

# ON THE INSIDE

<b>General Information on KATE</b>		4
<b>President's Message</b>	<i>New Visions and Renewed Efforts</i>	<i>By Oryang Kwon</i>
<b>Feature Article</b>		6
	<i>Talking the Talk: Teaching English Through English and Other Myths</i>	<i>By Minsuk Kweon &amp; David Kellogg</i>
<b>Guest Columns</b>		
	<i>From Object to Sonnet in 60 Minutes</i>	<i>By Peter Grundy</i>
<b>Teaching Ideas</b>		
	<i>Making the Most out of Students' Lives: A Life Map Icebreaker for EFL Composition Classes</i>	<i>By James Brawn</i>
<b>Special Reports</b>		
	<i>English Teachers' Workshop at CAPE</i>	<i>By Jun-Eon Park</i>
	<i>The Sixth International Conference on Multimedia Language Education</i>	<i>By Chang-In Lee</i>
	<i>KATE International Conference 2002</i>	<i>By Robert Dickey</i>
<b>Book/Article Review</b>		
	<i>Celce-Murcia, M., &amp; Olshtain, E. (2000). Discourse and Context in Language Teaching</i>	<i>By Chang-Bong Lee</i>
	<i>Kramersch, C. (2000). Second Language Acquisition, Applied Linguistics, and the Teaching of Foreign Languages.</i>	<i>By Hyeon-Ok Kim</i>
<b>KATE News</b>		
<b>Reports from the Council</b>	<i>Byung-Min Lee, Won-Key Lee, Jae Hee Lee, Young-Woo Kim</i>	20
<b>Members in the News</b>		22
<b>News from Our Partners: IATEFL</b>		22
<b>Upcoming Events: 2002-03</b>		23
<b>Directory for KATE Officers</b>		24
<b>KATE Newsletter Contributor Guidelines</b>		26
<b>Joining KATE</b>		27

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## GENERAL INFORMATION ON KATE



The Korea Association of Teachers of English (KATE), established in 1965, is a leading language education organization with a thirty-seven-year history of advancing professionalism in the area of English language instruction. Begun as an organization of university professors, KATE has gradually expanded its membership base to include many levels of instructors in order to reach out to the broad spectrum of teachers who are committed to language education and to their own professional development. Today, KATE's membership includes close to 1,000 educators, ranging from elementary school teachers to university professors, as well as adult education instructors.

### Conferences

KATE holds an annual national conference in the winter, usually in February. In order to properly serve its members, who are based in different regions, the conference venue is rotated among universities in the different regions of the country, often co-hosted by KATE and one of the regional associations of English teachers.

The KATE annual international conference is held in June with distinguished speakers from around the world in attendance. Also, speakers from colleges, elementary and secondary schools, and educational institutions around the country give presentations on research in recent theories and practices in teaching English.

### Publications

**The KATE Newsletter** is published thrice-yearly, in February, June, and September. The newsletter includes feature articles, guest columns, special reports, teaching ideas, book reviews, article reviews, reports from the council, announcements and calls for papers, news about partner organizations, and other information about the organization and its members. For information on contributing, please refer to the "KATE Newsletter Contributor Guidelines" in this issue.

The KATE journal, **English Teaching**, is devoted to publishing theoretically and/or practically grounded reports of research and discussions of central issues in the field of learning and teaching English. *English Teaching*, a quarterly journal, is published in March, June, September, and December. The spring and fall issues are international issues accepting only submissions in English. The deadline for submissions for each issue is three months ahead of the publication month. All the manuscripts for *English Teaching* must follow APA style specifications. For more information on contributing, please refer to the "Information for Contributors" section in every issue of the journal.

All KATE journals (except Vol. 1-3) published from 1972 through 1999 are available on CD-ROM. Kyobo Book Corporation published this CD-ROM in March 2000. You can search for information based on content, indices,

author, and year of individual journals. In order to purchase the CD-ROM or for further information, please contact Kyobo Book Corporation via their website <<http://kyobobook.co.kr/>>.

The KATE website is accessible at <<http://www.kate.or.kr/>>. This site includes the following features: Introduction to KATE, Members Corner, On-line Forum, Search Tool for ESL-related Information, and Useful Links. Please check it out for yourself and bookmark it in your directory. Also, do not hesitate to post your inquiries on the bulletin board at the website.

**The KATE Membership Directory** is also published biennially and is distributed to all members. This directory gives updated information on the whereabouts of KATE members.

### Partners

KATE has developed various exchange programs with professional organizations overseas by sharing news and information about their activities, discussing issues of international importance, and enhancing the quality of English education worldwide. These organizations include the International Association of Teachers of English as a Foreign Language (IATEFL), Japan Association of College English Teachers (JACET), Japan Association of Language Teaching (JALT), the Organization of Teachers of English to Speakers of Other Language in Thailand (Thai TESOL), the College English Teaching and Research Association in China (CETRAC), English Australia (EA), and the English Teachers' Association of the Republic of China (ETA.ROC).

### Membership

KATE regular membership is open to specialists in teaching English, such as teachers, teacher trainers, researchers, and administrators. The application fee is 25,000 won. The annual dues are also 25,000 won for regular members. For more information on membership, see "Joining KATE" at the end of this issue accompanied by a membership application form.

### English Contests

KATE holds annual nationwide English contests for high school and college students. The sponsors of the contests have been Dong-A Daily Newspaper, the International Communication Foundation (ICF), and the Ministry of Education and Human Resources Development. Awards are given to the finalists, who are screened on both their English writing and speaking skills. The purpose of the contest is to give Korean secondary school and college students opportunities and motivation to use English and to give new guidance in learning English. Through such nationwide English contests, students' written as well as spoken skills in English will gradually improve.



## PRESIDENT'S MESSAGE

### New Visions and Renewed Efforts

Oryang Kwon  
Seoul National University



In July, 2002, we participated in a very successful international KATE conference, which nourished our minds with enthusiastic presentations and great ideas. We enjoyed the conference all the more because it was another success in the wake of the glorious feat of the Korean soccer team in the FIFA World

Cup Tournament in June.

The whole nation is grateful to the soccer team, but at KATE we are uniquely grateful to Dr. Lee Hyo-woong, the immediate past KATE president, and his staff, for the great conference that set a high standard for academic conferences to come. As the 20th president of KATE, I additionally extend my heartfelt thanks to other past presidents and executive officers for entrusting me with the future of KATE for two years. I also thank you, KATE members, for your unreserved support for my appointment to this position. I feel it is a mandate for me to materialize your expectations and demands. Therefore, I would like to present some of the visions that I have for the future of KATE.

First of all, I think that KATE should continue to strive to maintain and further enhance its academic excellence through quality journals and conferences. KATE has grown wonderfully during the past ten years. The journal, *English Teaching*, changed from a semi-annual journal to a quarterly. The number of submissions has increased explosively, and the quality of the papers has improved impressively. As a natural result, the journal was recently rated "A" by the Korea Research Foundation. We need to maintain the momentum and perhaps even accelerate the progress.

The size and quality of the conferences have also tremendously improved. Ten years ago, KATE's semi-annual conference was attended by less than hundred participants, and the number of presentations was less than ten. After ten years, we are having scores of presentations which are good enough to be accepted at any major international conference. KATE will continue to keep its high standard of academic conference.

Second, I think that the KATE should try to help its members to grow professionally and academically. During the last decade, the number of the members has increased remarkably. There has been a rapid growth in the number

of English language teaching specialists who earned advanced degrees both in the country and overseas. These specialists have made their impact upon the nation's ELT policy making, curriculum development, materials development, and national examinations.

KATE is now at the stage where it needs to meet the members' diversified needs and demands. There have been attempts within the association to start special interest groups, some of which are already meeting regularly. KATE needs to encourage and support such efforts so that the members can continue to grow in their specialized fields.

