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Classroom English

By Kevin Smyth

Introduction – What is Classroom English?

Classroom English is the most important kind of English for teachers because it's the only real English we have to work with. Every other kind of English in the classroom is more or less contrived and can easily be seen as unimportant by the students, depending on how the teacher teaches and how the students view things.

Classroom English, however, is not a contrived practice. It's real and needed usage. This is always true for foreign teachers who can't speak Korean. For Korean teachers, or Korean-speaking foreigners, it's only true inasmuch as they make it true: it can only be real usage when the teacher does not use Korean.

continued on page 6

Also in this issue

Teaching Culture ... 10
Peter Nelson

An Interview with Michael McCarthy ... 15-16
Robert Dickey

**Conference Columns, Membership Spotlight,
Chapter Reports, Book Reviews and More.....**



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The English The Connection

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CONTENTS

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Volume Five
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Feature	
Classroom English <i>Kevin Smyth</i>	... 1
Columns	
Vice-President's Message; <i>Studying the Season</i>	... 5
Conference Report; <i>PALT Conference on Biculturalism</i>	... 9
Training Notes; <i>Teaching Culture</i>	... 10
Membership Spotlight	... 11
The Conference Column	... 13
Conference Report; <i>TESOL 2001: Gateway to the Future</i>	... 14
Who's Who in ELT: <i>Applied Linguist Michael McCarthy</i>	... 15
Pan Asia; <i>An Interview with "Sir" Raul C. Laborte</i>	... 17
Word Whys; <i>Chronicling and Crediting English Loanwords</i>	... 20
Web Wheres; <i>Good Grammar on the line</i>	... 20
Book Reviews;	
<i>Language Testing</i>	... 21
<i>The Learning Strategies Handbook</i>	... 23
What's Up in KOTESOL (Chapter Reports, etc...)	
Cholla, Chongju, Pusan, Taegu-Kyongbuk, KTT, Research SIG	... 18
For Your Information	
English Drama Festival	... 2*
KOTESOL Budget 2001	... 16
Calendar	... 25*
Who's Where in KOTESOL	... 26*
Membership application	... 28*
CALLS FOR PAPERS	
KOTESOL Conference Call for Papers	... 29*
KOTESOL constitution & bylaws	... 31*

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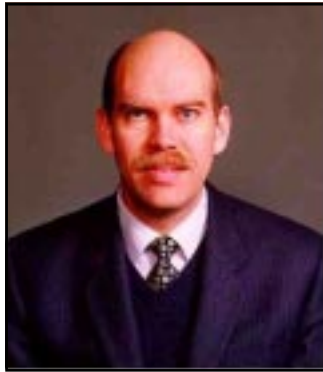
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Studying the Season



Vice President's Message

by
Robert Dickey

Greetings! Our Korea TESOL President, Dr. Hyun Tae-duck, has asked me to write the opening message this issue. It's my pleasure and honor to do so.

How many of us have taken the time to consider our work recently? It's far too easy to get mired in the day-to-day business of teaching, just keeping up. Can we do more? Sometimes I wonder, "Am I connecting with my students? Are they learning?" For me, the question can often be answered after considering whether I have "played" as well as "studied" recently.

Hasn't the weather been lovely during the past month? Arguably the best season in Korea. What do our students think about it? Do we know them beyond the classroom? Have we been sipping sodas with them during a stroll from here to there around campus? Or in too much of a hurry to have a chat?

For students, this season is the time for reports. Typhoons are not only from the sky! With exams just days/weeks away, are our students stressed? Are they getting enough sleep at night? And how about us? For many of us, the past weeks have been relatively calm. Are we preparing ourselves for "exams & grading season"?

So many questions! As teachers, we are perhaps more accustomed to asking questions, or fielding language or culture-related questions from students. Yet one of the themes of professionalism is asking profession-based questions of oneself. As a professional society, our aim is to help members maintain professionalism.

As language teachers, we must address two professional fields (if not more!): language and learning. The language issue is pretty simple – do we know this complex language well enough to teach it?

And for learning – "am I ready to teach?" I suggest that we should be extremely self-centered on this point: if I don't take care of me, how can I take care of others? Am I healthy, rested, and aware? If not, how can I be attentive to my students? This season can be a time for teachers to re-charge themselves with weekend walks in the countryside or casual chats under shady trees. Or casual time with students. Or spending time with that book we have been waiting to read (especially when it rains!).

The next question for professionals is whether or not we are developing as teachers. Some teachers in Korea are novices, with little interest beyond getting through the next teaching hour. This too is development - when teachers have formed enough confidence to look past the next hour and can start considering the next series of classes. For others, development means reading journals or books in TEFL (or education in general). We can include attending conference sessions, formal training programs, and discussion groups as well.

The third issue is "finding out" ourselves. Some call this research. Even as we ask our students to learn, and to demonstrate that they have learned, are we doing the same? Too busy? It depends on what we set out to do. Whether personal reflections on our classroom performance, or investigating change in the classroom, or analyzing linguistic functions, the concern is not "what we produce" but "do we exercise our minds?" Then, beyond this point, can we share what we've learned with others?

Korea TESOL offers several opportunities for professional growth. SIGs allow us to discuss special areas of interest, including areas and types of instruction, and how to develop ourselves. Publications and conferences allow us to share our findings with our peers. Don't be shy, we all grow from the efforts of others. Without such shared growth, what is the point of professionalism?

continued from page 1

There is currently a very narrow working definition of what classroom English is. It is reflected in a Korean textbook in which each chapter has a section entitled "Classroom English." Here are some excerpts:

"I want you to work in pairs, please. In twos with your neighbor."

"Stop chattering there."

"Okay. Has anybody not had a turn yet?"

"There will be trouble for interrupting others."

Consider the definition of classroom English that these examples represent.

Part 1: Receptive English (Listening)

It should be noted that the examples in the introduction are all examples of receptive English. This means that the student will rarely or never say these things, but will be expected to recognize and understand them.

In this part, two lesson plans for teaching the receptive learning (recognition) of classroom English will be presented. Try to compare the strengths and weaknesses of both approaches as we go through them.

Readers should now consider these two lessons. For each, what is learned? How is it learned? How well will it be remembered? How interesting is it? How confusing is it for the students? What beliefs and theories are the lessons based on? And so on.

What follows is my analysis of the lesson based on several points and theories.

General

The first is a traditional approach to teaching, where the content of the lesson (the learning point) is given priority over the context (how it is being taught). Much English teaching in Korea is traditional in this sense. The second lesson places emphasis on the activity, with the content secondary to, and naturally flowing out of, the activity. Jane Willis' 1996 book "Task-Based Learning" explains this kind of approach excellently, and shows how form need not be neglected, but can be focused on meaningfully.

Lesson A

1. Students are given a written list of the following five commands in both English and Korean:

Sit down – *an-jeu-se-yo*

Stand up – *sseu-se-yo*

Don't do that – *ha-ji-ma-se-yo*

Stand on this side – *i-pyeon-e sseu-se-yo*

You're out – *ju-geot-da*

2. Students practice repeating the list using the Korean to understand it.

3. Students hide the list and practice recognition prompts. The teacher says the target phrase in English, and the students call out the meaning in Korean.

4. Once students have achieved mastery at this, students practice recall prompts. That is, the teacher calls out Korean prompts, and students call out the English phrase.

5. Game: Students are taught a simple hand gesture for each signal. The teacher calls out a command in English. Students must quickly reproduce the corresponding hand gesture. Students who are wrong or too slow must sit down. For advanced students, an added dimension can be added. They watch the teacher do the hand gesture and call out the corresponding target language.

Interesting – Lesson A may be interesting for a student who is very enthusiastic about learning English. Almost anything is interesting for such students. However, many students do not see a strong motivation to learn English, and the best motivation for them is enjoyment. Lesson B makes interest the starting point of planning for this reason.

Amount learned – Lesson A focuses solely on the target language. Lesson B does not target language as such. It may have missed some of the hoped for classroom instructions, repeated others a lot, or introduced some unplanned ones as need arose. The nature of the activity dictates these things – a point we will return to shortly. It is probable though that lesson B introduced more language.

As parents, we do not think "my child needs to learn the progressive continuous – what shall we play in that light?" Rather, we start with something that is interesting, and whatever learning points come up emerge from that.

My daughter is currently learning language. I and most parents always teach with interest as a priority over learning point. As parents, we do not think "my child needs to learn the progressive continuous – what shall we play in that light?" Rather, we start with something that is interesting, and whatever learning points come up, emerge from that. Chaudron (1988) provides a good but dry read on such issues (1988, p. 164ff).

Furthermore, other language (in this case body parts) is learned even though it is not targeted.

