. Man, small in the face of nature, must work together to survive. As the song has it, "*Mon pays, ce n'est pas un pays, c'est l'hiver.*"

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**Logically, the metaphor is most likely to be based on a common geographic or climactic feature. For example, nobody in Britain lives more than eighty miles from the sea, and so the image of the island is dominant as the image of the British nation . . .**

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These ruling metaphors determine national polity. Look at a map of settlement patterns in the Americas, and you find that the English, island people, settled along the ocean coasts; the French, river people, moved inland along the great rivers, the St. Lawrence and Mississippi. South America mirrors the Iberian Peninsula, with Portuguese on the coast and Spaniards in the interior hills. If you superimpose a piece of graph paper on a map of the Mediterranean, you can predict all the areas of Greek settlement: they settled wherever a square containing some land adjoins at least three squares containing water. (McEvedy, 1986)

And so what of Korea?

The peninsula might have provided a common metaphor. But, for historical reasons, it did not: the sea traders of Paekche were defeated by land-bound Shilla at the end of the Three Kingdoms era, and ever since, Koreans have feared seaborne raids. Koreans deliberately settled away from the sea. The lesson is given in the *Samguk Yusa*: two sons of the Koguryo king went south to found Paekche. One chose the seacoast. The other chose the valley of the Han. The coastal settlement was poisoned by salt water and ravaged by pirates. The valley settlement went on to become the new nation (*Samguk Yusa*). Munmu, the first king of Unified Shilla, feared coastal raiders so much that he requested burial at

how nations form as separate despite being quite similar in language or religion: Canada and the U.S., for example, or Austria and Germany. And it explains nations that unite despite containing different language and religious groups: Switzerland, Canada, Belgium.

Logically, the metaphor is most likely to be based on a common geographic or climactic feature. For example, nobody in Britain lives more than eighty miles from the sea, and so the image of the island is dominant as the image of the British nation (Atwood & Pazzant, 1972). Simple and distinct; everyone can visualize an island, and its boundaries are clear.

So, the island is at the core of British literature. *Treasure Island, Coral Island, Lord of the Flies, Pitcairn Island, Utopia, Robinson Crusoe, The Island of Dr. Moreau, Huxley's Island*. Shakespeare's *The Tempest*: note that as soon as the shipwrecked Gonzola lands here, he begins to theorize about an ideal government:

America is the frontier settlement, pushing west or into the new. Uniquely, its existence is not so much geographical as temporal: without progress, America is nothing.

Accordingly, the Pacific is the great disappointment in American life: San Francisco has more than its share of migrant suicides. One might say--shifting into wildly speculative mode now--that the land frontier truly ended when Alaska (unofficial state motto: "The Last Frontier") made statehood in 1959, and that this triggered the malaise which seized American culture for the next few decades. New frontiers were sought: space; some say Vietnam. The crisis may have now been solved by the creation, appropriately enough in the SF Bay area, of cyberspace.

Examples of the frontier abound in American literature: *Legends of the Fall*; the cowboy movie generally. *Huckleberry Finn* carries the general theme, although here the free land is to the East. In *Death*

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sea, so that he might himself guard the kingdom from attack in his dragon form (*Samguk Yusa*).

What Koreans share is the mountain and the valley, and so the valley community is the image of nation.

This topography is common throughout East Asia: China and Japan, too, are mountainous. But in China long rivers cut through, and earliest Chinese culture formed on the Yellow River plain. In Japan the seacoasts and the Inland Sea cut through. Only in Korea is the valley isolation so profound.

The image of the mountain is primeval. Korea was founded from the mountain tops, as the Prince of Heaven descended, and Tangun, primal ruler, was born on the peak of Taebaek San (*Samguk Yusa*).

The map of Seoul, the old walled capital, makes little sense to a Westerner. In the West, a city on this plain would center on Youido and the river. Here, it is tucked in a valley some distance away. A Westerner will seek the water; a Korean will seek the valley nearest to the water.

Westerners first seeing the Han usually have one question. Where are all the pleasure craft? Where are all the sails?

A Korean would probably feel the same about Western hills and mountains. Where are all the hiking paths? Where are the pavilions and temples?

The Korean home simulates a mountain valley, with a central courtyard bounded by a wall and double gates (Ha, 1958). Any home with a bit of space in front will put in another wall and gate. And National Treasure Number One is the old South Gate.

The standard Korean folk song motif, "Arirang," speaks of a lover disappearing over a mountain pass; "Arirang" is the name of the pass (Ha, 1968). The prime folk religious image is the Mountain God, San Shin (Covell, 1986). Note too the custom of 15th night: to climb the nearest mountain and make a wish on the moon (Ha, 1968). The culture presupposes a hill.

Though English, that island language, uses the Latin for "island" to mean soli-

tude, a valley is isolated in a way an island is not: the sea can join as well as divide, like a two-way mirror, while mountains are a barrier to movement in both directions. In a valley surrounded by mountains, one gets to know one's neighbors very well, but has little experience in dealing with strangers. Think of the Ozarks of America, and the sort of inbreeding reputed to go on there. No wonder ethnic homogeneity is a major issue in Korea.

Korea has always had trouble with foreigners. For six centuries, it was the Hermit Kingdom. There was a wall along the land frontier, and contact with foreigners was punishable by death (MacMahon, 1995; Ruiz de Medina, 1991). Even fishing boats that strayed too far were confiscated (MacMahon, 1995). The same policy is still favored in the North: "Juche."

Travel outside one's valley is arduous; Koreans have never been travelers. Isabella Bird Bishop, an early Western visitor, despaired of finding a Korean interpreter to travel outside of Seoul. "Some

Transylvania and the Balkans, in Wales, among the Hill Tribes of Southeast Asia, in Arcadia in ancient Greece.

One result, I think, is the Korean spirit of *han*, a nameless sorrow. If you are stuck with the same people all your life, there is no improving your situation; if your neighbors are troublesome, you must make do.

This close-knit isolation lends itself to a weak sense of property; the bonds of community are strong and borrowing is the norm. So in Korean we speak of "our mother," "our teacher," "our home." Mountain folk such as the Spartans and the Essenes have come as close as anyone has to sharing all things. However, this sense of owning in common can be a sore point with traders from outside; witness the current clashes over copyright.

The Welsh gained a reputation for "thieving" in Britain for the same reason; "welshing," being Welsh, means going back on a contract; see too the rhyme "Taffy was a Welshman, Taffy was a thief..."

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## And so what of Korea?

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of them seemed very anxious to go with me, and were partially engaged, and the next day came, looking uneasy, and balancing themselves on the edge of their chairs, told me that their mothers said they must not go because there were tigers, or that three months was too long a journey, or that they could not go so far from their families, etc." (Bishop, 1898).

A valley is naturally conservative. Novelty is blocked by the mountains, natives cut off from travel and new sights. Hill people keep to the old ways: in the Appalachians of America, in

This obviously relates to the issue of "high trust" and "low trust" cultures currently popular in business --although Korea is not properly, as is usually claimed, a "low trust," but a very "high trust" society, if you are dealing with people you know.

Valley people feel intense regionalism: while loyal to those you know, those in the next valley are wholly other. It was in the mountains of Switzerland that Calvin and Zwingli set up political "communities of saints": your fellows of the same

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# Ruling Metaphors: A Key to Cultural Understanding

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valley are beyond reproach; those from the next valley are beyond redemption.

In Switzerland, this regionalism has been productive; in the Balkans, it has been murderous. In America, it has led to inter-valley feuds such as that of the Hatfields and McCoys. In New Guinea, two hill tribes from neighboring valleys fight every year over ownership of the hill between them; it has become a ritualized bloodletting.

In Korea, factionalism is a byword. The boundaries of the Three Kingdoms of two millennia ago still match those between NCNP voters, Hannaro voters, and the Communist North today. Confucianism in Chosun was also famously split into factions: "party strife... remained an incurable disease throughout the five centuries of the Yi dynasty" (Park, 1977). The founder of Korean geomancy, Toson Kuksa (809-898) saw Korea's deep secluded valleys as inevitable sources of strife; his solution was a campaign of building temples on the intervening mountains (The Korean Buddhist Institute, 1993).

Other Korean characteristics could be attributed to the valley motif: its musicality, is shared with such other hill cultures as Austria/Bavaria, Wales, and the banjoed, bluegrass hills of the U.S. South. This could, at a wild guess, have to do with how well sound carries from hilltops. Korea's visual flair--every university student is deeply interested in the theories of post-modernism-- is similar to that found in such hill cultures as Italy and Tibet, and oddly different from the nearby Japanese. This could be because of the high visibility of those in the valley from the nearby hills. It is always possible, in a valley culture, to see all your neighbors and what they are doing in one grand vista.