Third, KATE will lengthen its stride in enhancing cooperation not only with international organizations but also with the Korean scholars that we have neglected until now. We will seek opportunities to exchange ideas and information with ELT scholars in North Korea and Korean ELT teachers in other countries such as China and Japan. There have been sporadic attempts to study the status of English teaching in North Korea, but we still don't know very much about it.

Fourth, KATE will continue its efforts to make use of information technology for dissemination of information and opinions. E-mail discussion lists and electronic newsletters can serve the members quickly and effectively. The KATE home page can provide a variety of services to its members as well as the general public. We will try to set another high standard for service to the members.

KATE will celebrate its 40th anniversary in two years. It is our hope that the 40th anniversary will become a very significant occasion not only for Koreans but also for the international scholars.

I would like to ask for your active participation in KATE's efforts to grow professionally and academically. Without your devotion and enthusiasm, we will not be able to materialize our dream of making KATE a truly international organization. There is a saying that there are three kinds of people: those who make things happen; those who watch things happen; and those who wonder what happened. What kind of person will you be? I ask you all to put your shoulders to the wheel to make great things happen in our proud association and pray for your academic and spiritual growth with a thankful heart and humble mind. Thank you.



**FEATURE ARTICLE****Talking the Talk: Teaching English Through English and Other Myths<sup>1)</sup>**

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**“The professor’s dream is not true  
Yet the tyranny is so easy.”  
(W.H. Auden, “Schoolchildren”)**

From the Ministry of Education to the teacher training colleges, the push to “Teach English Through English” (TETE) is on. One prominent professor decreed that, in order to concentrate his students’ minds on oral English, those unwilling or unable to teach in English were only allowed to graduate if they signed a pledge not to become English teachers.

Of course, once a teacher becomes a teacher, the classroom is his/her castle, to teach in English or not as he/she sees fit. So perhaps an appeal based on theory might be more effective. The unwilling teacher trainee might, for example, consider how TETE provides a very different quality of input. For example:

T: Listen and repeat: One finger, one finger!

The first part, the imperative, is a kind of hypertext: language about language. But in pragmatic terms, it is really only this part which has a message and requires understanding. The actual “text” could be anything, and the student response could be entirely mechanical.

In the late 1970s and 1980s, SLA theorists put forward the theory that people acquired language in one way and one way alone: understanding messages in context (see Ellis 1994: 243-292 for a very full account). When the Canadian immersion programs failed to produce full bilingual language competence despite plentiful input (Harley, Allen, Cummins and Swain, 1990, pp. 7-24), other theorists, including Swain, argued that “pushed” output might play a key role in its own right, by forcing learners to improve their language to make themselves comprehensible (Swain 2000, pp. 97-114).

Interestingly, all of these insights come from the study of second language acquisition, which assumes that languages are best taught in the same manner that they

develop ontogenetically. But one of the most exciting insights in recent years has come from the social-constructivist view that languages are learned in the same way they develop *phylogenetically* - that is, historically - to wit, in speech communities (Vygotsky, 1978).

Curiously, this social-constructivist view has produced strong *arguments against* TETE and in *support of* the TETE-reluctant teacher. For example Genesee (1994), Tollefson (1995), and Cummins (1994, p. 36), have argued that since the teacher’s goal is not in fact monolingual English competence, but rather bilingual use of two codes, the means should correspond to the end. There are also strong socio-political and socio-historical arguments against English-only instruction raised by Phillipson (1992) and Canagarajah (1999). English only instruction, according to their view, reinforces linguistic imperialism. It may even be illegal, as it apparently contravenes the right, guaranteed in the Declaration of the Rights of the Child, to primary instruction in the mother tongue.

Others have taken issue not with the end of English-only education, but with the proposed mechanism by which it operates for language acquisition. Utterances, the argument goes, are not transmitted intact, horizontally, from teacher to student (“Listen and repeat!”) but rather painstakingly co-constructed word by word in “vertical constructions”, with the teacher frequently cutting in to help along the way (see Ellis, 1994, p. 268 for a discussion of this). To deny the children the right to seek help in their own language, and to deny teachers the ability to provide help in their own language, might inhibit or impede this process of turn-taking co-construction.

Finally, there are a host of practical arguments raised by teachers themselves. Can the input provided be made

consistently meaningful in the classroom? Can learners really be expected to respond in English when they are exhausted from trying to understand the questions? Won't this further passivize students instead of making them actively participate in discourse?

RESEARCH QUESTIONS

The modest study which follows compares lesson plans with actual lessons in an attempt to address these questions, as well as an additional one: if teachers are not implementing the policy of teaching English through English, what are they doing in their classrooms, and is there an argument to be made for its preservation?

DATA: THIRTY LESSON PLANS AND ONE TRANSCRIBED LESSON

Our modest data base consists of thirty "English Through English" lesson plans from elementary schools around the Seoul area. We also have a number of transcribed actual lessons, carefully chosen so that they were not model lessons. A fairly typical one is scrutinized in the tables below.

DISCOURSE COMPARISON: ACTUAL CLASSROOM LANGUAGE CONSISTS OF SHORTER TURNS BUT LONGER EXCHANGES

The first table compares the basic discourse functions of chatting with the class and introducing a story in a lesson plan (left) and an actual lesson (right).

<p>LESSON PLAN EXPONENTS:</p> <p>*T: What are you going to do this Sunday? S: I'm going to see a movie/clean my room/go fishing/read a book...</p> <p>*T: How do you say if you want more?/ If now? S: Yes, please. / No thanks.</p> <p>*T: What are they doing? S: They are hopping/running/ passing apples/sliding/.....</p> <p>*T: What do you see in this classroom? S: Book, chair, desk... (sic) T: What's this? S: It's a radio.</p> <p>*T: What does he want? S: He wants swimming. (sic)</p> <p>*T: What time is it in this picture? S: It's five.</p> <p>*T: Tell me about Snow White. S: She's tall, pretty.... T: Tell me about dwarf. S: He's short, cute, fat, old....</p> <p>*T: Tell me about your family? (sic) S: There're.....</p> <p>*T: Are you happy? S: Yes, I am. I'm happy. (sic)</p> <p>*T: Do you know the movie "Sound of music"? S: Yes, I know.</p>	<p>ACTUAL LESSON EXTRACT:</p> <p>*T: Who are the main characters on the pictures? 여기 주인공은 누구니? S: 피노키오! T: 피노키오 할아버지와 피노키오지. S: 아니여. T: 아니야, 맞아. 애들아, What are they talking about? *S1: Sturse (?) I'm studied English... (sic) S: very hard. T: 어... I studied English very hard. Very good! T: Number three. 오늘 그림 수업 끝나고 뭐했니? S: 피노키오랑 할아버지요? T: 할아버지 말고, 학교 끝나고 수업 끝나고 뭐했어? S: 저요? T: What did you do after school? S: 아까 말했잖아요... T: 자, 나는 숙제를 매우 열심히 했어요. 숙제를.. 숙제를 열심히.. 숙제라는 단어 배웠잖아. I.. S: Studied T: I studied 었잖아요. 그렇지! 하다가 뭐야? S1: I homework. (sic) S2: I did. T: I...하다, 하다라는 동사 뭐 썼니? Ss: Did T: 어! 다시한번. S: I did! S: I did my.. T: I did my homework야. *T: 오늘 어, 1반 이상하다. 딴 때는 막 떠들더니.... 오늘 2, 3 교시에 뭐했어? 애들아, 오늘 너희들 학교에서 뭐했어? S1: 오늘 많이 맞았어요.</p>
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TABLE ONE: A comparison of Lesson Plan answers and Lesson Transcript answers in the discourse functions (chatting, discussing activities outside the classroom,

describing pictures, and telling a story)  
The lesson plan language is exclusively English. Student answers are long and hyper-grammatical,

sometimes unrealistically and redundantly so, e.g

T: Are you happy?