Indirect targeting – There is no doubt about lesson A's target language. It appears that body parts is the target language for lesson B, and that classroom instructions are ignored completely. However, the classroom instructions are used repeatedly in organizing and running the game. The classroom English is thus

Lesson B

1. Game: Teacher organizes the game as below. When doing this, the teacher uses only English, but uses body language to supplement the meaning, especially in the first stages of the game.
2. The teacher orally teaches a list of commands like “touch your nose.” 5 commands are used to start, but more can be added as the game progresses.
3. The teacher organizes the students into two groups. The teacher explains the rules in English as basically as possible. Students who don’t understand will come to understand as the game proceeds.
4. One person from each group is told to stand. The teacher calls out one of the commands. The first student to do it gets a point for their team.
5. The winning person is told to remain standing, the other to sit down. Another student from the losing team is told to stand. A student can win three times. After that, she is promoted – she becomes a caller.
6. The teacher, or promoted student, continues calling the game until one team reaches X points. The first team to reach those points wins the game.
7. More commands will need to be added as students gain competence at the game.

approached indirectly. Though it is a main point for teachers, students are probably as unaware of what they are learning as my daughter is.

However, students cannot avoid learning the target language because it is necessary for playing the game. So getting back to how language is learned, it can be said that direct teaching is called “study,” and indirect teaching is called “practice.”

we need rather than a kind of language that is prescribed.

We have noted how lesson A starts with the target learning and proceeds from there whereas lesson B starts with an interesting activity and proceeds from there. Lesson A is fundamentally, and unnaturally, putting the teacher's concerns before the learners' concerns. This may be a profound consideration for teaching.

As long as students have the option of relying on Korean, they will take it. Most foreigners in Korea do not learn Korean because they can get by in English. If they had no choice but to learn Korean, they would learn it.

Natural learning theory – Natural learning theorists, like Krashen, say that we would best learn a second language as we did a first (See Richards and Rodgers, 1986). When learning our native language, we rarely study it, especially at the formative stages. We simply learn by using. Krashen introduces the term “acquisition” to define this kind of learning – a kind of learning that sinks in. Practice can be considered more effective than study because we are dealing with the kind of language

Lesson B also presents the information more naturally. As children, we listen long before we are expected to speak, and even longer before we are expected to read. Thus, lesson B starts with sounds and never provides the written form. One theory, called “The Silent Way” has based teaching on this principle, and Krashen favored it too. “The Silent Way” as well as Krashen’s “The Natural Approach” have come under criticism, especially for

teaching adult learners. My feeling is they are both based on good principles, but draw criticism by taking their ideas to an extreme. Richards and Rodgers offer chapters discussing each (chapters 7 and 9, 1986).

Lesson A started by giving the students information in its written form. Given this, it is natural that most students who learn this way become better at reading than at listening. This is in fact the case for English learners in Korea. I have concerns that starting with ABC’s, rather than with sounds, is the first step in creating this imbalance.

Necessity - In this case, the target language was teacher talk / student listening. The students have little need to produce this language. Considering this, how natural is it that production was quickly moved into in lesson A. Lesson B was based on the belief that students don’t need to produce it but have a strong need to recognize and understand it. The need is based on succeeding at the game.

Why do people learn their native tongues? Maslow would argue that they need to, and this need is at the basis of motivation (in Brown, 1994, p.153). People learn language because they have no choice. To succeed, to please their parents or their friends, they are forced to learn language. If they could avoid it, they would. If they could satisfy their needs by body language alone, they would have no reason to learn their language. Lesson B tried to create a needful situation. To succeed at the game, students had to know the English. They face some embarrassment for not knowing – they can’t win, or the teacher gets angry because they don’t obey. My daughter is going through this in learning language now, and there is some confusion, embarrassment, and anger involved. These are natural elements of learning.

Lesson A undermined needs by providing the key information in Korean. This gave students the option to avoid the English. As long as students have the option of relying on Korean, they will take it. Most foreigners in Korea do not learn Korean, because they can get by in English. If they had no choice but to learn Korean, they would learn it.

continued on page 8

continued from page 7

The fact that people will choose the easiest option is human nature. This has great implications for the classroom, particularly in terms of how much a Korean teacher (or a foreigner who knows Korean) should use it. Some Korean is inevitable and practical. I do think, however, that every time we use Korean, we are giving away a most teachable moment in the classroom – a moment when students have a real need to understand whether it is said in English or Korean. Sometimes it is worth the confusion and embarrassment,

As a conclusion to this section, readers should consider the list provided in the introduction. What definition of classroom language is it representing? How does it compare with the suggestion in this paper that classroom language should be the natural and necessary language of classroom business? Is it better to teach “huh?” or “I beg your pardon. Would you be so kind as to reiterate the question you had posed?” If the example seems a bit ridiculous, consider the practicality of the textbook phrases quoted in the introduction.

Part 2 – Productive learning (Speaking)

What the teacher says in class is not nearly as important as what the students say in class. This simple concept, if agreed to, could be a profound tenet of our classroom. Imagine how things would change in our classes if we really taught that way. However, the list of words in the introduction reflects just the opposite attitude – that classroom English refers to what the teacher says.

How much of classroom English should be what the teacher says? Chaudron (1988) summarizes studies that show an average of 67% teacher talk in the average second language classroom, and some studies go as high as 90% (p.52). Korea would seem to be at the high end of this. By all accounts, we should let students talk more.

If we want to teach our students how to communicate in English, we must consider what students say and need to say as part of our definition of classroom English. We can begin considering these in three ways:

1) Observe what they say and need to say
- I have found most of my conversations in class go something like this:

Teacher: Please sit down, Min-ho.
Min-ho: (no response)
Teacher: Min-ho, sit down.
Min-ho: (painful inaction)
Teacher: Min-ho! Sit down now!
Teacher: Where do you live, Min-ho?
Min-ho: (look of vagueness)
Teacher: Live. Where do you live?
Min-ho: (turns to friend)
Teacher: Min-ho! Please answer!

Min-ho is probably not a bad kid, though both he and the teacher may think so after exchanges like this. Min-ho is confused by the commands and the questions. He has a need to understand these things so as not to make the teacher angry. Students

friend and says “*mworogo?*” Whereas I was once upset by that reaction, I now see it as a highly teachable moment.

Firstly, the reaction of turning to a friend instead of facing me is a terrible avoidance technique that needs to be trained out. This takes some time, but in the words of a horse trainer who influenced my teaching, “take the time it takes, and it takes half the time.” Students need to learn to face the speaking situation and cope with it.

Secondly, the dependence on Korean needs to be trained out. She used an obviously needed phrase, but in Korean. What a golden moment for teaching that phrase, or more likely encouraging her to use the English that she already knows. Teaching her to react by saying “What did you say?” or “Pardon?” or even

Again, nothing teaches language as well as needing to use it. Various activities will create various needs. The teacher’s business is to recognize and meet those needs.

generally have a need to please their teacher, to please their classmates, and to succeed in the activities in class. What kind of speaking does he need to do this? If we give Min-ho one tool, the powerful tool of repeating, we can help him meet his needs:

Teacher: Please sit down, Min-ho.
Min-ho: Sit?
Teacher: Yes, like this.
Min-ho: Ah.
Teacher: Where do you live, Min-ho?
Min-ho: Live?
Teacher: Yes, your house. Where is your house?
Min-ho: Where?
Teacher: Jung-hee. Where do you live?
Jung-hee: In Allak-dong.
Teacher: Min-ho, where do you live?
Min-ho: Ah. Pugok-dong?
Teacher: Great!
Min-ho: Ah.

2) Observe what students most commonly need to say in Korean, and provide the English – It often happens that when I ask a student a question, she turns to her

“Huh?” can turn this exchange into a success for the student - success because she is communicating in English.

The sum of the total of such phrases these students use in Korean reveals that much of what students need to say involves clarifying meaning. People do this a lot in their native tongues with phrases like “*algesseoyo?*” “*hanbeon deo*” and “*.dagoyo*” being used extensively even when Koreans speak to Koreans. Students have an even greater need to use these phrases and strategies in a second language. I would argue that it is the first business of classroom English for student speaking.

Some books recognize this, and instead of offering the kind of list we saw in the introduction, they are offering a list like this:

“Pardon?”
“How do you say _____ in English?”
“I’m sorry, I don’t understand.”
“Can you repeat?”

These phrases and strategies need to be practiced in the classroom. We can train

students through teacher questioning, though that can be quite embarrassing for students. Few of us speak well when we feel the eyes of others burning into us. Chaudron, summarizing research on such things, finds students learn better through learner – learner interaction than through learner – teacher interaction (p.107). In other words, activities like that presented below provide a better way to train these skills.

3) Observing the language needed during activities and providing the English –

Again, nothing teaches language as well as needing to use it. Various activities will create various needs. The students need not be concerned with those things – their business is to do the activities. The teacher’s business is to recognize and meet those needs. The teacher does this by observing what students say, what they need to say, and what they can and can’t say during activities. Students’ lapses into Korean are particularly telling.

One activity that is focused on in *Gateways 2* (1998) is a post-checking of a listening activity. Students must compare their answers to try and get all the answers as a group – a good purposeful activity. As I walk around the class-

room unobtrusively overhearing their work, I listen for lapses into Korean. “*Keutaeum-eh*” (‘after that’) is a common example. I ask the students, “Do you know that in English?” Often they do, so I say, “Use your English”. When they don’t know, it’s a teachable moment.