Korea's deep religiosity is also shared with other valley cultures: Tibet, Wales, Calvinist Switzerland, Assisi, the American "Bible Belt." This could be due to the otherworldly perspective one gets when one climbs a hill and can look on the world of daily life as something small and remote.

In summary then, to understand the ruling metaphor of a culture can make sense of much that is otherwise mysterious. It makes the actions of that culture and its adherents easier to predict. Inasmuch as culture shock is a loss of meaning or of predictability, understanding ruling metaphors can reduce it. The ruling metaphor of Korean culture is the mountain valley. This produces a culture quite different from the mostly sea-based cultures of the West. Koreans will tend, under this metaphor, to be conservative, wary of the foreign and the new, with a lesser concern for private property. They will be fractious, yet deeply loyal to friends. They will be religious, artistic, and musical.

Even with no other factors considered, one now has, on the basis of the ruling metaphor, a very detailed idea of what Korea is all about.

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*Editors Note: The English Connection welcomes articles which challenge conventional thinking in topics concerning the teaching of English and cross-culturalism. We also invite readers to respond with letters to the editors commenting on any materials published. See editors' information on page 4.*



# The Woes of a Filipino English Teacher

BY THESS MANANGAN

Are native speaking English teachers better qualified to teach English than non-native speaking English teachers? Since living in Korea for more than six years, I have asked myself this question countless times. Non-native speakers of English, especially non-white Asians, face a difficult task finding quality teaching positions.

Being Filipino, I have faced many closed doors when looking for teaching positions. It is not easy because Koreans hold certain perceptions of what foreign English teachers should look and sound like. If you don't fit their perception, then you are simply not qualified to teach English.

I came to Korea in 1993 to be with my Korean husband whom I tutored at the University of the Philippines. After settling down in Pusan, I decided that I wanted to start teaching again. At first, I started tutoring study groups at my husband's university campus until a more challenging position was offered to me at an institute.

I remember my excitement and the expectations I had just before starting my new job. My excitement passed when the assistant director instructed me to tell the students that I was American or at least, went to an American university. I went to my first class shocked, praying that nobody would bring up the subject. As curious as Korean students are, that was their first question: "Where are you from?" I couldn't lie or betray my nationality so I told them the truth, which was that I am from the Philippines. What ensued was mixed reactions from the class, some were surprised while others were puzzled, but most didn't care. Some students in fact said that my class was even more interesting because it was unique in a way.

I have worked at many institutes since. Similar incidents occurred, like the director who without my know-

ledge told the students that I was Filipino Canadian. I wonder, did that director stop to think about the embarrassment that would occur when the students found out the truth? When the students asked what part of Canada I was from, I just simply shook my head and said that I have never been to that part of the globe.

I pity students who have been lied to by these educators/businessmen. When they discover that they have been lied to, they are left with feelings of doubt, mistrust and cultural confusion. One good thing about such situations though, is that I get the opportunity to correct their lies and omissions, regaining the students' trust. When I regained the trust of the students who thought that I was Filipino-Canadian, one six year old asked me why I could speak English when I was a Filipino. I told him that English is a second language in the Philippines. He then asked me what a second language was. Other students proceeded to ask me if people in Manila ate hamburgers and if I knew who superman was. The innocence of their questions showed me how necessary it is for English teachers to teach "International English and cultural communication" in the classroom.

Having taught in Korea, I am accustomed to people doubting my ability to communicate like a native English speaker. However, the most bizarre of all situations was a college student who entered my class and mistook a Russian student for the teacher. He said to Zsha-zsha (the Russian student), that he really needed his help with English. When I asked him what he wanted and informed him that I was the teacher, he blushed and quickly stormed out of the room. That night we really had a laugh!

The preference for native English teachers has excluded many qualified and competent non-native English teachers in obtaining good teaching positions. Read on.

A Filipino friend of mine responded to an "English teacher wanted" ad.

While at the interview, her interviewers were sceptical about hiring her because she was not "Colourful" (a term she has coined to refer to blue/green-eyed blondes with a white complexion).



Many people would think that after six years teaching in Korea, I would have learned my lesson, but maybe not so well. I recently applied for an English teaching position, ignoring the "native speakers only please" sign. I'm still waiting for a response, but I shouldn't keep my hopes high, for all I know, they've already found a "colourful" native speaker.

It was in Korea where I first came across the term "globalisation". People now insist that globalisation is the key to Korea's success. Even though people believe in globalisation, their beliefs and actions don't measure up to their thinking. When employers advertise for native speakers only and conceal the nationality of their non-native English teachers, they ignore the true meaning of globalisation, that is, opening up to new and different ways of thinking.

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# British and American Educational Services



## ELT STRATEGY AND SERVICES

The British Council is a non-profit public body that is Britain's international network for education, culture and technology. In the field of ELT the Council's aim is to support and actively contribute to the development of ELT in Korea, and to build and maintain partnerships for mutual benefit with Korean organisations and individuals (in both public and private ELT sectors). In pursuit of these aims the Council undertakes a number of ELT projects each year and also provides teaching, examination and information services.

## PROJECT WORK

Last year the Council supported visits by 9 British ELT experts to Korea to take part in conferences or to conduct seminars in response to the requests and needs of local ELT associations and institutions, including KOTESOL, ALAK, KATE, INUE and SNUE. In addition 9 Korean ELT professionals benefited from grants to study in Britain on a range of courses, including both short courses and higher degree programmes, or from support for attendance at ELT or English literature events in the U.K. Presentations of ELT materials (books, audio-visual etc) are made regularly to ELT departments in Korean universities.

In November last year the Council started to work with EBS on ELT programming and this project is set to continue well into 1999. This year will also see a number of visitors from the U.K. to Korea and in the other direction too. In particular, the Council will be working with the local teachers' associations and the national universities of education.

From time to time, the Council organises public ELT events, such as the colloquium on "The Future of English" in July last year (jointly with ALAK), which was very well attended by many in the local ELT field.

## TEACHING SERVICES

The Council's teaching centre in central Seoul offers public courses in general English (all levels) and also more specialised courses in writing skills, oral/aural skills, business communication skills and IELTS preparation. Courses in English literature and British Studies are available from time to time.

Teaching centre staff, who are all ELT-qualified native speakers, also regularly deliver lectures and presentations at local conferences and as part of the Council's own public programme of events.

Experienced teachers who wish to enquire about employment opportunities should contact the Director of Studies by fax or e-mail. (Cambridge/RSA qualifications are essential.)

*-continued on next page*

## THE FULLBRIGHT PROGRAM

The Fulbright program is the world's largest and best-known binational educational program, having operated for more than 50 years in over 148 countries. As part of this program, the Korean-American Educational Commission (KAEC) -- also known as the Fulbright Commission -- promotes international understanding through academic and professional exchanges between the United States and the Republic of Korea. The KAEC is the only such program formally recognized, officially sponsored, and jointly funded by both the Korean and U.S. governments. It operates in three primary areas: grant program administration, student advising and educational testing.

## GRANTS

The KAEC funds approximately 100 Fulbright grants annually, including graduate students, scholars, lecturers, international education administrators and English teaching assistants. The English Teaching Assistant program puts young Americans as teachers and assistants into middle and high school English classrooms in Korea. The ETA program has been popular among Korean schools, and successful in giving international cultural experiences to recent college graduates. Beginning with only eight grantees in 1992, currently there are 19 ETAs assigned throughout Korea; KAEC projects over 30 for 1999. The Korean Ministry of Education is particularly supportive of the program as one of the few programs which specifically sends all its teachers to schools outside the capital. Furthermore the ETA program is highly cost-effective, as 70% of the cost is in contributory support/cost-sharing from the schools themselves.

## STUDENT ADVISING

Korea has many overseas study advising offices, but they tend to be for-profit agencies. The Fulbright Student Advisory Service (FSAS) offers objective advice, a good library of catalogs, and a ten-station high-speed computer network with access to a wide range of information on CD and the Internet. Individual and group counseling is offered. There is no charge for advising; the advising center is co-located with and entirely funded by the income of the testing agency. The large number of individuals who come to the testing office provides a steady flow of people through the advising center. Many of the approximately 40,000 Korean students in the United States are there for English language study, often preceding formal undergraduate or graduate coursework at U.S. colleges and universities.