S: Yes I am. I'm happy.

The T-S exchanges, on the other hand, are short. No lesson plan topic is developed over more than four turns.

The actual lesson transcript could not be more different. In twenty-seven turns, there are twelve that are entirely in Korean, of which fully half were teacher turns. There are an additional five turns that involve code-switching. The average turn length is around three words of English.

Only one of these involves paraphrasing the English question in Korean to make it comprehensible; the rest are providing feedback in Korean and then continuing in English or providing supportive noises of one kind or another.

The children's answers in the transcript are horizontally shorter and simple, with an average length of turn of only 1.8 words. On the other hand, there is far more vertical development, as the teacher and the learners attempt to construct the answer cooperatively. In fact, there are no topic changes at all!

Sinclair and Brazil (1982) argued that much classroom discourse was formed of the triadic dialogue Initiate-

Response-Feedback. Nassaji and Wells (2000) recently demonstrated that this structure can take a wide variety of forms and is not as inflexible as has been believed, but that its efficacy hinges on the follow up move.

Interestingly, this "follow up move" does not appear in the lesson plan language. Correct answers in the lesson plan go unnoticed, and certainly unrewarded (perhaps because they are so common). But in the transcript the teacher gives the children considerable encouragement, even when they are rather far from getting things right, as in this example.

S1: I'm studied English... (sic.)

S2: very hard.

T : 어... I studied English very hard. Very good!

Note that the co-construction of answers is not limited to T-S exchanges; it can happen between two students as well.

**GRAMMAR COMPARISON: REPETITION VS. CO-CONSTRUCTION**

In addition to different discourse functions, the actual transcripts display different grammatical forms than the lesson plans. Table Two offers this comparison.

Teacher Question	Lesson plan answers	Actual lesson answers
Yes-no questions	*S: Yes, I am. I'm happy. *S: Yes, I know	*S: 아니여
Wh-questions	*S: I'm going to see a movie/cleaning my room/go fishing/read a book... *S: Yes, please. / No thanks. *S: They are hopping/running/ passing apples/sliding/singing..... *S: Book, chair, desk... *S: It's a radio. *S: He wants swimming.(sic) *S: It's five.	*S: 피노키오! *S1: Sturse(Sic.) I'm studied English... *S: very hard. *S: 피노키오랑 할아버지요? *S: 저요? *S: 아까 말했잖아요... *S: Studied *S1: I homework. *S2: I did. *Ss: Did *S: I did! *S: I did my... *S1: 오늘 많이 맞았어요.
Tell me about....	*S: She's tall, pretty.... *S: He's short, cut, fat, old.... *S: There're.....	(No answers)
Analysis & comparison	Again, the average length of the answers in the lesson plan are longer than the ones in the real lesson. Usually the answers in lesson plan are long and error-free. The structures are mostly well formed versions of: S + V/ S+ V+ O/ S+V+C. However, the ones in the real lesson are short in the form of a few words. There are many grammatical elements missing, and the answers are usually in the form of elliptical sentences, missing Subject, Object, or Verb.	

TABLE TWO: A comparison of lesson plan answers and lesson transcript answers sorted by the grammatical type of the question.

Here too the contrasts we noted in Table One are apparent. There is a great deal of Korean in the real lesson, answers are shorter, but discourse exchanges are

much longer and involve strenuous co-construction of the answer.

The unscripted dialogue is message-bearing, and

ultimately the message is understood. But all this strenuous co-construction is doubtless frustrating. Worse, it doesn't seem to be focusing on the key expressions which are the whole point of the lesson.

**“KEY EXPRESSIONS” APPEAR IN CHANTS AND SONGS, NOT INTERACTION**

The lesson examined below presents “What did you

do last Sunday?” and its real and potential answers. On the face of it, the key expression, with its direct relevance to real life, should appear in unscripted dialogue.

But Table Three below shows the frequency of the key expressions in various phases of the lesson.

Topics Usage Frequency	Greetings	Chat	Chants	Songs	Drills	story	TPR	Role Play
Repetition of key expressions (page of data transcript)	0	1(p.6) 3(p.8)	1(p.9) 8(p.10) 5×3(p.10) 5×1(p.11)	8×2(p.11) 3(p.11)	1(p.6) 9(p.7) 9(p.8) 5(p.9)	0	0	0
Total	0	4	37	19	24	0	0	0

TABLE THREE: The occurrence of key expressions in various phases of the lesson.

The occurrence of key expressions appears to be bound up with mechanical practice. However, the key expressions appear in the context of “chat” first, and only then are they reinforced through repetitive drills and songs.

**DISCUSSION: WHERE IS THE ZPD?**

Vygotsky suggests that learning takes place in the gap between what the learner can do unassisted and what he/she can accomplish with expert assistance. This gap is what he calls the Zone of Proximal Development or ZPD (Vygotsky, 1978; see also Bodrova & Leong, 1996).

These gaps between the learner's own productions and those of the teacher or more expert learners are noticeably absent from the lesson plan, where the learner responds to every question without assistance. But such gaps are never far away in the actual transcript data. When the gap between what the teacher requires the children to do and their ability to do it is too great, the children are not at all afraid to say so.

T: What did you do at school?

S: 선생님! 너무 어려워요.

In this way, their output (in Korean) influences their input and in turn the outcome of the lesson.

The lesson plans appear to promise English Through English. But the teacher appears to be unwilling or unable to give up the use of Korean. The lesson plans appear to offer real use of the target expression. But the target expression mostly appears in mechanical practice.

Nevertheless, we have, almost by the way, observed a number of skillful teacher behaviours which give considerable grounds for optimism about this TETE-reluctant teacher's ability to teach English. As in Devon Woods' study of teacher decision making, few if any of these behaviours appear in the lesson plan (Woods, 1996).

First of all, we observed that in practice the teacher allowed children to use Korean in order to negotiate meaning. When children felt they needed to alter the

quality of the input, they did not feel obliged to ask in English.

Secondly, we saw that in practice the teacher used her Korean quite skillfully and flexibly, not only to paraphrase English sentences, but more importantly to provide the feedback and reinforcement which is overwhelmingly missing from the lesson plans (which do not, after all, contain genuine learner responses). This feedback is precisely what keeps classroom discourse moving along.

Thirdly, we saw that in practice learners did not in fact produce hyper-correct and doubly redundant forms like “Yes, I am. I am happy”. The language they produce is in a sense more naturalistic. Like naturalistic discourse, it is often sub-grammatical, at the purely lexical level, and consists of one or two word answers (Hoey, 1991). These can then be (rather arduously) built up into grammatical sentences with the help of the teacher, and sometimes fellow learners. But they can also be left as is, and frequently are.

Fourthly, we saw that in practice the teacher did not change topics with every adjacency pair, but instead developed long vertically “scaffolded” constructions with very infrequent topic changes (Lantolf, 2000, p. 16). This may well make the discourse much easier to follow and it certainly allows more than one learner to take part in an exchange.

Fifthly, we saw that the teacher introduced the key expression in the meaningful context of chat about extra-classroom life, and only then reinforced it through mechanical repetitions in scripted activities such as chants, songs, and drills. We saw that repetition was extremely plentiful, with four unscripted repetitions of the key expression and eighty mechanical repetitions.

**CONCLUSION: THE RELUCTANT TEACHER VINDICATED**

To summarize, we have compared a real teacher with a collection of idealized lesson plans (including her own) and found that the actual teacher is rather better than her

lesson-plan word. The teacher does not teach the plan, but instead teaches the learners, and is constantly cognizant of what they can and cannot do. Instead of producing a discourse centred on Teacher Question-Learner Answer, the teacher has co-constructed one, painfully, not always tidily, but in the end quite successfully.