In addition to phrases, we are also finding in textbooks communication strategies like repeating the speaker, strategies for slowing the speaker, and asking questions as fundamental concepts of communication. *Gateways* is one among several recent textbooks that focuses on this type of language. As in the example above, it offers activities where the sole purpose is to create a need to practice this kind of discourse.

Conclusion

Jane Willis lays out three essential conditions for language learning – exposure, (real and free) use, and motivation (1996, p.11). It is interesting that she considers instruction as only “desirable”, but not essential. Perhaps it is because learning is the activity of the students, and in many ways the best thing the teacher can do is move out of the limelight and let the students learn. If we can provide a good situ-

ation for learning, one that includes these three conditions, as we do for our own children, it may be better for students than all the strained instruction we so easily fall into doing. The better part of teaching is allowing people to learn for themselves.

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Report from the Philippines

PALT Conference on Biculturalism

By Robert Dickey

A beautiful hotel venue, free lunches and snacks, 3 days of presentations, tropical breezes, fresh mangoes and pineapples. The settings were “ripe” for a truly magnificent conference.

The Philippine Association for Language Teaching (PALT), in their first International Conference and 40th Annual Convention, suffered from several difficulties that weakened an otherwise wonderful event: technology, perspective, and finance. Despite these challenges, there were a number of things that were “right” about the conference, reasons I can recommend the conference to others next year.

We in Korea, and our friends in Japan and Taiwan, are spoiled. We are accustomed to internet and email service that works, and budgets sufficient to present global scholars. This is not the case in the Philippines. A number of Asian speakers

who might otherwise have come did not, simply because there was no webpage, and no reliable email communications with the conference managers. International ELT publishers were noticeable in their absence, too, which doubtlessly made a fiscal impact as well as resulting in no author-presenters.

The conference was somewhat narrow in focus. The principle theme was “Bilingualism and Multilingualism in the Web of Globalization: Issues and Directions.” Of the 42 academic sessions scattered over 19 hours in 3 days, nearly one-third were directed closely to bi-multilingualism or language policy, and many others were on theoretical themes of little relevance to the classroom teacher. Apparently theory is a mainstay for PALT conferences, of the 255 attendees, most were university faculty or primary/secondary teachers holding advanced

degrees. And several of the classroom teachers I spoke to who didn’t, had begun studies for them.

Perhaps PALT is evolving; in the conference evaluation there were several comments of “don’t give us theory,” “give us more workshops” and “more reports of practical findings.” The evaluations, submitted before lunch on the third day, were presented prior to the closing ceremony. Of the 130 votes cast, most aspects of the conference broke down approximately as follows: Excellent 35, Very Good 58, Good 30, Fair 5, Poor 2.

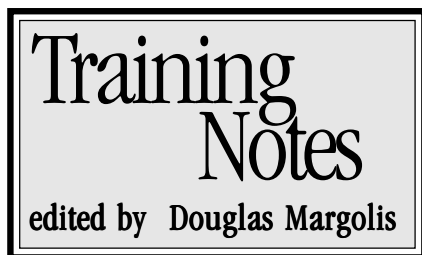
continued on page 19



Teaching Culture

By Peter Nelson

In an important discussion of language ramifications, H. D. Brown (1980) observed "Second language learning in some respects involves the acquisition of a second identity.... Second language



learning is often second culture learning" (p. 129). The implication of his observation for teaching is that we need to somehow address cultural issues. In this article, I present one way to do so. It is based on an excellent article by Scott Berlin (1998) written earlier in this publication.

The Iceberg Approach

Introducing the concept of culture is greatly simplified by making an analogy to an iceberg. Most students know that floating icebergs have a small component above the waterline, and a larger (approximately 70%) hidden portion below. By drawing an iceberg on the blackboard or OHP showing this distinction, you can then say that all cultures can be compared the same way. In your drawing, the portion above the water line can be considered the visible culture. This consists of artifacts and behaviors that are easily recognized as belonging to that culture. Examples include houses, schools, clothing styles, foods, language, music, ceremonies, ways of greeting and so on.

After listing a few visible culture examples, ask your students to name more. Write their responses on the blackboard above the waterline.

Your second task is more complex because, like icebergs, the bulk of culture consists of characteristics that are not readily observable or understood. You can label this part of the drawing the hidden culture, and explain that it comprises both attitudes and embedded values. Examples

include religious beliefs, ethics, customs, gender role expectations, and ideas about self. The important thing to emphasize is that understanding hidden culture requires careful observation and an open-minded perspective. Remember that being immersed within our own culture means it can be difficult to understand another culture's values and attitudes.

Eliciting examples from students can be challenging, but you can assist by linking aspects of visible culture with its more obscure features. For example, religions worldwide include visible churches and temples, yet religious practices are diverse and give different meanings to believers. Food selection is partly determined by location and climate, but eating customs reflect cultural values. Asians generally use chopsticks to reach food from common dishes, and may include alcoholic drinks at meals. In contrast, Muslims in Arab countries frequently use their fingers (right hand only) for reaching and holding foods, and do not drink alcohol. Even forms of greeting reflect underlying values: Asians bow to show respect and acknowledge social or family hierarchy. North Americans, however, emphasize equality by shaking hands and looking directly at the other person.

Going Beyond the Iceberg

Having introduced comparisons among cultures, it is useful to give students a paper for writing. The top half is used for examples of visible culture, and the bottom half for hidden components. Organize the class into small groups, asking students to fill in the sheet. If possible, get them to associate visible characteristics with recognizable beliefs and values. This linking activity encourages students to discuss their knowledge in English, and also provides useful examples for later conversations. Finally, tell them to compare their work with other groups in the class, and to keep their paper for later usage.

Another worthwhile activity is using weekly class time for student discussions of foreign places they have been to or would like to visit. If possible, students can bring clothing, records, books or memorabilia from other countries, or have them discuss foreign films and music.

Student Discussions About Culture

Min & Jung (2000) suggest that Korean students will most likely need to explain and describe Korean culture in future, real life communications. They therefore conclude that students need to practice discussing Korean culture more than talking to each other about cultures with which they are not familiar. One class exercise, for instance, is to get students describing Korean history, artifacts and monuments in English, as they would to a tourist.

Furthermore, a good book for initiating discussion is Min Byoung-chul's *Ugly Koreans, Ugly American*, which compares conflicting values and practices between Koreans and North Americans. Two other excellent sources for expanding your repertoire of culture activities are Tomalin & Stempleski (1993) and Valdes (1986).

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THE AUTHOR

Peter Nelson, Ph.D., is an instructor in English Education at Chung Ang University in Seoul. He is active in KTT and is a frequent speaker and writer on the teaching of culture in Korea.

Our featured member is Jen Lalonde, who's been at Hannam University's Foreign Language Education Center in Daejeon for a year and a half. This Canadian completed her Bachelor of Social Sciences at the University of Ottawa in 1997. She completed an introductory TEFL certificate in Canada, but adds that this did not prepare her for the realities of the classroom. Consequently, among her many other activities, she is working on



Jen Lalonde

the RSA-DTEFLA through distance-learning.

Jen has been in Korea for just over three years, and has been active in KOTESOL almost as long. During the first two

years, she served as the Daejeon Chapter Newsletter Editor. Moreover, she recently donned three new KOTESOL hats. The first, from October last year, is National Special Interest Groups (SIG) Coordinator. She spends a lot of time promoting SIGs by attending local chapter meetings throughout Korea and liaising between SIG Facilitators and the National Executive Council. In addition, she set up an e-mail list serve for the Teacher Development SIG, an interest that goes hand in hand with preparing to write the DTEFLA exam in June.

Second, from November 2000, Jen has served as the Daejeon 1st Vice-President. Over the last few months, she's been busy building chapter membership and trying to initiate projects that are relevant to the needs and interests of the teachers in the community. She notes humorously that

thanks to this KOTESOL post, as others, her accidental hobby these days seems to be answering e-mail.

Finally, she was elected as 2nd National VP in December 2000. In March this year, then, she served as the Korea TESOL Affiliate Representative to the TESOL 2001 Convention in Saint Louis, Missouri (U.S.A.). As she reports, it was a very eye-opening and rewarding experience. (*ed note: see her report in this issue.*)

She also spends a lot of time reading, ELT books and otherwise. Her favorite ELT authors are Penny Ur and Michael Lewis. Jen just picked up a new book at the TESOL 2001 Convention called Teaching Collocation (by Michael Lewis) which she says is proving to be a useful addition to her library, especially when it comes to choosing what to teach. She mentions also enjoying reading about Cooperative Learning and how to use group work in the classroom. Jen recommends a book by Spencer Kagan, called Higher Level Thinking Questions, where the author explains the difference between high consensus questions (What do you call the room where students listen to the teacher?) versus low consensus questions (If you could design the perfect classroom . . .). Jen commented that she thinks teachers' questions often control the flow of classroom communication and that better questions generate better and often longer, answers.