*-continued on next page*



## INFORMATION AND EXAMINATION SERVICES

The Council's "British Centre" provides a range of services for both teachers and learners of English. These include study materials and facilities for students of English, internet access, video and audio-tape collections, British magazines and newspapers, and information on education in the U.K. The centre has British Tourist Authority and British Airways information, British Embassy commercial information, and is co-located with the British Chamber of Commerce in Korea offices. British Centre members also enjoy regular film screenings and other public events.

The Council's examinations office organises local IELTS sessions (normally twice a month) and can make arrangements for the sitting of most British public examinations.

For more information about any of the British Council's services, please contact us directly or visit our web site.

Tel: 02-3702-0600

Fax: 02-3702-0660

Email: <info@britcoun.or.kr>

<http://www.britcoun.org/korea>

<http://www.bckorea.or.kr>

## EDUCATIONAL TESTING

Since 1984 the KAEC has been the exclusive agent in Korea for registration and administration of ETS testing in the TOEFL, GRE, and GMAT programs, handling over 90,000 registrations in 1997. Two years ago a contract was signed with Sylvan Prometric whereby the KAEC was designated the sole Regional Registration Center for Korea. At the KAEC Seoul offices we have developed and opened five STCs (testing centers) with a total of 69 testing stations, which are the total national testing sites for GRE and GMAT. We expect to continue to be Sylvan's partner in Korea in the planning and opening of additional testing sites in Seoul and throughout the country leading to the shift in Korea to CBT TOEFL in July, 2000.

For additional information about the Fulbright Commission's activities, please use the following contact information:

Tel: 02-732-7922

Fax: 02-736-2718

E-mail: <admin@fulbright.or.kr>

Web Site: [www.fulbright.or.kr](http://www.fulbright.or.kr)

## *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.

# PAC2, The Conference

BY **KIRSTEN REITAN**

I'm sure many of you have heard about PAC2. If you've been reading Jane Hoelker's Pan-Asia column or gone to any of the recent regional conferences, you are aware of some of the main programs it's offering. But there are probably a number of you who are asking "What is PAC2?"

## Conference!!

edited by **Kirsten Reitan**

PAC2 is the second in a series of Pan-Asia conferences sponsored by KOTESOL, ThaiTESOL, and JALT (from Korea, Thailand, and Japan respectively). Thailand hosted the first one in January, 1997, and Japan will host the third one in November, 2001. And this year is Korea's turn. The second Pan-Asia Conference -- an International Forum, affectionately known as PAC2, will be held at the Olympic ParkTel in Seoul's Olympic Park on October 1, 2, and 3, 1999. The theme is "Teaching English: Asian Contexts and Cultures".

PAC2 is actually the culmination of five major events. The first one, the Asia Youth Forum (AYF) spearheaded by Peggy Wollberg and Kip Cates, aims to be a conference within a conference. The hope is to bring youths from around Asia together to share experiences and to learn about each others' cultures using the medium of English. They will have their own events and program, some of which start before October 1st, but they will also par-

take in various parts of the conference. The second exciting event will be a marathon/fun run on Friday morning. This event, organized by Edith Dandenault, will feature a 5K and 10K run through the beautiful Olympic Park. It is open to all conference participants as well as community members.

On Friday afternoon, TTI (Teacher Training International) will run, as the third event of the conference, a pre-conference workshop from 1PM to 4 PM for elementary, middle, and high school teachers. One of the main presenters for this event will be Julia ToDutka, who will give a presentation on alternative evaluation techniques. Concurrent with this pre-conference workshop, we will also have some plenary workshops. Penny Ur, Michael McCarthy, and Claire Kramsch have all agreed to give Friday afternoon workshops from 1:00 to 3:00 PM. Then from 3:00 to 5:00 PM, we will have 20 opening day presentations by presenters from all around Asia. At 5:00 PM, Suntana Suchada, the immediate past president of Thailand TESOL, will give the opening plenary. That evening will also feature an international guest reception.

On Saturday, October 2<sup>nd</sup>, the presentation part of the program will begin in earnest. As part of the Saturday program, we will highlight 2 other major events. Saturday morning, teachers who either have developed their own materials or are interested in developing their own, will have an opportunity to get together and share their ideas and materials. This workshop/event, the Pan-Asia Focus on Materials, is organized by Chris Doye, and all teachers who wish to participate are encouraged to do so by bringing in copies of materials they have suc-

cessfully used with Asian students. Saturday afternoon will highlight the fifth major event of the conference, the Pan-Asia Focus on Research. From 1:30 to 3:20 PM, there will be presentations and colloquia that will focus on research done by teachers and scholars throughout Asia. One of the major goals of the Pan-Asia conferences and the concept of a continuing Pan-Asia Consortium is to encourage collaborative research among teachers of different countries. Several of the presentations scheduled during this time will feature examples of such collaborative research.

In addition to these 5 exciting programs, there will, of course, be many other high quality presentations. We can look forward to presentations on reading, writing, speaking, listening, culture, program development, elementary and secondary education and computer-based testing. In addition we will have plenary addresses from Penny Ur, Claire Kramsch, Michael McCarthy, Kathleen Bailey, and Kensaku Yoshida. Other major presentations include David Nunan (the current president of TESOL), and Jack Richards, as well as Julia ToDutka from ETS (Educational Testing Services). Abstracts of some of their presentations will be available on the PAC2 website, and more details on the PAC2 presentation schedule will follow in the next issue of TEC. If you have any questions, or would like some more information about PAC2, please contact someone on the PAC2 organizing committee. Their names and contact information are located in the Who's Where section of this newsletter.

**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>.

# Going Somewhere

BY "MULTI-STOREY PARK"

**K**orean children, the "recently arrived" in this recently arrived land, must spend an important part of their childhood in the back seat of a car, on the way from their urbanised present lives to their rural roots. As a result, Korean kids have one of the most highly developed back-seat-of-the-car cultures in the world, a system of songs, rhymes, and word games which require minimal movement but nevertheless repel boredom and shrink the miles between rest-stops on the way to the "hometown" where they were never born.

By way of example, here is a fierce bout of the word game "gut-mal-it-ki", or "end-word-links", joined by a pair of highly sophisticated kids: In-kyung (6) and Eun-kyung (11).

IN-KYUNG: sa-gwa! (apple)  
 EUN-KYUNG: Gwa-il! (fruit)  
 IN-KYUNG: Il-ki! (diary)  
 EUN-KYUNG: Ki-cha! (train) etc.,

And thus the game continues, with each side producing a new word which begins with the ending syllable of the last word, until someone stumbles, or can't think of a word and is mercilessly pinched by the victor or the car actually arrives at Grandpa's house.

But getting a good "Teach-nique", and not simply a time killer, out of this activity is a little like retrieving coins that have fallen into the upholstery. Mentally putting English words in their mouths, your humble ethnomethodologist discovers that the game is not so easy, and also not so English.

A: Apple!  
 B: Pulpit!  
 A: Pitcher!  
 B: Cherub...

"Pulpit" is orthographically dubious here. Clearly, this kind of verbal volleyball makes it too easy to "spike". English words are simply not palindromic to the extent that Korean words are.

Two possibilities occur at this point. One is to retreat from syllables to letters, and make it a spelling game, like this:

IN-KYUNG: Apple!  
 EUN-KYUNG: Egg!  
 IN-KYUNG: Garden!  
 EUN-KYUNG: Night!..etc.

That's all very well, and it's good fun for the back seats of cars. But it has some of the same weaknesses of the syllable game: what to do about words ending in "x", for example? One way forward is to advance the game from syllables to words rather than retreat from syllables to letters. You can use it to create poetry--like this:

Teacher: The tired teacher goes to the window  
 Student A: Outside the window, he can see a tree  
 Student B: The tree is young and green and beautiful!  
 Teacher (or Student C): As beautiful as the teacher used to be!

Yes, yes, yes, very pretty--with a little controlled vocabulary from the lesson you are currently doing, probably a good lexical revision technique--but what grammar can you teach with it? Conjunctions, and relative pronouns, or adverbial conjuncts, for starters. Ask students to combine the sentences into a single sentence or text using:

CONJUNCTION (easy): The tired teacher goes to the window, and he can see a tree.

RELATIVE PRONOUNS (a bit tougher): "The tired teacher goes to the window, outside of which he can see a tree..."

ADVERBIAL CONJUNCTS (sheer murder): "The tired teacher goes to the window. Meanwhile, .... However,.... etc.

Perhaps, however, there is something even more useful than grammar going on here. Compare these two dialogues, and you will see what I mean. One is a slightly disguised dialogue, taken from "open pair work" in class (You know-- "Stand up, Min-ho. I want you to come up to the front of the class, and talk to In-su!"). The other is a slightly fabricated example.