These conclusions are not general, and cannot be held to obtain in all or even most elementary English classes. We need to remind ourselves of the Hobson's choice that researchers always face between external and internal validity. Our sample of lesson plans gives us a look at a wider range of classroom behaviours, but denies us any guarantee that we are getting an accurate picture. Our transcript gives us a deeper look and a more accurate picture, but denies us any guarantee that this skilled behaviour is typical. Perhaps the most we can say is that the push of the good professor to "talk the talk" has not penetrated the walls of this particular classroom castle. Nevertheless, this teacher is "walking the walk".

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## Guest Column

### From Object to Sonnet in 60 Minutes

Dr. Peter Grundy  
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There's little doubt that much of the textbook based work we do in classrooms fails to draw on the creativity of our learners. By way of contrast, I've noticed how frequently, given the right setting and stimulation, learners write truly exceptional poems in English. One effective technique for stimulating such

writing is to build up by stages so that learners who begin without words end up with a poem. I've experimented with many different variations on this technique, which I first learned from Susan Bassnett, but this is the one that I think works best of all.

#### Stage 1

Fill a bag with at least twice as many small objects as there are students in your class. Suitable objects include nuts, paper clips, flowers, leaves, tickets, sweets, coins - in fact anything small will do. Ask the students to rule five columns on a sheet of paper headed *Sight, Sound, Smell, Touch, Taste*. Then tip the contents of the bag out and ask each student to take one object. Each student should study the object they have chosen carefully and note down in the appropriate column all the words that they associate with it -- this involves observing it carefully, tasting it, touching it, sniffing it and trying to make noises with it. Each student should aim at a total of at least 25 words.

#### Stage 2

Explain that each student should write a haiku using only words they have already written down. Explain that although there are many rules for writing haikus, the only ones they need to observe are that a haiku has three lines, the first line consisting of five syllables, the middle line consisting of seven and the last line consisting of five. Check that they understand what a syllable is! Explain that this is just a first writing task and that you don't expect brilliant results. Allow five minutes to write their haikus. At the end of the five minutes, give each student a chance to read their haiku aloud. Any student who doesn't want to read just says "Pass".

#### Stage 3

Explain that it would be useful to have more words to work with. Ask each student to think of the name of a dish (e.g. 'fish and chips' or 'spaghetti Bolognaise'). When

everyone has thought of one, explain that you will ask each student in turn to say the name of the dish they've thought of as poetically as possible. As each student says the name of their dish, the others can write down some or all of the words they hear. Then suggest a second category -- I've found the name of a place that's special for them works well. Again, ask each student to say the name of the place aloud with poetic pointing and suggest that students note down any words that attract them. Repeat the process one more time. This time the category should be couples, either famous couples or two people known to the student.

#### Stage 4

Explain that each student will now write a sonnet. Explain that there are many complicated rules for the construction of sonnets, but the only one that they need to observe is that a sonnet consists of four sense units of four lines, four lines, four lines and two lines (making 14 lines in all), and that the final two-line unit should make some kind of a comment on what has gone before. Tell the students they may use any of the words they wrote down when they were studying their object, any of the words they've just heard or written down, and indeed any other words in any language, Korean or English. Tell them they have 25 minutes and that at the end of the 25 minutes they'll have a chance to read their sonnet aloud if they wish.

#### Stage 5

Call the students together and ask each person either to read their sonnet or to say 'Pass'. Since many of the sonnets will be truly remarkable pieces of writing, it's often best not to comment but to end the lesson when the readings are complete.

#### The ideal context

Like any classroom activity, there are certain conditions that make this activity work especially well. It's nice if the students are able to sit in a circle. It's nice if they are able to leave the circle, and even leave the classroom if they wish, during the sonnet writing sequence. The activity works especially well with small groups, although I have done it with as many as 35 and it worked fine. And most important of all, as the teacher you also need to take part at every stage -- this not only enables you to gauge the time properly but also enables you to establish an atmosphere of quiet calm and concentration.

## Why does this activity work?

On the whole, the haikus are rather poor but the sonnets are amazing. I think the activity works because it builds up from an unpromising object to a poem by stages. At some point in Stage 4, it suddenly occurs to the students that they have something to really write about - this is stimulated by a word or a set of words that sets them off and the sonnet form imposes some order on their thoughts and emotions.

## The last time I did this activity

The last time I did this activity was in July at a teacher development seminar in Turkey. The object I chose to work with was one of those little gauze bags that you put detergent tablets in when they go in the washing machine. As usual, I wrote a poor haiku which I won't embarrass myself by quoting here, although of course I took my turn and read it aloud in the class.

As I was listening to the names of couples in Stage 3, most of them were Turkish and I couldn't hear them clearly, I was writing down rough approximations and thinking that I would soon be writing a sonnet with half heard names and lots of beautiful sound combinations. However, the very last word spoken by the last member of the group was the name of a male member of the couple she had thought of, Mehmet. Ten years ago I had been Acting Principal of the Graduate Society, a college at University of Durham, and had had the dreadful experience of being called to the Freeman Hospital in Newcastle on the day a Turkish student called Mehmet had died following a failed heart bypass operation. I had had to take responsibility for negotiating an Islamic body washing ritual with the hospital and for obtaining the death certificate and having the body flown home. All this came back to me the instant I heard the name Mehmet, and in seven minutes I had written the following sonnet.

*I felt the tears behind my eyes  
And my hair stand on end  
When I heard the name  
Of my student.*

*Until then I had played  
A word game,*

*Mouth-filling, and without taste.  
But now, in the mortuary, late*

*I see the holy man, supervising,  
And a fellow student washing the body  
With special soap. His girlfriend distraught outside  
And the water draining away.*

*The last word in the game was the name of my student  
Who I sent back to his mother by air in a metal coffin.*

As we had read Yeats' poem A Prayer for my Daughter the evening before, I decided, perhaps rather sentimentally, to call my poem A Prayer for Mehmet.

The only word that survived from my original senses list was 'mouth-filling'. 'Without taste' was a transformation of one of my other original words, 'tasteless'. I felt also that it was improper to use the word 'Mehmet' in my poem, although this was the word that had stimulated it.

(A variation of this activity can be found in Bassnett S & P Grundy (1993) *Language through Literature* Longman pp102-3)

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# Teaching Ideas: A Life Map



## Making the Most out of Students' Lives: A Life Map Icebreaker for EFL Composition Classes

James Brawn  
The Catholic University of Korea



### Introduction

I believe that the first week of the semester is very important. The mood or tone that you create that first week will often carry over till the end of the semester. Thus, the icebreaking activity you use is like a pebble thrown into a pond. The seemingly insignificant activity creates ripples, and these ripples

get magnified as the semester progresses.

EFL composition courses, unlike EFL conversation courses, are lacking in good icebreaking activities. Conversation courses have seemingly thousands of possible icebreaking and opening activities that are not only fun, but are also effective communicative activities that are well matched to course objectives. This, however, is not true for EFL composition courses.

Due to this scarcity, I have often had to use icebreaking activities developed for conversation courses in my composition course. Although these opening activities are fun they do not set the right mood or tone because they do not match the course objectives well.

### Life Map

In this article I would like to introduce an icebreaking activity that has not only been fun, but has also established the right tone and mood by easing the students into the objectives required in a task-based composition course. There are several reasons that the Life Map (Sebranek, Mayer & Kemper 1995) as I use it matches my overarching course objectives well.