When asked about her future plans she responded that at TESOL 2001 in St. Louis she attended a TESOLers for Social Responsibility (TSR) panel discussion that really got her thinking about "where to" and "what next." Darlene Larsen, a professor from the USA who is a member of TSR, was explaining why peace education is valid and even essential in English language classrooms. She gave the example of a CNN interview, where a

US Senator was asked about the escalation of nuclear conflict if the US purchased new weapons technology. Using conciliatory body language the Senator evaded answering by moving the topic to the President's record on avoiding bipartisan conflict. The point of Ms. Larsen's example is that language is a powerful tool used by the media to influence public opinion, and learners need to be aware of this and develop the ability to critically

Membership Spotlight

edited by Jerry Foley

evaluate what they hear. Jen hopes to study in more detail the use and misuse of language in politics and advertising.

Clearly, this individual has much on the go in terms of professional development, yet, as she's worked mainly with Korean learners, Jen maintains she still has much to learn as a teacher. She thinks an EFL teacher needs contact with learners from various cultures to understand comprehensively the L2 learner's experience in tackling English. This might explain, in part, her travels to Hong Kong, Japan, China (and Australia). From her experiences as a student of language, she says its frustrating to have no chances to practice outside the classroom. She is aiming this semester to spend more time talking with students on an informal basis. She comments finally, "I worry about whether or not I'm teaching what is most relevant to their needs and if I'm presenting it well and providing the right balance and variety of activities, but I'm only the lesser half of the learning equation."

** Editor's note: Jen Lalonde's name is uncapitalized at request*

<p><input checked="" type="checkbox"/> Interact with other teachers and enhance your knowledge and skills.</p> <p><input checked="" type="checkbox"/> Gain new insights into learning and teaching.</p> <p><input checked="" type="checkbox"/> Develop networks for research collaboration and ideas and feedback on individual projects.</p> <p><input checked="" type="checkbox"/> Cooperate and liaise with international ELT associations to promote professional development and disseminate information.</p>	<p><input checked="" type="checkbox"/> Join</p> <p>a</p> <p>SIG!</p>
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Advertisement in paper version.

This issue has been altered for publication online
in order to reduce file size.

The Conference Column

By Craig Bartlett - Co-chair, KOTESOL Conference Committee

Greetings, all members and friends of Korea TESOL.

It is my pleasure to contribute the first of what will be several Conference Columns during my tenure as Co-chair and then as Chair of the KOTESOL Conference Committee. Since we did not have a Conference Column in the last edition of TEC, we have a lot more information to pass on than usual. Therefore, let's just get to it!

First, our 9th International Conference will be held on October 13 and 14 in Seoul, in the Business Centre at Sungkyunkwan University. We will be meeting to consider the theme "The Learning Environment: the Classroom and Beyond". Sungkyunkwan University is an educational institution with a rich history, having its roots in the original Confucian academy in Seoul. It is located in central Seoul, near many of the landmarks of classical Korea. The Business Centre itself is a brand-new facility, only two years old. It has both regular and multi-media classrooms, a Computer Centre, a large theatre, and ample space for people to meet and converse. It is an excellent facility, and we are proud to have our next International Conference there.

Second, we have a number of speakers confirmed who will be joining us at the Conference this year. First, let us mention our plenary speakers:

1.) **Michael Rundell** has an extensive background in lexicography, having worked on a series of dictionaries and language resources over the past twenty years. He has worked most recently on

the *Longman Advanced American Dictionary* (2000), and is now working on helping to develop a Master's Program in lexicography at the University of Brighton in the UK. His plenary address will deal with helping learners find the vocabulary they need.

2.) **Jane Willis** is a Teaching Fellow at Aston University in Birmingham, UK. She has published over thirty written works (books, articles, and papers) and has done extensive work on helping develop the task-based approach to language learning. She is currently working on a new book on teaching English to young learners, which will be published this year by Cambridge University Press.

We can also confirm three other featured speakers for the Conference:

1.) **Uschi Felix** is Associate Dean for Information Technologies at Monash University in Melbourne, Australia. She has an extensive background in both foreign language education and in the use of technology in language education, and she will be presenting on the use of information technology in EFL education.

2.) **David Nunan** is a well-known authority in the field of English Language Teaching, currently working at the University of Hong Kong. He has published numerous books, articles, and papers on the subject, and he has written the *Atlas* ELT series. We are honoured to have him as a featured speaker this year.

3.) **Steve Gershon** is Associate Professor at Obirin University in Tokyo, Japan. He has co-authored course book and listening resources, and will be speaking on the topic "Culture Activities in the Classroom: Windows and Mirrors".

Third, we are now in the process of receiving abstracts from prospective presenters. It is my hope that we can have proposals from a variety of presenters, showing the vibrancy and variety of ELT activity here in Korea. In particular, I know that there are a growing number of teachers in this country who are doing graduate degree programs in ELT and applied linguistics by distance education with reputable educational institutions in the



United States, the UK, and Australia (in fact, I was one of them until recently!). If you are a student in such a program, I urge you to consider adapting one of your recent essays or assessment tasks into a presentation for the Conference. People who are in these degree programs are involved in action research, and often base their essay work on observing what actually happens in their classrooms. This work can be the source of important activities and insights that will help both students and teachers.

Finally, our Conference Committee is now up and running (see the listing on page 27 for details). We wish to put on a truly memorable Conference that will be beneficial for our members. If you have any questions, comments, or concerns, please direct them to us. We want to be as helpful as possible.

Well, that's it for now. I'll be back in the next edition of TEC with the latest on our preparations for Conference 2001.

*All the best,
Craig Bartlett*

National Executive Update

Robert Dickey was elected KOTESOL 1st Vice President at the executive council meeting March 31 in Taejon. He will complete the term of office left vacant when Dr. Hyun Tae-duck assumed the Presidency.

The council also voted to allow a vice president who assumes the presidency mid-term to fulfill his own term as president. Dr. Hyun will retain the KOTESOL presidency for 2001-2002. An election for 1st Vice President will be held at the 2001 conference, as usual.

Report on the TESOL 2001 Gateway to the Future Convention

by *jen lalonde*

Before I left Korea to attend the 35th Annual TESOL 2001 Convention and Exposition I received some advice from fellow KOTESOL members that proved to

volunteers. Another impressive number is 199, the number of U.S. dollars it took to get me into the convention, that when added to the 50 dollar membership fee and a few extra IS and Caucus memberships, made a bit of a dent.

addition by organizers, though the ratio of 12 computers for the use of a few thousand convention attendees was the common topic of conversation for the 25 or 30 minutes that we spent waiting for our turn to check email.

Conference Reports

be exactly on the mark. First of all, I was warned to pack an extra collapsible bag for all the papers, handouts and books I'd surely be bringing back. Wise advice that was indeed; I think I filled an entire suitcase. The second bit of advice was to arrive early, find a comfortable bench and get to know my convention guide from cover to cover. The second tip proved invaluable as there is such an array of events, presentations, networking and social functions as well the publishers' display and Interest Section display tables that it was essential to have a plan of the day before arriving each morning.

TESOL Inc. itself is an organization with some impressive numbers. It boasts some 16, 000 members world-wide and a conference that draws several thousands of attendees annually. There are 97 affiliates, roughly half being the national ELT associations from countries around the globe, such as KOTESOL; and the other half are the regional or state associations within the U.S. There are seven caucuses for members with similar social or political interests, such as the Part-time Teachers Caucus or the TESOLers for Social Responsibility Caucus. There are 20 Interest Sections, and all TESOL members belong to at least one, that are organized around issues within ELT. The largest Interest Section, the EFL IS, has 1,600 members. TESOL Inc. has put on 34 conferences and that means thousands of hours every year put in by their National Office staff and the countless conference committee

Not to complain, though, it was definitely worth every penny. One of the best sessions I attended was a colloquium sponsored by the Teacher Education Interest Section called Teacher Learning and Reflective Practice. Session leaders included Donald Freeman and Kathleen Graves from the School for International Training in Vermont. They discussed the value of reflection on teaching practice, and how it leads to the teachers taking "intelligent action" based on thoughtful analysis, rather than "routine action" based on not much of anything. Thought-provoking presentations like these, and there were many, are why I'll be going back again next year.

There were, unfortunately, the usual assortment of ho-hum presenters who might have had something interesting to say but were not able to communicate with their audience. Some seemed to be operating OHP or VCR remote controls for the first time and others seemed to be engaging in a stream-of-consciousness rather than a preplanned presentation of ideas. I guess it is true that it isn't what you say but how you say it that determines your success as a communicator.

The CALL IS Software Testing room earns the dubious honor of being both the most worthwhile and least taken advantage of convention idea. ELT software-savvy members of the CALL IS were on hand with the latest ELT software and upwards of 20 computers available for convention attendees to use to try out the software. There were never more than a small handful of teachers making use of the service. I tried my hand at a few activities and was impressed at what was available and how engaging and visually appealing some of the programs were.