A: Good morning.  
 B: Good morning.  
 A: I love Seo Taiji.  
 B: Seo Taiji?  
 A: He is a singer.

A: How's the weather?  
 B: Fine, thank you, and you?  
 A: Where do you live?

(Loosely based on Hoey, 1991)



A: Good morning.  
 B: Bad morning. Too much rain.  
 A: Yes, it's been raining since the weekend. How was your weekend?  
 B: OK, I guess. Not too wet! I studied.  
 A: Yeah? Stayed home, huh? Where do you live?  
 B: Ulsan. What did you do?  
 A: I listened to music. Seo Taiji. He's a singer.  
 A: I love Seo Taiji.

Yes, of course, the first one is what we really get when we use open pairs--disjointed and forced, deranged by terror. But the second is what we want and need to teach. Certainly, if you give this kind of conversation to real students, they will find it much easier to continue it. It appears to be going somewhere...with each side taking an idea from the previous side and building a new idea out of it. I'm not saying you can make hard "rules" of discourse from the rules of "gut-mal-it-ki", of course. But I think, if they take the idea of the game and add on to it a little, your students might be able to.

## REFERENCES:

Hoey, Michael (1991). Some properties of spoken discourses. In *Applied Linguistics and English Language Teaching*. *MEP/British Council*.

## THE AUTHOR

"Multi-Storey Park", aka David Kellogg, taught at university level for a decade in China. He then worked in the EPIK program for nearly two years at Kwanchon Middle School in Taegu. He now teaches at Pusan National University of Education.

# CAMBRIDGE RSA Courses in Korea

BY JAMES FORREST

**Q:** Is the CAMBRIDGE RSA DIPLOMA COURSE offered at the Yonsei University Institute for Language Research and Education considered to be a professional qualification?

**A:** Yes, this is a professional qualification, with world-wide recognition -- except, to some degree, in the US.



**Q:** But don't employers prefer an MA TESOL or TEFL instead?

**A:** It depends on what part of the world you are in. In Korea this is largely true, but for those who later wish to pursue a teaching career outside North America or Korea the Dip is the qualification of choice -- especially for more senior positions or those who wish to get into teacher training: knowledgeable employers quite simply prefer the practically oriented Diploma. Cambridge RSA have set competency standards which the profession knows and respects. With a Dip-qualified teacher a Director of Studies knows exactly what s/he is getting.

**Q:** Is it true that Cambridge RSA has three levels of degree? You pass the first one and then you can take the second course for the second qualification?

**A:** I think I can best reply to your question within the framework of explaining the qualifications which make up the main TEFL suite.

1. At the bottom rung is the Certificate (full name: Certificate in English Language Teaching to Adults, or CELTA). This is an entry-level qualification and is intended for those who have had little

or no TEFL experience but want to join the profession. It is also taken by those who have had one or two years experience of English teaching but feel they need to firm up their methodological techniques while at the same time improving their employability prospects. This largely applies to North American teachers. Very few aspiring British/Irish/Aussie/Kiwi teachers would venture out into the job market without having first taken the Cert.

The Cert is a practically-oriented course and helps the tyro teacher with language awareness, methodology, teaching skills, classroom management, lesson planning and the use of materials and resources, and implements these in a classroom situation by means of Teaching Practice. There are daily sessions encouraging peer/tutor feedback and self-reflection, as well as opportunities to watch experienced teachers in action.

This course is either part-time or an intensive 4 weeks (Yonsei's is the latter), and is limited to 12 candidates in any one group. There are no formal exams but four practical assignments and continuous assessment. Successful candidates receive a course report and a Certificate from Cambridge University.

2. The next level is the Diploma (Diploma in English Language Teaching to Adults, or DELTA), outside of North America the world's best known and most highly regarded professional TEFL qualification. It has a similar methodological profile to an MA but is not so wide-ranging and is concerned with theory only inasmuch as it relates to classroom practice. It can be as intellectually demanding but has quite a different focus. A good MA programme naturally goes into aspects of theory and research which lie outside the compass of the average classroom teacher. And this is as it should be for an academic qualification. Several UK universities give credits (or "advanced standing" as they call it) for the Dip on their MA courses, and some even run it as a double qualification, using the prospect of a Dip qualification to "hook" people

into doing an MA at their institution.

The Dip also looks at language awareness in four main areas: Grammar, Phonology, Vocabulary, Discourse, and goes more deeply into aspects of classroom practice and management. There are two final assessed lessons and a written examination in June.

3. There is now a third level which is being run for the first time this year: the Advanced diploma. This deals purely with aspects of TEFL management and can be used to gain credits in an MBA programme.

4. The Institute for Language Research and Education at Yonsei University also plans to provide a TEFL Certificate course for Middle and High School teachers here in Korea, to begin sometime next year, probably as a part-time course over several months. It will consist of input on classroom methodology plus language awareness sessions leading to the CEELT (the Cambridge Examination for English Language Teachers).

**Q:** What would be the best academic investment for employability and a good teaching career?

**A:** As to the question of employability, if you don't have an MA in TEFL, and if you want to stand a chance of getting a halfway decent job outside of North America/Korea/Taiwan/Japan, you must at least have the Cert.

Those who wish to gain an academic qualification and/or employment in Korea should go the MA route. For those who are interested in personal development as a teacher and employment in the wider world the Dip is the qualification of choice.

## THE AUTHOR:

James Forrest is Head of Teacher Training at Yonsei University Institute for Language Research and Education. Email <jasforrest@yahoo.com>

# THE 1999 Taejon Chapter Regional CONFERENCE

## CALL FOR PAPERS

*"Growing with English: Teaching Children and Young Adults"*  
July 24th, 1999 at KAIST, Taejon, South Korea

**(The deadline for receipt of proposals is June 20th, 1999)**

The Taejon Chapter '99 Regional Conference Committee invites presentation proposals in all areas relevant to teaching children and young adults. Presentations will be limited to 50-minute slots. Post, fax, or e-mail your proposal to:

Edith J. Dandenault  
Hannam University  
Department of English Education  
133 Ojung-dong, Taeduk-gu  
Taejon 306 791  
SOUTH KOREA

Office Fax: +82- (042)-629-72042  
(Write "To Edith Dandenault" on the fax!)  
Office Phone: +82-(42)-629-8063  
E-mail: <msd26@hotmail.com>

\* E-mail is preferred. If e-mailing, please send to the e-mail account above.

### **IMPORTANT INFORMATION**

1) Note that proposals must be received by June 20, 1999. 2) By July 1, those submitting papers will be notified concerning acceptance. 3) Please notify Edith Dandenault directly of any change in address.

### **PRESENTATION PROPOSAL**

Presentation title (maximum 9 words): \_\_\_\_\_  
Type (check one): \_\_\_ Workshop \_\_\_ Paper \_\_\_ Workshop/Paper \_\_\_ Panel \_\_\_ Poster/Exhibit  
Level (check all that apply): \_\_\_ Elementary \_\_\_ Secondary \_\_\_ University \_\_\_ Adult Education  
Equipment needed (check all that apply): \_\_\_ OHP \_\_\_ VCR/TV \_\_\_ Cassette \_\_\_ Computer  
Number of presenters for this presentation: \_\_\_\_\_  
List the following contact information for each presenter (Use a separate sheet if necessary):  
Name: \_\_\_\_\_ E-mail: \_\_\_\_\_  
Work phone: \_\_\_\_\_ Home phone: \_\_\_\_\_  
Affiliation: \_\_\_\_\_ Fax: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Biographical data: Write a brief personal history for each presenter. *Use the third person* ("he", "she", NOT "I"). Maximum length: 100 words. (Use a separate sheet if necessary)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Use a separate sheet for your abstract. Include the title, all presenters' names, and affiliation on each abstract submitted. Maximum length: 150 words.

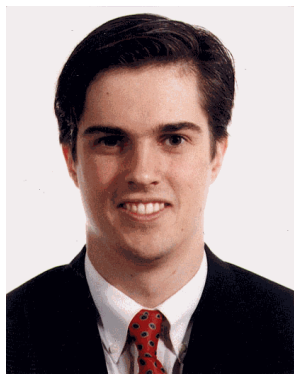
For more information, contact Edith Dandenault (Chapter Treasurer), listed above.  
or William Schmidt (Taejon KOTESOL President) <schmidt@sorak.kaist.ac.kr>



## Membership Spotlight

edited by Darlene Heiman

The first KOTESOL member spotlighted for May is Thomas McKinney who teaches Graduate School of Management students at the Seoul campus of KAIST.