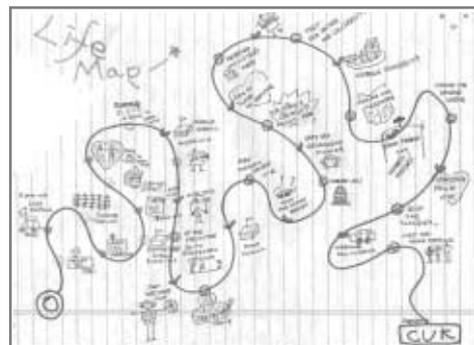
First I want to use activities and tasks that build upon what my students already know, but at the same time present them with a situation that challenges them to re-evaluate that knowledge (Wells 1986). Second I believe that language learning involves meaning making, i.e., "language is primarily used to serve functional purposes, and...patterns of language development depend on the needs of the [students] to make meaningful expressions" (Grabe & Kaplan 1996, p. 103). Third, as a teacher I want to be nondirective and non-prescriptive so that my students feel free to find their own voices. As Johns (1990) noted: "Teachers advocating the expressivist view are nondirective; they facilitate classroom activities designed to promote writing fluency and power over the writing act" (p. 25). Finally, I want students engaged in specific tasks, so that they can collect these tasks in their writing portfolios. Portfolios provide students the ability to

"represent themselves in the best possible light" (Grabe & Kaplan 1996, p. 420), and make their writing development something tangible.

Another reason for my use of the Life Map is that it matches an environmental mode of composition instruction (Hillock 1986). According to Dyer (1996): "In the environmental mode the instructor plans activities that result in high levels of student interaction concerning specific, structured, problem-solving activities, and tasks with clear objectives; multiple drafts and peer revision are a part of the classroom activity, but explicit criteria for evaluation are considered" (p.314). Although Sebranek, Mayer & Kemper originally conceived of it as a prewriting activity, I have adapted the Life Map activity to follow the environmental mode of instruction,

A Life Map is a visual representation of an individual's life, such that there is only one road. The road starts with a person's birth and ends at the present. Along the road, an individual will illustrate and label certain significant events (see figure 1 for an example).

Figure 1.



The first task is for my students to complete their Life Map. After my students have completed their Life Maps, I then have them get into groups of three. In their groups they have three tasks that they need to complete. The first task is to exchange Life Maps and ask their partners questions about the events that they have chosen to label and illustrate.

The second task builds upon the first. After they have spent ten to fifteen minutes asking and answering questions, I distribute a form that they need to fill out. The form creates a written record of the events on the student's Life Map about which their partners asked questions, as well as records of what kinds of questions

they were asked.

The third and final task is to choose, with the help of their partners, one event on their own Life Map to write about. I encourage them to write about something that their partners are interested in because they will share their paragraphs with each other in the future. I also remind them to consider the questions their partners asked about the chosen event when they write.

Besides getting the students interacting with each other, the exercise also gets the students thinking about the idea of audience in a very real way. Most textbooks teach the concept of audience in very abstract and technical terms. I find that this does not usually have any immediate or lasting effect upon my students' writing; however, the question and answer session about each student's Life Map does. After the question and answer session, filling out the form, and choosing an event to write about, the students believe they know exactly who their audience is. They leave class thinking: "I'm writing my Life Map paragraph for Mi-Young and Ji-Eun."

In the follow-up exercise, however, I will put them into different groups. The objective behind this group re-organization is to keep the students thinking about the concept of audience. In their new groups they will once again exchange Life Maps, ask and answer questions about their Life Maps, fill out the form that records which events were questioned and what kinds of questions were asked, and then they will share the paragraph that they wrote about one of their Life Map events with their new group members.

Although different groups often pick different events to ask questions about, the type of questions they ask are often quite similar. Furthermore, after the individuals in the new group read each other's paragraphs they often ask more questions, and these questions are often quite similar to the questions the first group asked about the same event.

This follow-up activity takes place about a week later, and at this point the students have had time to practice brainstorming, organizing lists, and making outlines. The next step is to revise their first paragraph, and apply the prewriting and organizing skills they have learned. This seemingly "out of sequence" activity emphasizes the recursive nature of writing; prewriting and planning can occur at any time during the writing process (Swenson 1997). The students remain in their groups and I encourage them to help each other by asking questions, providing vocabulary, etc. This series of activities and tasks teaches my students in a very real way about the nature of their audience, they learn that certain kinds of information are more important to their readers than other kinds of information, and finally they learn through practice that the writing process is recursive.

## Conclusion

Learning to write in English is not a mystery that the EFL teacher needs to solve alone; there are typically several knowledgeable student-detectives ready to help solve the mystery. The EFL teacher's role is to facilitate the gathering of clues, to help the detectives with interviewing the suspects, to assist them in organizing the evidence and to celebrate their victories in solving the mystery.

There is no formula or model that you can prescribe, because each class has its own mystery to solve, clues to gather, suspects to interview, evidence to organize and victories to celebrate. One can, however, provide the activities, tasks, and the right environment for students to learn, practice and succeed. The Life Map and the subsequent activities that I have used successfully in my classes is a good place to begin.

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## Special Report 1

# English Teachers' Workshop at CAPE

Jun-Eon Park  
Soongsil University

Aloha!

The 31st English Teachers' Workshop was held at the University of Hawai'i at Manoa from July 30th through August 9th. The workshop was hosted by the Center of Asia-Pacific Exchange (CAPE), an organization established more than two decades ago to promote cross-cultural understandings among the Asian-Pacific region countries. CAPE has gained an international reputation as the locus of in-service English teacher training in the region by providing balanced diet of practical teaching methods and techniques and theoretical rationales in collaboration with the faculty at the Department of Second Language Studies. About 30 teachers and scholars from Korea, Japan, China, the Philippines, Thailand, and Myanmar participated in this year's workshop, listening to lectures and discussing issues and problems in teaching English as a foreign/second language in Asian context. Six teachers were from Korea, including myself. The other five Korean teachers were from Ewha Girls' High School and Ewha Girls' Foreign Languages High School.

Lectures were given four hours everyday, and included teaching techniques for listening, speaking (Dr. Richard Schmidt), reading (Dr. Richard Day), writing, culture (Dr. Roderick Jacobs), finding resources for EFL teachers, testing and evaluation (Dr. Graham Crookes), classroom research for language teachers (Dr. Craig Chaudron), sociolinguistic and psycholinguistic approaches to language teaching (Dr. Richard Schmidt), and discourse in foreign language education (Dr. Dina Yoshimi). Of these scholars, KATE has already invited Dr. Richard Day to the 2002 international conference, and I hope that more scholars at the University of Hawai'i will be invited to future TESL-related conferences in Korea. Thought-provoking lectures on diverse themes and in-depth discussions with the world-renowned scholars in TESL field were themselves a rare enriching experience

for all participating English teachers.

To be honest, at first, I did not have high expectations for the workshop, finding that the main goal of the program was to provide the English

teachers with basic background knowledge and teaching techniques, all of which seemed familiar to me. But by the end of the session, the enthusiastic lectures of the faculty and open-minded discussions with the participants made me thoroughly immersed in it. I felt myself fully refreshed and recharged through the encounters with the faculty and co-participants during the short period of time.

At Dr. Schmidt's suggestion, six representative teachers presented each participating country's situation with respect to EFL/ESL education. I explained the reforms in Korea together with another English teacher from Ewha Girls High School. The session offered us a valuable opportunity for comparing and understanding the differences and similarities in EFL education among the Asian countries. Based on the presentations, I became confident that Korea is moving ahead of other countries as the result of a series of nationwide reforms during the past decade, becoming a role model for English education in Asia. The Japanese teachers, worrying that they are lagging behind, failing to keep up with the state-of-the-art trends in EFL education, showed great interest in the reforms in Korea, e.g. English education in elementary schools, teaching English through English policy, reform of the college entrance examination, and the active use of the Internet resources.