Another service was the free Internet Cafe in the middle of the publishers display area. Free internet access was a thoughtful



KOTESOL gets around: our poster at the TESOL Convention

The Interest Sections of TESOL are how individual teachers make the most of their membership. With membership to TESOL you are entitled to a complimentary membership in one Interest Section. Through the IS, you have access to support and advice from teachers working in the same area as you. The Interest Sections also provide a critical service in collecting and reviewing all the proposals for the annual conference committee. This is a huge job to do, and it is done, as are the newsletters and listserves, entirely by the volunteer members of the IS.

The impression that I left with, and that I hope we can achieve at our conference, is that there is something for everyone. Obviously, the TESOL conference committee has been adding events each year and building on what they've done in the past, and the result is many repeat customers, as I intend to be. I'll be there next year in Utah for TESOL 2002, "Language and the Human Spirit" in Salt Lake City from April 9th to 13th.

An Interview with

Applied Linguist Michael McCarthy

by Robert Dickey

Question: How did you become interested in Applied Linguistics?

When I started as a language teacher in the 1960s, there was no real ‘applied linguistics’



Michael McCarthy

profession. We were, most of us, English graduates or ‘Modern Languages’ graduates (in Britain that meant French, Spanish, German, etc.). So I taught

English for some years solely on the basis of my knowledge and experience of learning and teaching Spanish. But I was always interested in language, and wanted to know more about how languages work, and why they are difficult to learn. In the 1970s there was a pioneering course in Teaching English as a Foreign Language at the University of Leeds, England, so I took time out and spent a year studying again as a mature student. The course was good ‘applied linguistics’ in that we studied grammar, lexicology, phonetics, psycholinguistics and educational theory, and considered how these were relevant to TESL. We did teaching practice in secondary schools in the Netherlands, and I guess that year was the crucial one for me. I learnt so much, and developed a passion for language study, especially anything to do with vocabulary.

Q: How do you identify with the ELT in the field — what helps you to understand what we face?

I taught ELT in the field for almost ten years in five different countries, and continued giving classes to our international students at the University of Nottingham until about four years ago, before I changed my emphasis to writing materials. I keep in touch now by constantly travelling and talking to teachers. I’ve lectured to teachers in 36

countries. I’m never afraid to talk to practising teachers and to engage with their problems. I have little respect for so-called ‘applied linguists’ who are afraid to face teachers and who only lecture to other ‘applied linguists’ in university seminars.

Q: Do you sometimes feel that your research is a bit remote to what happens in the ELT classroom?

A lot of research is, but I have always tried to make mine relevant. In fact, I always try to ‘put my money where my mouth is’, as we say (i.e. practise what I preach). All of my research has been translated into practical materials: vocabulary books for the class, a new advanced class grammar book just published, several dictionaries, books for teachers, etc. I stand on my record in making my research relevant, because the practical products are there, and they sell in flatteringly large numbers all over the world and get good feedback from teachers, who are also my harshest critics, and that’s how it should be.

Q: What kind of feedback do your students give to you that affects your teaching or research?

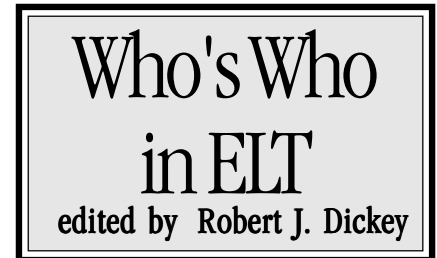
At my university we have official feedback from students every semester, and from that I’ve learnt that creating a friendly, non-threatening atmosphere in class, respecting their needs and views, being very clear, taking things at their pace and making the subject seem graspable and easy (rather than trying to impress them that it is all very high-flown and difficult and that I am the world expert), are the things they value most in a teacher.

Q: What is an “exciting moment” in your day as a professor/researcher?

When a young person or someone new to the profession ‘switches on’ to what I’m doing or saying, and is obviously fired with a new enthusiasm, whether it be in research or teaching. There is no greater reward.

Q: In terms of dictionaries, how critical are headwords? It seems most everyone is claiming defining vocabularies of 2,000 words. From a researcher’s perspective, and from a teacher’s perspective, what are the important issues?

The defining vocabulary is important, and the figure of 2000 is not a wild guess. It can be backed up by computer evidence, and seems fairly consistent across different studies. However, if we take the



learner’s and teacher’s perspective, it is often best to adopt a ‘teacher-talk’ (i.e. the way teachers naturally explain things in class) style rather than a lexicographer’s (dictionary-writer’s) style. The COBUILD dictionary was the first to do this. In terms of how many headwords a good dictionary should have, corpus evidence suggests there are something like 50-70,000 words in current use in speech and writing in a language like English, so a dictionary that covers 40,000 or more is doing very well in capturing most of what a learner is likely to meet.

Q: Have your study areas changed over the past 15 years or so?

Yes, in the past 15 years I’ve become more and more interested in how we can access actual language use as opposed to inventing sentences for teaching. This has involved getting to know more about corpus linguistics, using the power of computers to investigate language. As a result, my interest has shifted more and more to the spoken language, because that is where we produce most language every day, in every society. Written language is a minority affair by contrast. The problem in the past was always that spoken language happened then disappeared immediately. Now, with simple technologies such as minidisk recorders and small lapel microphones we can freeze ordinary, everyday conversation in an unobtrusive way.

Q: Is this an evolution in your thinking, or simply another area of interest?

It’s an evolution, inasmuch as I have

cont. on next page

cont. from previous page

always been interested in making language sound and feel as authentic as possible in my teaching, producing good, realistic examples and dialogues, and the computerised corpus, with its instantaneous ability to search vast amounts of text, is a logical progression in this quest.

Q: What do you see yourself doing over the next few years, what can we hope to see from you?

More research into spoken language. I'd like to expand outwards from British English. Right now I'm doing a lot of work on a large spoken American English corpus, and I hope to provide both research results and materials based on corpus findings which will be aimed at American English teaching contexts.

Q: Are there any words you have published you'd like to take back? What has changed?

Nothing I'd take back, really, because we are all constantly changing and evolving, and every word we speak or write represents our thinking at that moment in time. We should never be shamed if what we said ten years ago now seems a little dated or naive or simplistic, or even downright wrong!

Q: Any guesses on the next "great leap" in ELT?

I would say the applications of voice recognition technology, when it becomes better perfected, will revolutionise teaching. Just imagine being able to sit at a computer and model your spoken language in L2, with the computer 'teaching' you rhythm, flow, articulation, assimilation, and so on. And computers will have other influences too, such as web-based delivery of language programs, virtual classrooms, and massive access to resources in the Internet such as dictionaries, corpora, teaching materials, self-access materials and so on.

Q: Would you say that some are taking "communicative language teaching" too far?

I'm not sure how best to interpret this question, but it is true that some versions of CLT forget that, at the end of the day, the learner has to struggle with masses of grammar, vocabulary and pronunciation, and any program that downplays these too much and just says 'communicating is everything, don't worry about grammar, pronunciation and so on' is doing the learner a great disservice, and is basically unethical.

Thanks Prof. McCarthy!

Michael McCarthy is Professor of Applied Linguistics at University of Nottingham (England) and author of numerous references in the field of ELT and applied linguistics. He is past co-editor of the AAAL Journal *Applied Linguistics*, and has published in most leading periodicals in that field. His most recent teacher-training text, *Applied Linguistics*, was released by Cambridge University Press in 2000. Prof. McCarthy is a highly esteemed speaker on the topic of vocabulary and dictionaries as well: he is a principal of the CANCODE corpus of English Language, and has been deeply involved with Cobuild Dictionaries.

KOTESOL Budget 2001 Rev. 2001.3.31

Opening Balance			
210	Bank balance		
	as of January 30, 2001		41,109,989
Revenue			
110	Dues Individual Memberships (300 x 40,000)	12,000,000	
120	Dues Associate Members	12,000,000	
150	Advertising	0	
180	(TEC, Journal, Proceedings) Conference NET revenues (excluding memberships)	10,000,000	
181	Conference advance reimbursement	5,000,000	
	Total Revenues		39,000,000
Expenses			
310	Chapter Dues Shares (300 x 20,000)		6,000,000
Officers' Discretionary Funds Allocations			
321	* President	500,000	
322	* 1st Vice President	300,000	
323	* 2nd Vice President	300,000	
324	* Secretary	200,000	
325	* Treasurer	200,000	
326	* Conference Committee Chairs (two)	300,000	
327	* Elections & Nominations Committee Chair	100,000	
	Subtotal		1,900,000
Department Allocations			
341a	* National Program Committee - Discretionary	100,000	
341b	* National Program Committee - Operations	400,000	
342a	* KTT - Discretionary	100,000	
342b	* KTT - Operations	300,000	
343	* Technology Committee (Discretionary)	300,000	
344	* Publicity Committee (Discretionary)	300,000	
345	* Publications Committee (Discretionary)	300,000	
346	* Domestic Relations Committee (Discretionary)	200,000	
347	* International Affairs Committee (Discretionary)	100,000	
348	* Membership Committee (Discretionary)	300,000	
349	* AM Liaison (Two) (Discretionary)	400,000	
350	* Membership Data Service	100,000	
	Subtotal		2,900,000
441	Executive Council Meetings Travel (3 times)		2,500,000
442	Executive Council Meetings F & B		1,100,000
443	Leadership Retreat (2001.12)		3,000,000
450	Representatives' Expenses for International Conferences — TESOL'01, ThaiTESOL, JALT/PAC3 (TWO), ETA-ROC, IATEFL, East Russia, Philippines		4,200,000
460	Elected Officers' Travel		600,000
500	Office matters (stationery, publicity, etc)		1,000,000
550	TESOL Affiliate Dues		300,000
Publications			
610	* Korea TESOL Journal 2001 Printing	2,000,000	
620	* TEC (everything)	7,500,000	
630	* Conference Proceedings 2000 Printing	3,000,000	
650	* PAC Journal (everything)	3,000,000	
640	* Postage for Journal, Proceedings, asst'd.	1,500,000	
	!! NOTE !! Journal 2000 was in prev budget		
	Subtotal		17,000,000
710	Technology Committee Purchases		3,000,000
800	KOTESOL Conference — Advance		5,000,000
	Total Expenses		48,500,000
	Gain/Loss		-9,500,000
Closing Balance			31,609,989