Tom McKinney

Tom was the Seoul KOTESOL Newsletter Editor from May through October 1997. Then he became the President of the Seoul Chapter until October 1998. Since June 1998 he has been the Chair of the Technologies Committee. He has also done a lot of work organizing KOTESOL conferences and workshops and he made a presentation at the Pusan Chapter conference.

He graduated from Yale University in 1994 with a B.A. in Astronomy. Around this time, he volunteered teaching English to Chinese residents in New Haven. He says this experience shaped his thinking towards coming to Asia to teach. Tom

also holds an Advanced Certificate in TESOL via distance study from Leicester University in England (1996).

Almost 5 years ago, Tom started teaching ESL at Sisa-Yong-O-Sa in Seoul. Then, he went into material development and produced an adult level English self study series. Finally, he became an Academic Director with Sisa. Subsequently, he was a Documentation Editor for the 1996 APEC Science and Technology Cooperation conference in Seoul with the Ministry of Science and Technology. A yearning for the classroom took him to Kyonggi University in Suwon and then to the University of Incheon before ending up at KAIST last September.

He describes his teaching style as structured but flexible with the addition of some comic relief from his alter ego "Jim Carrey". He believes he has been successful at helping Korean students overcome the confidence barrier in expressing themselves, and this gives him a good rapport with beginners to the study of English.

His near future plans are to return to the States to study Computer Science/Instructional Technology in grad school and eventually become a Education Consultant emphasizing technological applications.

His main outside interest is computers: chatting, e-mail, recreational programming, and designing web pages, etc. He says, "The fantastic thing about cyberspace is that I'll always be involved with KOTESOL no matter where I am in the physical world!"

Next please meet the new Chapter President from Taejon, William Schmidt with KAIST. William has

been teaching in Korea for almost 3 years. He was at Mokp'o National University in Cheonnam for 2 years before going to KAIST a year ago.

William is from Cleveland, Ohio and has a BA in Political Science from Miami University in Ohio. He also has a Master of Divinity degree from a Chicago seminary and a MA in TEFL.

He has done workshops, presentations and a panel with KOTESOL, and 4 teacher-training seminars in Cheonnam with the Ministry of Education. He says he has long believed in TESOL and finds it "keeps him sharp and helps to network with other teachers and get fresh ideas. He gives special mention to the terrific crew and calendar of events in Taejon.

His approach to teaching is an "eclectic-communicative" mixture of interesting topics; real classroom tasks and relevant functions; game times for fun and laughs; and vocabulary, pronunciation, syntax and grammar practice. The object being for students to put all this together in a relevant and interesting way.

When not teaching William enjoys swimming and the pool on campus; reading, especially current events and politics; and travelling around Asia and to historical and cultural places in Korea.

He'd like to remain in Korea for a few more years to continue to improve his teaching program and work with KOTESOL. He adds, "My students are the best part about being in Korea, they are so kind and eager to learn."

That's all for this month! Please send in your comments and suggestions to <mdheiman@hotmail.com>.

**Check it out . . . <http://user.chollian.net/~kotesol/>**

**KOTESOL's website:**

**Add it to your bookmarks!**



# Pan-Asia Focus on Materials

PAN-ASIAN Series of  
Conferences - PAC2

--An international forum

Location: Olympic ParkTel, Seoul,  
South Korea

Theme: TEACHING ENGLISH:  
ASIAN CONTEXTS AND CUL-  
TURES

Date: October 1, 2 & 3, 1999 (Friday,  
Saturday, Sunday)

in Seoul. Around a dozen participants based in Korea, Japan and the USA talked about their ideas, interests, projects, and shared materials. Our informal network is now in place, and we are happy to welcome anyone else who would like to join us. (Contact Chris Doye: email [cdoye@gol.com](mailto:cdoye@gol.com) or fax +81-52-777-7849)

There is a Focus on Materials session scheduled for PAC-2 in October. We're also planning to work with the JALT Materials Writers Special Interest Group (who hold a similar materials sharing session each year) to publish a collection of teacher-produced materials. 'Our Share', the MW SIG's first volume, came out in 1996. This was made up of contributions from people in Japan. It would be great to give the next volume a broader base and genuinely Pan-Asian flavour by including contributions from Korea and other countries. If you'd like to contribute, please bring 40 copies of your materials to the Pan-Asian Focus on Materials session at PAC-2 in Seoul in October 1999.

The Materials Writers SIG is also going to put up materials and activities on its web page, so that they can be used by anyone, anywhere. Materials contributed to the Focus on Materials project can be submitted for this project too.

In addition, if YOU have questions to ask, ideas to share, or topics to discuss,



bring them along too. Similarly, if you'd like people to trial your materials or help you in a project, just let us know. For example, is anyone interested in: Trialing high intermediate/advanced reading material on ecology & environmental problems? Or, Developing listening materials using Asian speakers of English? There's no need to wait for the conference to get in touch: just drop me an email or a fax (contact information as above).

And keep an eye on the PAC website for updated information about the Focus on Materials session at PAC-2 next year: (web) <http://www2.gol.com/users/pndl/PAC/PAC2/PACstart.html>

PAN-ASIAN Series of  
Conferences - PAC3

--An international forum

Location: Kitakyushu, Japan

Theme: 2001: A Language Odyssey

Date: November 22 to 25, 2001  
(Thursday to Sunday)

The Pan-Asian Focus on Materials is an informal 'grassroots' group for people who are interested in developing materials in an Asian context. It has three aims:

- \* To share and distribute materials produced by teachers (or learners) for Asian learners of English
- \* To provide a forum for issues relating to materials development and research in the context of Asian learners
- \* To establish a network of people who want to swap ideas or collaborate on materials development or research.

This project is part of the ongoing series of Pan-Asian Conferences. An initial meeting was held at KOTESOL '98

**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](mailto:kotesol@chollian.net)



# The Asian Youth Forum

## AN APPEAL FOR PARTICIPATION

by Kip Cates, JALT Global Issues N-SIG, Tottori University, Japan and  
Peggy Wollberg, AYF Korea Chair, Seoul National University, Seoul, Korea.

### **An International Event: September 28, October 3, 1999**

The series of Pan Asian Conferences now underway are an exciting example of how Asian language teachers are reaching out beyond national boundaries to communicate with colleagues in other lands about common concerns and innovative ideas related to foreign language teaching in Asia.

**A special project:** The AYF is a special event of the Second Pan Asian Conference (PAC2) on language teaching and learning on October 1-3, 1999 in Seoul, Korea. This unique event will bring together young people studying English (and other languages) from Korea, Japan, Thailand and other Asian countries to discuss aspects of language, culture, education and international understanding through the medium of English-as-an-Asian-language.

The idea of having language students participate in an international language teachers' conference is an exciting one. Even more exciting is the idea of having youth from countries throughout Asia assemble in Korea to discuss their mutual problems, concerns and challenges - both as young Asians and as Asian language learners - within the framework of a major international conference of foreign language teachers.

### **Asian Format and Theme**

A number of exciting ideas present themselves regarding the format, participation, themes and outcome of the Forum:

\* **Broad Geographic Representation:** The PAC II Asian Youth Forum would aim to involve youth from not only the three PAC-conference host nations of Korea, Japan and Thailand, but also from as many Asian nations as possible, ranging from countries such as China and Taiwan to Indonesia, Malaysia, Vietnam and Cambodia.

\* **Diverse Student Participation:** The Forum aims to bring together young Asian language learners from a variety of backgrounds (high school, college, university) with a balance of both genders (male and female).

\* **Pre-Conference Exchanges:** A series of international youth exchanges, now in progress, is leading up to the PAC2 conference: individual students, class exchanges on Youth Forum themes. These exchanges include letters, e-mail, video and an Internet Youth Forum homepage.

\* **Academic Program:** The Asian Youth Forum itself offers a lively combination of academic and social events to deepen the educational experience of the young people taking part. The academic is a roundtable on language learning in Asia, workshops on cross-cultural communication, a speech contest on the role of English in Asia, seminars on Asian stereotypes in school textbooks as well as discussions in English of important global issues (peace, the environment, human rights).

\* **Social Program:** The social program involves English-speaking Asian students who will visit the local Korean schools, local sightseeing excursions led by Korean youth and intercultural performances where the participating young people from Asia could introduce the traditional music, costumes and arts of their countries.

\* **Inter-Asian Understanding:** For the young people participating in this unique event, the final outcomes include a heightened awareness of Asia, a new appreciation of the role of English and foreign languages in promoting pan-Asian communication, renewed motivation to learn about Asian countries, cultures and issues, and an international youth network of new Asian friends to communicate and cooperate with into the 21st century.