The other five Korean participants told me that they were all sponsored by their schools for the entire expenses at the workshop. I hope that more and more English teachers at all levels of schools will be able to attend this kind of workshop to update their knowledge and skills to keep pace with the constant changes in the field.

During the workshop period, I visited the island of Hawai'i, better known as 'Big Island', about 40-minute flight distance from Oahu, where Honolulu is located, to see the magnificent scene of lavas flowing from the Mt. Kilauea volcano. Since 1983, when the volcano erupted again after a decade of dormancy, it has been churning out a huge amount of lava around the area, creating a new shoreline every day. The wonder of Nature's indescribable majesty at Mt. Kilauea and the seductive hula dancing at Waikiki Beach will remain a cherished memory whenever I recall the workshop at CAPE in Hawai'i.

Mahalo (Thank you) to CAPE!



with Prof. Craig Chaudron (Left)



## Special Report 2

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# The Sixth International Conference on Multimedia Language Education

Chang-In Lee  
Pai Chai University



The 6th International ROCMELIA Annual Conference was held at National Kaohsiung University of Applied Sciences in Taiwan from July 19 to 22, 2002. ROCMELIA is a national academic association in Taiwan, established for enhancing English instruction through the application of multimedia. Five representatives of KAMALL (The

Korea Association of Multimedia-Assisted Language Learning), a Regional Associate of ROCMELIA, participated in the international conference to share common interests and learn new ideas for hosting our own international conference, to be held this coming October.

On the morning of the opening day on July 19th, our representatives arrived at the convention site and were a little surprised by the seating arrangement prepared by ROCMELIA. All the representatives from other ROCMELIA Associates, e.g. Korea, Japan, Australia, China, had seats reserved in the front facing the audience and were heartily welcomed by Yuangshan Chuang, President of ROCMELIA, and Dr. Im, President of Kaohsiung University of Applied Sciences. After lunch, a keynote speech was followed by an array of workshops on "Internet Language College," "English Movies and English Instruction," "Multimedia Teaching Materials, Methods and Evaluation."

For the next two days, various workshops, seminars, and presentations were held from 8:30am to 5:00pm and divided into 4 different concurrent sessions. Various topics related to the conference theme "Community Language Education on the Web" were presented focussing on an On-line Reading Club, Web-based Instruction, Corpus Study, Cultural Study on the Internet, Writing on the Web, Multimedia and the Reform in English Teaching, CALL

Software, Vocabulary Learning on the Web, etc. Also in the afternoon sessions, reports and discussion on Internet Community Language Learning in general and issues arising from it were held.

Since it was only their sixth annual conference, I was not expecting greatness from our hosts. To my surprise, however, everything was extremely well organized and successful from the academic workshops, panel discussions, to even the hospitality. The enthusiasm and contributions of the ROCMELIA committee members was evident. Without dedication and hard work from a great number of members, such a large scale event could not have been so successfully conducted.

Our representative team from Korea was very impressed by their boundless hospitality, which undoubtedly surpassed that of other previously held multimedia conferences experienced in other countries. The night city tour, the well-documented photo CD-ROM, and the luxurious dinner hosted by the President of Kaohsiung Normal University cannot be forgotten. Especially, the Liuho night market, known for its Taiwanese snacks and designated as a tourist night market, was especially impressive. Gourmets and ordinary visitors alike were drawn by the mouth-watering aromas wafting from a huge variety of delicious and reasonably priced foods. The hospitality of the Taiwanese people has changed my impression of Taiwan and the power of the country.

I felt greatly honored to attend the Associates' conference. I hope more representatives from many different countries will also have the privileged opportunity to participate in the ROCMELIA or IJALL conferences in the coming years.



## Special Report 3

# KATE International Conference 2002 Unquestionably Outstanding!

Robert Dickey  
Kyongju University



The recipe for the greatest ELT conference in Korea's history? Start with five of the world's acknowledged top scholars, and a handful more of recognized global experts. Provide an intellectually stimulating theme. Harvest the top proposals from Korea's own class of excellent researchers and teachers. Include an audience keen

to learn and interact. Place in a world-class venue. Mix in delicious free lunches - in fact, make the entire event free. Garnish with Korea's major ELT book distributor displays. Simmer over insightful discussions and conflicting approaches. Et voila!

Under the theme "Underlying Philosophies in English Education," more than 500 professionals and students in English education came together July 5th and 6th to listen, discuss, think, and rejuvenate our exploratory and academic senses. It was a delightful conference environment: the damp and blustery days outside, with flags snapping and flagpoles chiming in the wind off Haeundae beach, made us appreciate all the more the spacious and comfortable accommodation of BEXCO Convention Center. This modern facility is a significant upgrade over the typical university sites; it definitely affected attitudes of and approaches by all conference-goers in their educational aims over the two days.

And such presentations! Never has Korea seen such a constellation of stars at one venue. July 5th-6th will be remembered by all for years to come. Bernard Spolsky (Bar-Ilan Univ., Israel), who might be known as the father of modern ELT thinking, started the discussions with his typical flair. Though his title was "Globalization, Language Policy, and a Philosophy of English Language Education for the 21st Century", as one might expect he counseled that we must consider where we have been, and what we have learned, before planning too much into the future. Richard Day, (Univ. of Hawaii, USA) offered his insights on "Why Youngkyu Can't Read" and then IATEFL Incoming President Peter Grundy discussed "Teaching Materials: Questioning the Underlying Philosophy." And all that came before lunch!

Following a delicious lunch where folks just couldn't stop sharing ideas and before breaking out to concurrent sessions, Li Yinhua (Fu Dan Univ., China) seasoned those thoughts with his insights from neighboring China. In "ELT as Viewed from a Chinese Perspective" we found that, although Korea is further along the ELT path in most respects, we can learn much in certain aspects of language teaching, learning, and testing from the experiences of our neighbors.

The mid-afternoon was filled with choices. 30 sessions in 5 concurrent topic areas were available: English

Curriculum Development, Learner-Centered English Education, Culture, Literature, & EFL Teaching, EFL Research Methods, and English Testing & Evaluation. A true cornucopia of linguistic & pedagogical delights! The challenge was deciding where to go; the dilemma was in missing so many excellent sessions.

While the formal program closed at 6:40, many continued their discussions over self-organized dinners. For those who came down in groups, things went on nearly all night! But all reconvened at the conference center 9:30am Saturday to continue the scheduled activities.

Christopher Brumfit (Southampton Univ., UK) opened our eyes like a fresh cup of coffee with "Global English and Language Teaching: Has Everything Changed?" Andrew D. Cohen (Univ. of Minnesota, USA) gave this reporter a number of ideas for the Fall semester in his "Learning Style and Language Strategy Preference: The Role of the Teacher and the Learner in English Language Education."

After the audience had a chance to spend a few minutes browsing books and chatting over a mid-morning snack, Brian Paltridge (Sydney Univ., Australia) carried us into lunch with fresh ideas for Korean students through his "Underlying Philosophies in English Language Education in Australia."

Lunch once again was not only a culinary delight, but a chance to rehash and distill the many ideas racing around in our heads. Yet we eagerly returned for more: Rosamond Mitchell (Southampton Univ., UK) shared the concerns of globalization and learner motivation in "Learners, Values, and FL Education in the 21st Century." Following which we were back for 20 more sessions in 5 concurrent topic areas: English Teacher Education, Second Language Acquisition, Teaching English through English, English Teaching Methods, and English Education through Multimedia. How does one choose in such a banquet?

The conference program closed with the forum "Underlying Philosophies of English Language Education" which featured all the invited guest speakers. Questions from the audience were wide-ranging, and answers, as might be expected, sometimes conflicted, as befits the diversity of approaches presented during the conference.