Interview with

“Sir” Raul C. Laborte in the Philippines

In this Pan Asia column we have the opportunity to hear from Raul C. Laborte, a well-respected and energetic English language teacher at Emilio Ramos National High school in Davao City in the Philippines. 86 million Filipinos live on some 2,000 islands (of the 7,000 that make up the country), where they developed their own unique cultures and languages. In all, there are over 100 regional languages and the national language, Pilipino, is derived from the the Tagalog language. English is the most widely spoken second language and most business, governmental and legal transactions are conducted in English. Students there refer to their teachers as “Sir” or “Madam.” I visited him on location and followed up our interview later by e-mail.

Pan Asia: What is it like being a high school teacher of English in the Philippines?

Raul: I am so busy right now ‘coz we just finished giving achievement examinations to our students. We are very busy computing the test results because achievement exams are the basis of judging our performance in teaching. Hopefully I will reach the outstanding rating for this school year. We are very proud of our students since our school ranks number 4 in the national examination tests in this region. The content of the subject materials matters more than the grammar activities and that helps the students to aim for definite accomplishments. It facilitates their concentration on essentials. The students in our school nowadays are very good when it comes to communicating with one another using the English language. Their finals are next week.

PA: What are final examinations like in your school?

Raul: The final examinations require students to be able to recall those lessons and discussions that were introduced by the teacher during the year. In my class this year I conducted four tests after every study unit and conducted oral discussions. At the end of term the students will take four different kinds of

exams (listening, speaking, grammar and reading) and I ask students to submit a term paper based on readings done at home. Their report has to be defended during face-to-face interviews with myself or the school principal. It’s just like a thesis and is often quite elaborate. The report is also shared with the whole class.

The types of questions asked during the four final examinations include a listening exercise where the students listen to me read an essay twice and then they are asked to answer several questions about the content. A speaking test is administered with multiple-choice type answers. A grammar and structures test involves the identifying of errors found in short phrases; the filling-in of blanks with the word or pair of words which would complete the thought of the sentence; and changing reported speech in given sentences to direct forms of speech. The reading test includes comprehension questions; fill in the blanks with the appropriate vocabulary word or idiomatic expression; and a cloze test.

PA: How do students in the Philippines study for international tests like TOEFL?

Raul: Students prepare themselves before taking those examinations. They focus on listening activities more than on comprehension practice. Aside from that they read about current events. They do their own research on topics and build their own vocabulary lists.

PA: I understand that you were selected as the JALT2001 Asian Scholar and have been invited to speak to teachers located in several cities throughout Japan before going to Kitakyushu City to attend the PAC3 conference (supported by KOTESOL and other language associations in Asia).

Raul: Praise be Jesus and Mary! Yes, I am available from November 15 to 25, 2001. My speech will focus on the language education system in the Philippines. It is entitled “Measuring School Achievement as part of the Development of the Educational System of the Philippines in

the 21st Century.” I will talk about my experiences teaching English communication arts at a high school in the Philippines. We are constantly being reminded in the popular press to “Be



proud you are a teacher, the future of our students depends on you.” Filipino workers and domestics are snapped up by employers in the Middle East, Asia, and Europe partly because of their ease with the English language. Newspaper editorials mirror the general public opinion that the study of English would be highly artificial and wasteful if a genuine need for English weren’t felt by the students toward the work they will be required to do in their future careers. Being a language teacher is not an easy task, it takes a lot of time to prepare lessons and to gain sufficient background knowledge on topics to have fruitful discussions with students.

PA: What advice do you give new students entering your classes?

Raul: I advise my students to learn to love the English subject because in the near future they can reach their aspirations in life.

PA: Thank you Sir Laborte for your time spent participating in this interview during your busy teaching schedule.

Ed. note: for information on JALT’s Asian Scholarship program and the PAC3 conference visit these websites:

<http://www.geocities.com/fourcornersjp/laborte.html>

and

<http://www.jalt.org>

TAEGU-KYONGBUK

by Gloria Luzader

Well, of course the first thing we want you to notice is that we have CHANGED our name. No longer just the Taegu chapter (or is that Daegu?) we are now the Taegu-Kyongbuk Chapter. Why, you may ask?



Well, as we gather before each meeting we have come to notice the fact that about 50% of us are from outside the Taegu City (metropolitan?) area. We are just a very diverse group, with members from places like Andong, Gumi and Pohang. Hence our new name.

Our March and April speakers were lively and well informed. If you didn't hear them, I just want to let you all know that you missed a lot of great information. Our March presenter was Grace Kim from Handong University in Pohang. She gave us some wonderful tips for homework that doesn't have the dreaded capital H. Our April presenter was Paul Mead of Dongju College in Pusan. He gave us an entertaining and enlightening view of being a 45 year old male in a classroom filled with 20 year old females (there were many of our members who saw that as a truly enjoyable duty station) and how to relate to them. Paul had us participate in several exercises and we all took home copies. Both presenters were top notch, and valuable leaders in our endeavors to become better teachers of English in the Asian community.

Our May and June presenters are at the moment "mystery guests". Sometimes these are the most enjoyable learning experiences. Please contact either Steve Garrigues or Gloria Luzader for more details from the first of May. Our May meeting will be on the 12th. The holiday for children is on the 5th, so we are switching to the second Saturday. The June meeting

will again return to the first Saturday, that is, June 2nd.

Plan to join us for our July 7th meeting. This is our bi-annual swap shop and members' free dinner. (There is a small charge for non-members.) Bring your ideas and laminates to share with all of us. We will appreciate any new ideas for stimulating our students.

Again, our Book Swap was a hit. We have plenty of new slightly sleazy and mysterious novels to let your mind float in waves of fluff for a few moments in your busy days. Bring a book or several, and take a book or several. All donations happily accepted.

Our own First VP, Dr. Lee, Yong-Hoon from Taegu is off to Japan for two years, where he will be teaching English in a Korean high school. His family has joined him in this exciting experience. We wish him well even though we will miss his input at our meetings.

We meet every month except August and February. Come join us at Kyongbuk National University (Taegu City) in the Pokchigwan Building on the 4th Floor.

PUSAN

by Paul Mead

We were treated at our March meeting to two sterling, memorable presentations. First up was Roger Fusselman, from Ulsan University, who talked about "Fundamentals of the Language Classroom" with reference to two types of language teachers: "Puritans" (conservative) and "Cavaliers" (liberal). He offered interesting alternatives to this dichotomy, and employed photo collages and flashcards to illustrate his points, points not lost on a captivated audience. Next up was Dave Woods, of Pusan's Dong-A University, who shared an effective lesson on vocal inflection. As he noted, students may well have a plethora of vocabulary at their disposal, but are seldom instructed in how to speak with emotion and expression to convey meaning. His props ranged from a simple (happy) face on the chalkboard (to elicit adjectives "happy", then "angry", "surprised", "sad", and "scared") to a joker's hat (to which we reacted with a surprised

"Look at that HAT!"). At the April meeting, jen lalonde of Hannam University in Taejon, KOTESOL National Second Vice-President, talked about the Special Interest Group Program, of which she is Coordinator. She described how beneficial special interest groups are, and about how anyone can participate in, or even start, such a group. This was a presentation of great potential value for all ESL teachers, and we hope to see interesting developments stemming from jen's talk. Mike Duffy of Dong-A University spoke about ways to make the best use of photocopiable lessons. He demonstrated various approaches to supplementing or modifying the recommended activities in order to make them more student and teacher friendly.

In May, we hope to have Joseph Nicholas and Christine Kienlen, both National Officers, to talk about the numerous benefits of being part of KOTESOL. We welcome you all to our meetings, which are held on the last Saturday of each month at ESS Nampodong, deep in the pulsating heart of Pusan, the city of "Friends."