### **Call for Participation:**

While the initial idea for this Asian Youth Forum has come from a small number of language educators in Korea, Japan and Thailand, the project is open to all Asian educators and their students who wish to participate. Please help us by participating in the PAC2 conference and bringing your students to participate in the Asian Youth Forum.

### **Cost:**

The 6-day program is US\$200.00 or 250,000won; the 3-day program is US\$125.00 or 156,000won. Registration includes accommodations, all meals, ground transportation (from Seoul), and entrance fees. Airfare is not included.

If you are interested in getting involved or you would like to volunteer to help with any aspect of the Asian Youth Forum, please contact:

Kip Cates  
Asian Youth Forum,  
Kip Cates, Tottori University,  
Tottori City, JAPAN 680  
Tel/Fax: +81-857 -31-5650  
Email: [kcates@fed.tottori-u.ac.jp](mailto:kcates@fed.tottori-u.ac.jp)

Peggy Wollberg  
Seoul National University  
Asian Youth Forum, Korea Chair  
ph: 82-2-889-7610; fax: 82-2-871-4056  
[wollberg@plaza1.snu.ac.kr](mailto:wollberg@plaza1.snu.ac.kr)

# **Full Page Ad**

# Calendar

edited by  
Robert J. Dickey

## CONFERENCES

**May 22-25 '99** CALLing Asia, the 4th Annual JALT CALL N-SIG Conference on Computers and Language Learning. Workshops and various other types of computer presentations will be held in the brand new "state-of-the-art" computer facilities at Kyoto Sangyo University in Kyoto. (Web) [http://jaltcall.org/cjo/10\\_98/calling\\_asia99.htm](http://jaltcall.org/cjo/10_98/calling_asia99.htm)

**May 24-26 '99.** "English Language Teaching in Challenging Times". Malaysian English Language Teaching Association (MELTA) Conference. Petaling Jaya, Malaysia. Info: MELTA, PO Box 454, Jalan Sultan, 46750 Petaling Jaya, Selangor, Malaysia. (Tel) +60-3-758-3137. (FAX) +60-3-758-4764. (Email) <melta@tm.net.my> or <umki@pc.jaring.my>.

**Jun 5 '99** "Performance assessment in English Language Teaching." The YETA Spring Conference, Tongmyong University of Information Technology, Pusan. Plenary sessions will include: Prof. Sung Tae-Jae (Ewha Woman's University), Prof. Young-Shik Lee (Hannam University). Info: Junil Oh, (Email) <juniloh@pine.pknu.ac.kr>

**Jun 5 '99** First Annual Republic of China (Taiwan) Applied English Conference and Book Fair: "Applied English for a New Century". Ming Chuan University, Institute of Applied Foreign Languages, Department of Applied English Primary Topics: \* Application and Theory in Applied English Teaching \* Oral and Written Translation \* Advances in Teaching the Four Language Skills and Grammar \* Computer Assisted Language Teaching \* Multimedia Language Teaching \* The Virtual University \* English Education at the Primary and Middle School Levels \* Evaluation of Student Educational and Professional Performance \* Evaluation of Curriculum Design and Results \* Textbook Design and Selection \* Faculty Selection, Promotion, and Training (Tel) +886-3-350-7001 x3211 (FAX) +886-3-350-0995 (Email) <DEPT-42@mail.mcu.edu.tw>

**Jun 22-25 '99** Conference on second language teaching: Reading, writing and discourse. Hong Kong and Guangdong, China. (Web) <http://lhc.ust.hk/~99CONF.html>

**Jun 23-24, '99** IATEFL event on Teaching and Assessment for Learners, Teachers and Trainers. IATEFL Testing, Evaluation & Assessment SIG and Teacher Trainer SIG. Contact: IATEFL (Tel) +44 1227-276528 (FAX) +44 1227 274415 (Email) <IATEFL@Compuserve.com>

**Jun 25-26, '99** "English Education in the Information Age" HETA/KATE Joint International Conference. Chonnam National University, Kwangju. Plenary speakers: Machael Levi (Queensland Univ., Australia) J. D. Brown (Univ of Hawaii) Chuck Sandy (Chubu Univ., Japan) and more. Topic Areas: English Learning & Acquisition, Curriculum, Materials Analysis & Development, Teaching & Methodology, Testing & Evaluation, Technology, Multimedia & CALL.

**Jun 30-Jul 2 '99** (Wed-Fri) "Energizing English" NZATE National Conference 1999 New Plymouth, New Zealand Keynote speakers: Gunther Kress, University of London & Eric McLuhan, McLuhan Programme International, Canada. This year's conference will present a series of thought-provoking papers and hands-on workshops covering a wide range of topics to do with revitalizing English and related subjects. Aimed at all teachers, educators, and academics working within the field of English and related subjects, it promises to be the most exciting conference yet, with key themes and highlights including: a panel discussion on literacy, a writers' evening, sessions on information technology, teacher health, qualifications developments, and more. Contact: NZATE Conference Convenors, Tutor-Net Academic Services, PO Box 8114 New Plymouth, New Zealand. (Tel) +64 6 758-9619 (FAX) +64 6 7589670 (Email) <enquiries@tutornet.nzl.com>

**Jul 24 '99** Taejon Chapter Regional Conference "Growing with English: Teaching Children and Young Adults" KAIST Language Center, Taejon. Info: William Schmidt, KAIST (Tel) 042-869-4691 (Email) <schmidt@sorak.kaist.ac.kr>

**Jul 26-30 '99** 26th Systemic Functional Institute and Congress: Linguistics and education on entering the 21st Century, Singapore. Contact: ISFC'99, Dept of English Language and Literature, National University of Singapore, 10 Kent Ridge Crescent, Singapore 119260. (FAX) +65 773 2981 (Email) <ellsfc99@nus.edu.sg> (Web) <http://www.fas.nus.edu.sg/ell/systemic/ISFC-99.html>

**Jul 28-30 '99** 6th International Conference on World Englishes, Tsukuba, Japan. Contact: Prof. Kimberley Brown, Associate Vice-Provost for International Affairs, Dept. of Applied Linguistics, Portland State University, PO Box 751, Portland OR USA 97207-0751. (Tel) +1 503 725 3566 (FAX) +1 503 725 4139 (Email) <kim@nh1.nh.pdx.edu>

**Jul 28-31 '99** LTRC99 -- 21st Annual Language Testing Research Colloquium: The social responsibility of language testing in the 21st century, Tsukuba, Japan. Contact: Randy Thrasher, International Christian University, 3-10-2 Osawa, Mitaka-shi, Tokyo 181-8585 Japan. (Web) <http://www.surrey.ac.uk/ELI/ltrc.html>

**Aug 2-6 '99** "The Roles of Language in the 21<sup>st</sup> 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>

**Oct 1-3 '99** "English Teaching: Asian Contexts and Cultures". PAC2 Conference. Seoul.

**Oct 6-14 '99** "Discourse Perspective on Language Teaching, Learning and Use" Fourth International Symposium on Language Teaching. Beijing and Kunming (Yunnan Province), People's Republic of China. This symposium combines scholarly meetings and activities with sightseeing and cultural experiences in China (including the Chinese opera, the Forbidden City, and the Great Wall in Beijing, and the World Horticultural Fair in ethno-rich Kunming in Southwestern China.) A volume of the Proceedings will again be published, as in 1993, 1995 and 1997. The estimated total cost, including registration fees, lodging, meals, sightseeing and a copy of the Proceedings volume (but excluding the flight from Beijing to Kunming) is US\$1,100. The cost for participants who wish to attend only the Beijing portion or

only the Kunming portion of the Symposium will be \$700. International travel (as well as the Beijing-Kunming flight, which can be arranged by us roughly at an additional cost of \$200) must be arranged by the individual participants. Professor Tang Dexin, Department of Foreign Languages, Beijing University of Aeronautics and Astronautics, Beijing 100083, PRC (Tel) +86-10-82316233 (FAX) +86-10-8231-6100 (Email): <dxtang@public.fhnet.cn.net> fldbuaa@public.fhnet.cn.net <shirley.uehle@uni.edu> <stephen.gaies@uni.edu> or <fritz.konig@uni.edu> (Web) <http://www.uni.edu/modlangs/conf/>

**Oct 7-9 '99** "Partnership and Interaction in Language Development" The Ministry of Education and Training, Vietnam 4th International Conference on Language and Development. Hanoi, Vietnam. Contact: The Language and Development Conference, AIT/CLET, PO Box 4, Klong Luang, Pathumthani 12120, Thailand. (Tel) +66-2-524-5836. (FAX) +66-2-524-5872.