No feast such as this is possible without great chefs such as KATE President Dr. Hyo Woong Lee, Conference Chair Dr. Woong Jin Yoon, Conference Coordinator Dr. Sangho Han, General Secretary Dr. Jun-il Oh, and all conference staff. They are to be congratulated for the brilliant KATE International Conference 2002. Sponsored by Korea Research Foundation, The British Council Korea, and International Communication Foundation, this conference will go down in Korean ELT annals as a "5 Star" event.



## Book Review

# Celce-Murcia & Olshtain(2000): Discourse and Context in Language Teaching

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The Catholic University of Korea



In recent years, we have seen a steady increase in the publication of books dealing with the role of pragmatics and discourse analysis in foreign language learning and teaching. This trend stems from the sober realization of teachers and researchers in the field that is, we have overemphasized the analysis

of sentence-level grammar and underestimated the essential role of discourse-level grammar in language learning and teaching.

*Discourse and Context in Language Teaching* by Marianne Celce-Murcia and Elite Olshtain aims to introduce the core theories and concepts in pragmatics and discourse analysis and discuss the implications of findings in these areas for foreign language learning and teaching. This is not the first book written with this perspective. One of the most well-known books is McCarthy's *Discourse Analysis for Language Teachers* published in 1991. Celce-Murcia and Olshtain's book, however, is more thorough and up-to-date in the coverage of relevant topics and in the level of depth of discussion than McCarthy's.

The book is composed of four parts. The first part gives background knowledge and an introduction of the main concepts in pragmatics and discourse analysis. In Chapter 1, the authors provide us with a succinct account of what areas of linguistic study pragmatics and discourse analysis cover and discuss in detail the essential concepts in these fields: the role of context and shared knowledge, speech acts, conversational implicature, Grice's cooperative principle and conversational maxims, and the politeness principle, to list a few.

The second part is concerned mainly with how discourse interacts with the three major components of language knowledge and devotes chapters to phonology, grammar and vocabulary. In each chapter, the authors start out with the introduction of core linguistic concepts in each component of grammar that were analyzed under the discourse-functional perspectives. Then they explain how these concepts help us to understand the ways in

which phonology, grammar and vocabulary function in language and go on to discuss the pedagogical implications.

The third part comprises four chapters. Each of these four chapters deals with one of the four skills in language use; speaking, writing, listening and reading. Again, the authors review the research findings first and then present their discussions of implications for teaching these skills to language learners.

The fourth part consists of three chapters exploring the topics in implementing the discourse-functional perspectives in the more practical and administrative areas of language teaching. In Chapter 10, they offer advice on how to take advantage of discourse considerations in designing syllabuses and developing language curriculums.

Chapter 11 discusses a discourse perspective in language assessment. Chapter 12 presents and discusses how to approach language instruction through discourse and how to integrate discourse training for language teachers.

Attached to the final section of each chapter of this book is a series of discussion questions and suggested activities. This addition makes the book particularly appropriate and immediately helpful for language teachers who want to obtain concrete ideas to improve their teaching skills in the classrooms. There are also excellent suggestions for further reading at the end of each chapter, very beneficial for researchers in the field.

Overall, *Discourse and Context in Language Teaching* is not just an excellent handbook for language teachers who need an introduction to discourse analysis and want to acquire useful perspectives from this area of study for their classroom teaching practice, but also a great source of references for researchers, particularly for those scholars who are interested in the interface between linguistics and language teaching. Personally, I think that the most important contribution by this book is that the authors did a superb job of making it clear why discourse analysis is an essential area for language teaching and thereby making this area of linguistic study exciting and attractive to language teachers.



## Article Review

### Kramsch(2000): Second Language Acquisition, Applied Linguistics, and the Teaching of Foreign Languages

Hyeon-Ok Kim  
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When asked to teach a course with the title "Applied Linguistics", I sometimes puzzle over what I have to prepare and what the department has in mind regarding the course. Institutionally in Korea, it is often the case that the term is equated with the study of second language acquisition (SLA). And

yet, research in applied linguistics comprises such a wide array of fields, crossing child language, literacy, language teaching methodology, language testing and evaluation, psycholinguistics, sociolinguistics, translation, and others (Davies, 1999).

Kramsch's article tackles the important agenda of clarifying is what SLA and applied linguistics are, with a focus on the range, role, and practice of applied linguistics and its relationship with SLA and SLA-related domains of research. To address the problem of confusion about the nature of SLA as a research domain, she begins with a look at different levels of expectations, different definitions and different relevant practices in applied linguistics as expressed in job opening advertisements in German for several institutions. In the data, a specialist in SLA is sometimes expected to be a teacher or a teacher trainer and, at other times, a methodologist, a researcher, or a linguist.

This confusion has its root in the history of SLA research, since it emerged as a new interdisciplinary field when philology and pure literature, as focus of language education and literature study, were gradually replaced by psychology, sociology, education, and theoretical linguistics. Related to this gradual shift in emphasis are different perspectives on the definitions and scopes of SLA, which expand from factors internal to the learner, to an interaction between the learner and an educational context, and to the societal aspects of multilingualism.

The section which follows this examines different threads of mainstream research in SLA, foreign language education, and foreign language methodology. Since each of these SLA-related fields has widened its boundary into the larger domain of applied linguistics, Kramsch defines applied linguistics as the overarching construct that encompasses interdisciplinary research under the rubric of mediating between the theory and the practice of language study. Applied linguistics draws on multidisciplinary research, as a main paradigm, opening a bridge between other research strands and mainstream

SLA research such as Stylistics, Language Socialization and critical applied linguistics.

The last section addresses debates in applied linguistics, such as linguistic and psychological validity, educational reliability and pedagogical effectiveness, which are endemic due to the complexity of multiple disciplines and the interface of theory and practice. Kramsch discusses institutional debates that SLA researchers and practitioners face in academia, including social and institutional constraints and vulnerability. Finally, three aspects of the language study -- sociocultural, historical and social semiotic practice -- are highlighted for a better picture of institution for the study of applied linguistics.

In fact, Kramsch is taking up a research agenda she has proposed before (1988, 1995). Applied linguistics interacts with the practice of language related fields in two ways (Davies, 1999); applied linguistics explores the ways practitioners approach their professional reality, while their experience in turn will result in building and rebuilding a theory in applied linguistics. Kramsch contributes to both.

This article is only a 13-page reading (without references) but it is grist for at least 13 hours of thinking and discussion. It provides stimulating reading for researchers, teachers, administrators alike. Given the difficulty of developing an agreed-upon concept of the nature of second language acquisition research and its relationship to the practical aspects of foreign language teaching, it is a work that consolidates what has already been accomplished in SLA research

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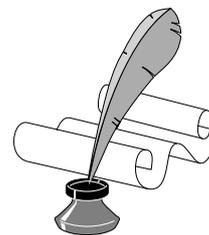
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## KATE NEWS

### Reports from the Council



#### General Affairs

Byungmin Lee, Secretary-General  
bmlee@snu.ac.kr



##### KATE Supported Nationwide English

KATE recently supported the 2002 Nationwide English Contest for Secondary School and College Students. This annual event was held in affiliation with DongA Ilbo, International Communication Foundation (ICF), and the Ministry of Education. The 4th Contest for High School Students was held on August 3 and 4th with a total number of 59 finalists selected from participants from

across the country. Both groups were tested on their writing and speaking skills.

##### New Policy on Paper Submission

The KATE executive council has decided to accept papers for the official journal of KATE, 'English Teaching' through

e-mail. The new procedure has been designed to make the submission process faster and more efficient for members. Thus, submission, confirmation, acceptance letters will be sent through email by the Editorial Committee.