CHOLLA

by Adam Lee

The next monthly meeting will be held at Chonnam Girl's High School on May 12th. Craig Bartlett, this year's KOTESOL Conference Co-chair, will be coming across from Keimyung University in Taegu to give a presentation titled "I have four families: Error Correction in the Classroom." The second presentation was yet to be announced by the deadline for this publication. The latest information on these presentations, including maps of Kwangju, is available at www.kotesol.org/cholla.

Cholla KOTESOL is starting a new tradition this year to meet the demands of secondary English teachers in the south-west provinces. The first Spring Drama Festival will be held on June 9th, with ten middle and high school teams participating. The Chonbuk Board of Education has agreed to co-sponsor this event with Cholla KOTESOL, and they will hold it at Jeonju University. For those of you who are wanting to coach university level teams, don't despair, because the Seventh Annual Cholla English Drama Festival will still take

place next autumn, on October 27th. University or college teams from all over Korea are welcome to participate in that competition.

Monthly Chapter meetings so far this year have seen over fifty teachers and students each month, and interest and participation is continuing to grow steadily. The excitement peaked with the Cholla Regional Conference on April 21st at Chosun University in Kwangju. **Lee Bo-young**, from EBS TV, headlined the conference, which included about 18 quality presentations and workshops from all across Korea.

CHONGJU

by Goh Tae Sol

Our previous meeting was on Saturday March 24 at 2:30pm. Elizabeth Root made the trip down from Seoul to talk about student motivation and how to take motivation theory and mold it to your own class. The thirty attendees asked questions and compared experiences and hung around to chat afterwards. As well, our own chapter member/National Membership Co-ordinator Christine Kienlen gave a short presentation on the merits of KOTESOL membership.

Our next meeting will take place on Saturday May 26, again at 2:30 pm. Our speaker will be Tory Thorkelson of Hanyang University. Mr. Thorkelson will be giving a presentation on "Image and Imagining", which he gave at the recent Seoul-Kyonggi Mini-Conference. Follow the blue signs from the front gate to the meeting site: Room 312 at Chongju University's Humanities Building. Come on out for tea and coffee before the proceedings begin.

There will be no in June or July. Our first post-vacation meeting is planned for September 1st. In chapter officer news, Kim Hye Ran is our new treasurer. She will be holding on to your membership fees for the year 2001. Larry Hoffarth has created a website which should be ready for viewing by our next meeting. Thanks you two! In the mean time, if you have any questions, write to us at chongjukotesol@hotmail.com

KTT

by Doug Margolis

KTT presenters have been busy at KOTESOL regional conferences and other events. If you want to catch KTT in action, join us on June 30th at Ewha University, where KTT will do a series of presentations at the International Conference of KATE (Korean Association of Teachers of English).

If you are interested in becoming a teacher trainer, or if you would like to share experiences, ideas, and/or materials on the above topics, we would be very happy to hear from you. Don't hesitate. Do it now! Email: <dpm123@teacher.com> (my personal email address) or drop by our web site www.kotesol.org/ktt, or give me a call at 031-720-2245.

As the season for final exams and grading rolls around, and you feel buffeted by the many pressures of work and life, pause for a moment, take a deep breath, and remember, summer vacation's almost here! Best wishes to all.

KTT—KOTESOL Teacher Training—welcomes aboard two new presenters—Jim Gongwer, from Chungang University

Anyang Campus, and David Ellis from Kyungpook National University. Several other KOTESOL members have expressed interest and will be announced soon. To join KTT, you need to be a KOTESOL member in good standing, be willing to volunteer your time and energy, and be interested in teacher training. We always need volunteers with ideas for materials development and new presentations. We could especially use presenters for elementary teacher training.

RESEARCH SIG

by David D. I. Kim

The KOTESOL Research Special Interest Group (R-SIG) aims to provide a forum where like-minded people can discuss issues related to English language education research in Korea, as well as promote and foster cooperative research projects among/between English language educators both in and outside Korea.

The R-SIG has opened an internet discussion board to post research related messages, send electronic mail to fellow R-SIG members, and list our research interest areas, as well as upload research articles as computer files so other people may access them. If you are seeking research partners for collaborative projects, or have research related questions for the R-SIG members, or would like to share your research experiences with others, the discussion board is an ideal place to do so. To subscribe to the electronic mailing list and/or post messages on the R-SIG discussion board, please visit the R-SIG website: <http://groups.yahoo.com/group/KOTESOLRESEARCHSIG>

continued from page 9

Overall, a solid conference grade of "B." The conference organizers were exceptionally kind and considerate to presenters and guests, gracious hosts all.

Another issue was the conference registration fee. At 2800 Pesos for 3 days, the amount was over 20% of an average schoolteacher's monthly salary! PALT officers advised that this amount only paid

for the catering service at the hotel, so there wasn't any way to lower the expense.

The conference included a book launching. The text, *In Focus: Selected Writings in Applied Linguistics* (Manila: PALT, 2001), celebrates the professional career of a longtime member of PALT. This was a beautiful summation of a conference that was strong on discussion, social activities, and recognition of "doers." The closing address was offered by journalist &

novelist Dr. Francisco Sionil Jose, a Filipino candidate for the Nobel prize in Literature, who decried sinking English competencies and urged teachers to draw the best from their students.

Next year's conference will be held May 1-3, 2002, in Baguio, in a mountain resort teacher's education/retreat center. For a delightful mid-semester escape, you could do far worse than the PALT second annual International Conference.

Chronicling and Crediting English Loanwords

“Aalii. That’s **not** an English word!” I challenged my father in the word game Scrabble. Unfortunately, it was in the authoritative Merriam Webster’s Scrabble Dictionary and therefore permissible. Yet, red underlines “aalii” on the computer



and, moreover, neither of my comprehensive desk dictionaries features it. How, then, do loanwords enter English? Who decides on their currency?

By some counts, English may house 3 million words, contrasting sharply with 1 estimate of 70,000 in French. Of course, the French Academy attempts to limit lexical loans: there’s no formal regulating body for English. Such intimates that

English has a long history of borrowing. The Romans, influential in Europe from the 5th century, gave English early “popular” (<Latin, = “people”) loanwords, practical terms which often filled lexical gaps (“mile”, “wine”, “chalk”). Scandinavian bequeathals from raiding Angles, Saxons and Jutes, who settled in (now) Scotland and beyond in the 9th and 10th centuries were similar, including quotidian utterances (“get”, “husband”), “th-” pronominal forms (rare, as function words!), and “English” itself (< “Angles”).

Geographical contact also explains the influx of French “popular” loanwords in Middle English (1100-1500). Although the Norman Conquest (1066) was unwelcome, the “enemy’s” language nonetheless acquired prestige. Thus semantic distinctions in cuisine and other fine arts surfaced: “pork”, “beef”, “mutton” à la table, but barnyard pigs, cows, sheep. This was just the advent of semantic niceties, for the printing press invention further fueled Renaissance England’s philological

flame. Indeed, Early Modern English (1500-1800) witnessed an unprecedented peak in borrowing (and creating “learned”) loanwords from Latin (and Greek), Romance languages, and far-flung nations with which the English enjoyed “amicable” contact ... or not. Space, alas, precludes honorable lexical mention.

In this epoch, the loanword tsunami continues unabated. There are more L2 than L1 English speakers, so what’s truly “English” grows ever vaguer. Do only printed words merit “worddom”? If so, where? A dictionary, dissertation, the tangled web? English is certainly not faithful to the maxim “Neither a borrower nor a lender be.” Lend and borrow freely ..but, we teachers in Korea might do so judiciously, informing students, for example, that the average speaker uses only 2 thousand words frequently (many are not polysyllabic loanwords), and non-Koreans might not understand - or misunderstand! - Konglish terms (notably “lover”). EFL - English as a Foreign, Forgotten, or Flourishing Language? Probably all 3. But an English Academy? Never.

Note: “aalii” - a Hawaiian tropical tree.

Good Grammar on the line

What’s the point of going online to research those tricky points of grammar when many grammar reference books are



readily available on your bookshelf? Possible advantages to Internet grammar sites would be speed, accessibility, and interactivity. A well-organized site should allow you to get the information you want quickly, refer students to the pages in question, and take advantage of the medium by offering interactive quizzes, links to other sites, and correspondence.

The Online English Grammar by Anthony Hughes is a fairly comprehensive site and despite being visually busy is relatively easy to navigate. Clicking on a grammatical

term or category in the index points your browser to the entry, each of which contains a simple, clear presentation of the rule and numerous examples. This site also boasts the services of Grammar Guru who promises to help untangle your unresolved issues with English grammar. Responses to queries are made by both email and on the site. Find *The Online English Grammar* at <http://www.edunet.com/english/grammar/>

While I’ve never made use of the services of Grammar Guru or Vocab Val, I did once call upon *The Grammar Lady* to arbitrate in a dispute with a colleague. I simply emailed my query to the self-proclaimed Grammar Lady and she responded within a day or so with those three little words I love to hear - ‘You are right’. The Grammar Lady’s homepage offers Grammar Tips, some newspaper columns she has written, miscellaneous humour and the Grammar Hotline. Find it at <http://www.grammarlady.com/>

As far as interactive exercises for students are concerned the site I would recommend is *The Grammar Zone* at <http://members.home.net/englishzone/grammar/grammar.html>. A student friendly site, it has a wide range of coverage, interactive quizzes, and several useful quick reference guides for learners. Another student oriented site can be found at <http://www.englishlearner.com/tests/test.html>. It claims to have about 200 tests for students of any level.