**Nov 4-7 '99** ICCE99: The International Conference on Computers in Education, Chiba, Tokyo, Japan. (Email) <icce99@ai.is.uec.ac.jp> (Web) <http://www.ai.is.uec.ac.jp/icce99/>

**Nov 6, '99** HETA Conference Chonju National University of Education, Chonju, Chonbuk.

**Nov 6-7 '99** IT and Multimedia in English Language Teaching (IT-MELT) Kowloon, Hong Kong. Contact: Sue Fitzgerald, CILL, English Language Centre, Hong Kong Polytechnic University, Kowloon, Hong Kong. (Email) <ecsusan@polyu.edu.hk>. (Web) <http://elc.polyu.edu.hk/conference/>.

**Nov 8-11 '99** Japan Association for Language Teaching (JALT) '99 Conference, "Teacher Belief, Teacher Action: Connecting Research and the Classroom" Gunma Prefecture, Japan. Contact JALT Central Office, Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan. (Tel) +81-3-3837-1630 (FAX) +81-3-3837-1631 (Email) <jalt@gol.com> (Web) <http://langue.hyper.chubu.ac.jp/jalt/>.

**Nov 11-13 '99** "Teaching Languages and Cultures for the New Era" Eighth International Symposium and Book Fair on English Teaching Taipei, Taiwan. Contact: Johanna E. Katchen, Dept. of Foreign Languages, National Tsing Hua University, Hsinchu 300433 Taiwan ROC. (Email) <katchen@FL.nthu.edu.tw>.

**Dec 17-19 '99** "Language, Curriculum, and Assessment: Research, Practice and Management" Annual International Language in Education Conference (ILEC'99). Hong Kong. Contact: Ms. Charlotte Law Wing Yee, ILEC'99, Hong Kong Institute of Educational Research, Faculty of Education, The Chinese University of Hong Kong, Shatin, Hong Kong, S.A.R., China. (Email) <wylaw@cuhk.edu.hk> (Web) <http://www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm>

**Mar 21-25 2000** TESOL Convention. Vancouver, Canada

**June 15-18 2000** "People, Languages and Cultures in the Third Millennium" FEELTA International Conference. Far Eastern State University, Vladivostok, Russia. Contact: Marina Rassokha, Far Eastern State University, English Dept, U1 Aleutskaya 56, Vladivostok 690002, Russia. (Web) <http://www.glasnet.ru/~marklen/LATEUM.html>

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## CALL FOR PAPERS

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**Due May 14 '99 for Mar 21-25 2000** TESOL Convention. Vancouver, Canada (Email) <conv@tesol.edu> (Web) <http://www.tesol.edu/conv/index.html>

**Due May 31 '99 (Abstract) for Dec 17-19 '999** "Language, Curriculum, and Assessment: Research, Practice and Management" Annual International Language in Education Conference (ILEC'99). Hong Kong. See info for conference above.

**Due Jun 20 '99 for Jul 24 '99** Taejon Chapter Regional Conference "Growing with English: Teaching Children and Young Adults" KAIST, Taejon. See info in this issue.

**Due Unknown, for June 15-18 2000** "People, Languages and Cultures in the Third Millennium" FEELTA International Conference. Far Eastern State University, Vladivostok, Russia. Contact: Marina Rassokha, Far Eastern State University, English Dept, U1 Aleutskaya 56, Vladivostok 690002, Russia. (Web) <http://www.glasnet.ru/~marklen/LATEUM.html>

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## EVENTS

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**May 15 '99** Annual Spring KOTESOL Drama Festival at Hannam University in Taejon.

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## EMPLOYMENT OPPORTUNITIES

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Youngdong Univeristy is now looking for qualified native speakers of English as Instructors for conversation and composition classes beginning August 23, 1999. 1. Qualifications: M.A. or higher in TESOL or related fields (at least in middle of M.A. course). 2. Salary: about 1,600,000 won. 3. Furnished office and housing provided. 4. Extra payment of 10,000 won for classes over the regular 10 class hours. 5. Term of Contract: 1 year (renewable). For more information see our web page: <http://www.yit.ac.kr>. Please send your resume by May 20, 1999 to Prof. Lee, Chang-Su, Faculty of Foreign Languages, Youngdong Univeristy, Youngdong, Choongbuk, Korea, 370-701. E-mail: <lcs1256@youngdong.ac.kr> or <lcs1256@chollian.net>. Fax: 0414-740-1259. Phone 0414-740-1256 or 02-933-5115 (from Thursday to Sunday nights)

To post information on job opportunities, please contact Peter Nelson at (Email) <peternel@cau.ac.kr>

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## SUBMISSIONS

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All information on upcoming conferences or other teacher-related events, should be at least three months in advance to: Robert Dickey, Kyongju University, School of Foreign Languages & Tourism, 42-1 Hyohyeon-dong, Kyongju 780-210 (Email) <rdickey@soback.kornet21.net>, Tel 0561-770-5136

# KOTESOL In Action

edited by Kirsten Reitan

## Kyonggi

It was an absolutely splendid first meeting for the Kyonggi chapter. About 40 people came to Suwon University to partake in this historic event. The chapter meeting started very informally with refreshments offered from about 3:00 PM. A number of the early arrivals took part in a hangul class, which will be offered before each chapter meeting from 3:00 to 3:30 PM. At 4:00 PM, the opening ceremony included welcoming words from KOTESOL president Carl Dusthimer and Seoul chapter vice-president Dennis Kim. Immediately afterwards, the participants became actively involved in experiencing fun but highly educational activities for beginning level students. This presentation "My First Steps: EFL Activities for Beginners" was given by none other than Edith Dandenault, one of the most popular presenters on the KOTESOL presenter's circuit. This exhilarating presentation was followed by another lively presentation from Oxford University Press on supplementary activities for children's classes using "Let's Go." The chapter meeting ended with a wonderful dinner of kalbitang and dolsot bibimbap. Other meetings will be on June 5<sup>th</sup>, August 7<sup>th</sup>, September 4<sup>th</sup>, November 6<sup>th</sup>, and December 4<sup>th</sup> at Suwon University's Humanities Bldg in room 401. Social hour starts at 3:00 with presentations starting at 4:00. Come check out our latest chapter!

## Taejon

The year of 1999 is going to be an exciting year for the Taejon chapter. It will be continuing with traditional events like the KOTESOL Spring Drama Festival on May 15<sup>th</sup> at Hannam University and the annual teacher swap shop on June 19<sup>th</sup>. As in the past, the drama festival will feature student groups of all ages and from all over Korea. If you are interested in seeing students showcase their creative and dramatic talents, the Spring Drama Festival is a great place to do so. A new event this year will be the first ever joint KOTESOL/KOSETA conference

on July 24 at KAIST in Taejon. The conference "Growing with English: Working with Children and Young Adults" is tailored for elementary, middle, and high school teachers. The Call for Papers for presenters is included in this issue.

The March and April meetings of the Taejon chapter also created a nice balance between the familiar and not so familiar names and faces. The first meeting of the year, March, showcased presentations by two of Taejon chapters' favorite presenters, Edith Dandenault and Jim Query. Edith did a rousing interactive presentation "- You May Be Wrong This Time..." on error correction where members learned several activities for making error correction fun and interesting. After that, Jim shared a great number of activities that work in the classroom. The April meeting featured a fresh face on the KOTESOL presenter circuit. Martin Dibbs, professor at Kwangju University, did an interesting presentation "Pop Culture and Language Education" on how pop culture can be used in the classroom. As a musician and teacher, he brought a lot of insights and shared a number of activities that the participants found interesting. The activity that works was shared presented by Bill Coleman.

## Pusan

1999 is proving to be a banner year for the Pusan Chapter. We had a record turnout at our March meeting: more than fifty people, a dozen or so who were first-timers. For a change we started off with the What Works Presentation. Park Hae-Young demonstrated "Fortune-Teller: a hands-on pair and group activity for elementary school students." That was followed by Kevin Smyth's enlightening presentation, "Coaching English Through Writing." Kevin showed us how to evaluate students' writing quickly and efficiently, and how to concentrate on the positive aspects rather than the negative ones.

In April, we had three presentations. Mr. Choe, representing Kyobo Bookstore, gave a short presentation entitled "What Do You Say After You Say Hello?" Afterwards, John Bailey gave the What Works presentation, "Puzzling Together the Present Progressive." Finally, Pusan Chapter First Vice-President Baek Jin-Hee gave a lively presentation entitled "Fun Activities for Big and Little Kids." She showed us how one activity can be adapted to many levels.