Now for something completely different: Why should your students have all the fun? If you have a undying curiosity about language do not click on <http://www2.yourdictionary.com/grammars.html> - you’ll never leave. This site has hundreds of links to grammar sites for hundreds of languages from Akkadain to Wolof with several links under both English and Korean.

Things change, sites move, opinions differ so visit: <http://www.eslcafe.com/search/Grammar/> or <http://www.eltnewsletter.com/back/January2001/art452001.htm> for more.

Language Testing

Tim McNamara

Oxford University Press, 2000. Pp. 140

Reviewed by Douglas Paul Margolis

Language testing is a small subset in the TESOL / TEFL field, but one of great relevance in Korea. The TOEIC and TOEFL tests, for example, are major industries that employ not only test developers and test administrators, but also support language institutes, university courses, and book markets.

Probably everyone, however, has experienced frustration with tests. Sometimes questions seem too ambiguous. Some questions seem irrelevant to what was studied. Some questions are confusing and difficult to understand. Some rating systems for scoring tests seem too subjective, unfair, unclear. The list of potential problems with tests is quite long. Moreover, as Tim McNamara writes in *Language Testing*, all tests are encumbered with political and social ramifications too. Lives are made and destroyed by the results of testing. Given the importance of tests, all teachers should become familiar with test construction theory and principles. Making fair tests that accurately measure what we design them to measure is a skill that all teachers need to develop.

The literature of language testing, however, is full of unwieldy jargon and specialized concepts that can put people to sleep if not turn your brain to dribble. McNamara's book, therefore, aims to introduce teachers to the field without burying them in technical discourse. For the uninitiated, the book is a great place to start getting a grasp of the testing field. McNamara demonstrates with easy to understand examples how test development can falter by our choice of test methods, question formulations, scales, rating systems, etc. He also identifies how testing can impact teaching, learning, and classroom dynamics. The simplified understanding of language testing that he provides won't help teachers to write perfect tests, but it will open the door to the language testing literature and provide access to the testing knowledge that, in the end, will help teachers construct fair and appropriate assessment tools.

The book is part of the Oxford University Press "Introductions to Language Study" series edited by H. G. Widdowson. Each book in the series follows a similar format. For example, in *Language Testing*, first, there is a survey that overviews the main concepts and problems in the field. Next, there are a series of short readings, usually parts of essays that detail a theory or perspective. After that, annotated

The literature of language testing, however, is full of unwieldy jargon and specialized concepts that can put people to sleep if not turn your brain to dribble.

references provide readers with a short catalog of the important literature in the field and the primary questions being addressed by it. Finally, there is a glossary that explains terms and specialist language. This format makes these books a useful resource that can be referenced when difficult passages arise in more technical papers and texts.

McNamara divides the survey section of the book into 8 chapters. The first examines the nature of language testing and types of tests. The second covers the connection between theory of language and language use embodied in testing. The third chapter explains the design and development aspects of testing. In chapter four, McNamara discusses the use of rating systems and raters. The next chapter identifies procedures for testing the test and different types of test validation. Then chapter six explores assumptions, approaches, and new directions to measurement in the field of language testing. The seventh chapter reviews social and ethical dynamics of testing. And in chapter eight McNamara

describes new dilemmas in language testing, particularly associated with computer based testing. The book, consequently, covers a wide spectrum of the field, but not in great depth or detail. Yet by the end of this survey, readers should have a broad understanding of the main issues and problems faced by practitioners in the field.



In the second section of the book, McNamara has chosen short selections from important work in the field. These readings introduce important authors and elaborate on issues presented in the survey. The book could be improved, however, if these readings were not cut so short.

Nevertheless, all in all, if you have no background in testing theory, this book is a quick and easy introduction. Those looking for help in applying concepts from the book to actual teaching situations, however, will need to consult other works, such as Henning (1987), Hughes (1989), or McMillan (1997). Nevertheless, McNamara's book prepares the way.

THE REVIEWER

Douglas Paul Margolis teaches at Dong Seoul College and coordinates KOTESOL Teacher Training (KTT). His current interests include learning strategies training and development of web based courses. Email: dpm123@teacher.com.

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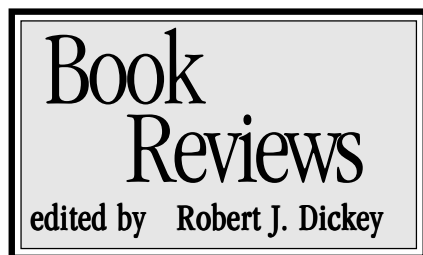
The Learning Strategies Handbook

Anna Uhl Chamot, Sarah Barnhardt, Pamela Beard El-Dinary and Jill Robins
Addison Wesley Longman: White Plains, NY, 1999.

Pp. 249

Reviewed by Ingrid Zwaal

The question I most dread from students is "How can I improve my English



abilities?" There is never a one sentence answer or one right answer. But *The Learning Strategies Handbook* by Anna Uhl Chamot, Sarah Barnhardt, Pamela Beard El-Dinary and Jill Robins has lots of suggestions. In fact, Chapter 2 is so full of different strategies it feels overwhelming. But the authors stress that no one should use all these strategies all the time. After learning how to use the different strategies, a student should pick and choose them depending on what they are to be used for. Learning the strategies themselves should also be done in a suitable manner. The book is full of guidance as to how a teacher with a full curriculum can introduce these strategies and practice them while maintaining regular course study. There are many easy to follow examples that can be altered to fit most lessons, these show what is required both from the student and the teacher to make these lessons a success.

This book is full of lots of useful information, not only for a language class but for a lesson in any discipline. There are good explanations as to how to follow the different strategies presented. For example, since a learner centred classroom must initially be created by the teacher and accepted by the student, there are several examples how to make this work (such as using a contract) as well as analogies and demonstrations of how to present them to the students.

But what is a strategy? A strategy is the way and the *what* learners do to help themselves learn better. For example, when

you read a book and find a word you do not know, do you guess its meaning or do you run to your dictionary? My elementary teachers taught me to guess at the meaning from the context of the sentence. This is a strategy called "deduction/induction." And there are other strategies we have been using but did not know the name for, and still more I have never used or been taught. There are strategies for planning, monitoring, problem solving, evaluating and remembering. The ones for remembering are much better than just repeating the same word until it gets stuck in your head, a time consuming and sometimes confusing method.

One of the most important yet difficult parts of teaching is included in this book – teaching the learners to learn for themselves

Written in a reader friendly manner, it is easy to understand the ideas and explanations. There are many samples of forms to model for and use with students. It is an excellent aid for the beginner teacher who has had no formal teacher training or as a refresher course for experienced teachers. There is an overview of teaching skills specific for ESL/EFL rather than expecting teachers to learn all the skills to teach a varied curriculum. There are also examples of how to teach the strategies to students from elementary school age up to mature students. Descriptions on how or which strategies to engage for different needs or forms of study are helpful. There are also problem solving ideas for anticipated difficulties such as reluctance to implement these strategies due to lack of time and example lessons for different education levels.

One of the most important yet difficult parts of teaching is included in this book

– teaching the learners to learn for themselves, without being led by the teacher. Giving independence and freedom to learn what the learner wants. One of those things we can and often want to do alone. If the learner can use these strategies, the teacher becomes the most valuable of teachers - the coach, only called in for assistance, no longer the hand holder as the student takes baby steps. We get to watch the student soar.

And if you think that all of these ideas are just ideas and have no place in the classroom, there is an entire chapter offering proof that these strategies **do** work, and in many cultures, and how to adapt them for specific problems you may have with any culture.

But one word of warning. Skip the first chapter. First chapters are usually insightful as an introduction to the book and its uses, but the language in the first chapter, unlike the rest of the book, is full of complicated and difficult language, which may put you off from finishing the rest of the book. With one exception. Read page 6 about portfolio assessment. Portfolio assessment looks at the student's work as a bulk, a work in progress to seek the changes and improvements of the student's work over a period of time. This, more than test scores or other assessment activities, can show real growth and learning. Throughout the book are other means of assessment too, but do not skip the information on portfolios. If you must read the rest of the first chapter, save it for last. Or you may miss a treasure trove of good information.

THE REVIEWER

Ingrid Zwaal graduated from the University of Toronto in English and Drama and received her Master of Science of Education from Canisius College in Buffalo, NY. She is currently working at Chonju National University of Education teaching English and pedagogy. Her hobbies include reading, Scottish terriers, chocolate, magic, fantasy and she is very serious about humor.