At the time of this writing, we are in a whirlwind of preparation for the third annual Pusan Chapter Conference, May 8<sup>th</sup>, 9:30 AM to 6 PM, at Dong-Eui University in Pusan. Under the theme, Moving into the Millennium: New Visions for New Times, this conference brings together English teachers of all levels from throughout Korea and abroad. There are two plenary speakers this year: Andrew Todd and KOTESOL Immediate Past President, Park Joo-Kyung. Moreover, several top-notch KTT (KOTESOL Teacher Training) presenters will be there. We have a variety of speakers, both Korean and foreign, covering all levels from elementary to adult education. Some of the topics include teaching pronunciation, teaching writing (freewriting and poetry), using teacher talk effectively, globalization, using stories in the classroom, using songs and games, using the internet, motivating students, and much, much, more. There's sure to be something for everyone. To see a map of and directions to Dong-Eui, check out our website: <http://members.xoom.com/pusankotesol>

Because of the conference, there will not be a regular chapter meeting the last Saturday in May. Our next regular meeting will be held June 26<sup>th</sup> at ESS in Kwangbokdong.

## Taegu

The speaker for the March meeting was Dr. Steve Garrigues of Kyongbuk National University. He presented some of the pronunciation pitfalls for English teachers and English learners in Korea. Using contrastive analysis, Dr. Garrigues examined in detail why certain sounds pose problems for Korean speakers, and he looked at some of the common misunderstandings relating to these sounds. He shared a number of approaches teachers could use to improve their students' pronunciation. The audience was encouraged to contribute their own views and teaching techniques.

Our speaker of the April Taegu KOTESOL meeting was Kevin Smyth, of Kyungil University. Kevin's presentation focused on approaches to oral testing and evaluation. Because we teach oral communication in English, it's only fitting that we test it. Many teachers opt for an interview procedure, but find there are problems when they try to actually do it. This session presented a model that can help overcome some of these problems. The oral interview format, when designed properly, not only tests actual con-

versation skills, but also can be designed to test IMPROVEMENT of skills, albeit through such subjective areas, as speaking-confidence. Kevin was emphatic, that whatever you do as an interview tool, it MUST be practiced in class in order to give the students confidence at the interview.

Our next meeting is on Saturday, May 1. It will feature Douglas Margolis, talking on classroom management. In June, Dr. Lee Kil-Young will talk to us about increasing student oral participation through the use of questioning techniques. On July third, we will listen to Kevin Sampson's thoughts on classroom dynamics. Our lending library will be on display at every meeting, and there should be a genre to fit every taste. At the moment, it contains about 100 books, so bring some to trade.

## Chongju

After a long winter break, the Chongju chapter of KOTESOL had a meeting on Sunday, March 28<sup>th</sup>. Their presenter was Mike Duffy, from Dong-A University in Pusan, who presented on "Helpful and Unhelpful Responses to Speakers of Foreign Languages". The chapter audience, the first in KOTESOL to see this premiere presentation before it makes its way around the KOTESOL presentation circuit, found the suggestions and discussion very interesting and helpful. Future meetings of the Chongju chapter will be on the third Sunday of every month in the Humanities Building on the campus of Chongju University. Blue signs from the front gate will guide participants to the meeting. Please contact, the chapter at: chongjukotesol@hotmail.com or chapter president, Erik Newson at his e-mail: erikshin@hotmail.com or at his home telephone, 257 2820. You can also contact the secretary/treasurer Brian Fingler at bfingler@cccc.chch-c.ac.kr or 017 432 0557.

## Seoul

Seoul KOTESOL is continuing an exciting year of growth and worthwhile events. Since the beginning of the year, over 50 new members have joined our ranks, thanks to the excellent outreach efforts by our Vice President, Kim Gyung Sik, and our Outreach Coordinator, Chung Young Soo.

Growth stimulates change. So, after our March 21st conference, attended by nearly 468 people, we moved our chapter meeting site to Konkuk University.

Our new Konkuk meeting site offers us a high tech room that comfortably seats 200-300 people. The facilities permit us to hold simultaneous presentations, if desired, and allows us to offer childcare for members' children. Konkuk University has a beautiful campus. It's near Children's Grand Park on the eastern side of Seoul. Konkuk is easily accessible by the green subway line (#2). Or, if driving, parking vouchers are available for only 1,000 won.

At our April meeting, Dr. Lee Young Sik, of Hannam University, and Julia Anahory, of Woo-shin Language Consulting, thrilled chapter members with their great ideas and captivating presentation styles.

At our May 15th meeting, Dr. Mark Love, from Gachon Medical School, will lead a presentation regarding English for Special Purposes (ESP), and Dr. Han Sang Ho, of Kyungju University, will give a presentation on Action Research.

Then, on June 19th, Edith Dandenault, from Hannam University, will present about using student errors to advance their abilities. Moreover, Dr. Hwang Kyung Ho, from David English House, will give a presentation on selecting reading texts for Korean students.

This high-powered presentation schedule has been organized by our Workshop Coordinator, Lee Hyang Sook, who always welcomes your comments and suggestions for improving the program.

Seoul KOTESOL welcomes all KOTESOL members to our meetings. Whenever you find yourself in Seoul on the 3rd Saturday of the month, check out our new meeting site at the beautiful Konkuk University campus. We always have refreshments and fun social time after the presentations, so plan to hang out for a while and have a good time.

## Cholla

The Cholla Chapter of Korea TESOL was busy the last two months. On March 13<sup>th</sup>, at Gerry Lassche's suggestion, we held our monthly meeting at the LG Chemi-

cal Company Human Resources Center in Yosu. We had never done it before, and it made a nice change. Even though the site was a little hard to get to, the facilities were great. I hope we can arrange to meet there again sometime. Andy Finch from Andong University presented "All the Students Talking All the Time". In his presentation he used two of the books he co-authored with Dr. Hyun Tae-duck to explore task-based learning: "Tell Me More" and "Now You're Talking". His technique is to have the students open their books and jump right into doing the activity, whatever it is. Instead of the teacher explaining how to do the activity, the students who understand the directions given in the book go ahead and do it by themselves, the teacher then goes around the classroom monitoring and helping the students as needed. He did point out that for this to work best the directions should not be complicated and the activities must be interesting. His presentation was so useful (and fun) that we invited him back the next month to do two presentations at our annual mini-conference.

The Mini-conference was held at Chonnam National University in Kwangju on April 10<sup>th</sup>. We had a fantastic line-up of presentations for those hardy souls who braved the nasty weather to come. Our plenary speaker was Dr Horace H. Underwood, who has been at Yonsei University since 1971, and is currently the director of the Korean-American Education Commission (Fullbright, Korea). His talk about aspects of Korean culture and our role in the internationalization of education in Korea was both humorous and thought-provoking. We also want to thank all our other presenters, who came from all over Korea to share their ideas with us. Their topics included using TPR in a University class, task-based learning, self-assessment, storytelling, phonics, speech, lesson planning, music, error analysis, and many activities. There truly was something for everyone.

Our next chapter meetings are scheduled to be in Chonju on May 8<sup>th</sup> and in Kwangju on June 12<sup>th</sup>. Please keep these dates open if you want to join us. For further information call Rachel Phillips at 0652-223-8002 or sent e-mail to phillips@shinbiro.com.

# Who's where in KOTESOL

## NATIONAL OFFICERS & COMMITTEE

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**Michael Duffy, Nominations & Elections Chair** Dong -A Univ Dept of English Hadan-dong 840 Saha-gu Pusan 604-714 (W) 051-200-7054 (F) 051-200-7057 (H) 051-248 4080 (Email) <duffy@seunghak.donga.ac.kr>

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**Gavin Farrell, KTT Chair** (see listing under KTT Department - Chair)

**Kim Jeong-Ryeol, Publications Chair** Korea National Univ of Education (Email) <jrkim@knuacc-sun.knu.ac.kr>

**Jane Hoelker, Public Relations Chair** The Language Research Institute, Seoul National Univ, Hoam Faculty Apt #501, 239-1 Pongchon 7-dong, Kwanak-gu, Seoul 151-050 (F) 02-871-4056 (Email) <hoelkerj@hotmail.com>

**Andrew Todd, International Liaisons Committee Chair** Macmillan Heinemann ELT (W) 02-263-9969 (Cell) 011-317-4061 (F) 02-264-4064 (Email) <andrew\_todd@bigfoot.com>

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