#### Publications

Won-Key Lee, Vice President  
wkl@snue.ac.kr



##### New Management, New Resolutions

Reshuffle! The KATE Executive Board acquired new officers around the end of July 2002, and in the reshuffle I was appointed vice president of the KATE, a post which entails taking charge of the publication of English Teaching, the KATE journal. While the honour of the appointment has by no means worn off, the responsibility of the post is beginning to weigh more heavily on my mind. Every day, I sense the keen enthusiasm that KATE members and even non-members have for the journal. Like other members, I sincerely thank my predecessors for their work, which has made our journal the best of its kind in Korea. It will be a hard act to follow!

But I am now quite resolved to do my best in order to meet the members' expectations, in full cooperation with the newly appointed editorial board members and editorial committee members. I hope that during my term of office all KATE members will cooperate in order to make the best better yet.

##### Contributions by e-mail

Most of us live and work with e-mail these days, so it's a resource that is there for the taking in our journal work as well. We've decided to use it for most of our business: submissions, acknowledgement of receipt,

review, and reviewer recommendations to the editorial board. This will save resources, effort, time, and maybe even a tree or two.

Contributors are advised to use **MS WORD** for their submissions, and submit them electronically to the editor-in-chief (Prof. Won-Key LEE: [wkl@snue.ac.kr](mailto:wkl@snue.ac.kr)). The **REVIEWING FEE** for the contributed article, 50,000 won (US\$40), should be paid in to the KATE bank account\* (see below) before the article transmission, and notification of payment should be sent, again by e-mail, to both the editor-in-chief and the treasurer (Prof. Shin Dongil: [shin@sookmyung.ac.kr](mailto:shin@sookmyung.ac.kr), Choheung Bank 366-01-069405, in the name of the KATE). Notice of receipt will be e-mailed to contributors.

After a careful and thorough review of the contributed articles by our editorial committee, all the contributors will be informed about the results of their article review by e-mail as well. Those contributors whose articles have finally been selected for publication in English Teaching are then required to pay a **PUBLICATION FEE**, 100,000 won (US\$80). (If the reported research is supported or subsidized financially by sponsors, the fee is 200,000 won.)

The first printed galley will be posted to each contributor, and it is the author's responsibility to proofread and correct it where necessary. (Negligence in proofreading and correction of the first printed draft may result in being excluded from the journal upon final publication.)

### Call for Papers for the KATE Journal

Submissions to the KATE journal should be papers that have never been published in any form at home or abroad. They should be related to research on theoretical and practical issues in EFL/ESL learning, teaching and testing. All submissions are strongly advised to include relevant pedagogical implications.

A candidate paper should be no more than 25 double-spaced pages, including an informative abstract of not more than 200 words. It should conform to the style guidelines of the American Psychological Association. (See details at the end of the winter issue of the journal, Volume 55). The dead lines for each issue are as follows:

- \* Spring issue --> December 1st
- \* Summer issue --> March 1st
- \* Fall issue --> June 1st
- \* Winter issue --> September 1st

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## Conferences

Jai Hee Lee  
 Conference Program Chair  
 jhlee55@inue.ac.kr



The 2003 Winter KATE International Conference will be held on Saturday, February 15, 2003, co-hosted by KATE and Yonsei University. The theme of the conference is "English for Special Purposes vs. General Purpose English in the EFL Context". On Friday, February 14, pre-conference sessions will be organized by various Special Interest Groups (SIGs), in the form of either lectures or workshops. The conference will feature internationally renowned scholars, and several concurrent sessions in the areas related to the conference theme and English teaching in general.

Titles of potential presentations should be sent to the conference chair by Saturday, November 23, 2002, and abstracts (within 500 words) by Saturday, December 21, 2002. When submitting an abstract, please include the following information: name, affiliation, mailing address, (mobile) phone numbers, and e-mail address. E-mail submission (with a MS Word or Hangul file attachment) is preferred.

For further details, please contact Prof. Jai Hee Lee (Conference Chair, Incheon National University of Education) by e-mail at <jhlee55@inue.ac.kr> or by phone at (032) 540-1334 (Office).

### KATE Winter Conference 2003

*English for Special Purposes vs.  
 General Purpose English in the EFL Context*

February 15, 2003 (Sat.)  
 Yonsei University, Seoul, Korea  
 Contact Dr. Jai Hee Lee at: jhlee55@inue.ac.kr

## KATE Website

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### KATE Website to be Updated

In order to improve its services, the KATE Website <<http://www.kate.or.kr>> will be updated soon. Among planned updates, the archive service for articles published in English Teaching, KATE Journal, will be modified to enhance its usability. A new KATE mailing list service will

be added. As a KATE member, you will be subscribed to the list automatically. However, you will be able to change your subscription status at the KATE site. Please visit our KATE site; your comments on the update would be most welcome.

## Members in the News

### Appointments

강승만 (University of Florida) 상주산업대학교 영어과 조교수로 임용됨.

김임득 (한양대) 한국영어학회 회장으로 추대됨.

김주혜 (Univ. of Texas at Austin) 한국디지털대학교 실용어학과 조교수로 임용됨.

박약우 (인천교대) 한국외국어교육학회 회장으로 추대됨.

### Publications

김덕기 (고려대) [2002. 9]. Non-native English Teacher. Paper presented at the 41st JACET Annual Convention, Aoyama Gakuin University, Aoyama Campus, Japan.

김성연 (한양대) [2002. 7]. Korean EFL Learners' Reflections of CMC and FFC. Paper presented at the 6th ROCMELIA conference, National Kaohsiung University of Applied Sciences, Kaohsiung, Taiwan.

김인석 (동덕여대) [2002.7]. Vocabulary Learning Research and Development of a Cognitive Vocabulary Learning System. Paper presented at the 6th ROCMELIA conference, National Kaohsiung University of Applied Sciences, Kaohsiung, Taiwan.

문영인 (서울시립대) [2002. 9]. The Nature of Plagiarism in Korean University Students' Summary Writings. Paper presented at the 41st JACET Annual Convention, Aoyama Gakuin University, Aoyama Campus, Japan.



박준언 (숭실대) [2002.7]. Vygotsky's Zone of Proximal Development and Its Implication on Korean EFL Education. Paper presented at the 13th ICKL(International Conference on Korean Linguistics), University of Oslo, Norway.

오준일 (부경대) [2002. 9]. The Role of Assessment in Teaching English as a Foreign Language in Korea. Paper presented at the 41st JACET Annual Convention, Aoyama Gakuin University, Aoyama Campus, Japan.

이창인 (배재대) [2002.7]. An Analysis of Web-based Instruction Based on Learning Styles. Paper presented at the 6th ROCMELIA conference, National Kaohsiung University of Applied Sciences, Kaohsiung, Taiwan.

정규태 (한남대) [2002.7]. The Implications of Speech Technology in the CALL Software: Its Myth and Reality. Paper presented at the 6th ROCMELIA conference, National Kaohsiung University of Applied Sciences, Kaohsiung, Taiwan.

조세경 (경희대) [2002.7]. Using SchMOOze University for Korean EFL Learners. Paper presented at the 6th ROCMELIA conference, National Kaohsiung University of Applied Sciences, Kaohsiung, Taiwan.

## NEWS FROM OUR PARTNERS

### The Latest from IATEFL



#### IATEFL SIG

IATEFL's Special Interest Groups (SIGs) play a major role in the association's activities; organising events around the world as well as producing newsletters with "cutting edge" articles in their various specialist fields. They are a "must" for any teacher who wishes to keep up to date with the latest developments and newest ideas in whatever specialist area of the professional they are interested in. Here are the details of the SIGs.

\* Business English: Business English SIG (BESIG) is for anyone with an interest in the use of English for business purposes.

\* Computers: Computer SIG is for anyone interested in the application of computers in the teaching or learning of English.

\* ELT Management: ELT Management SIG is for people interested in developing their management capabilities in the increasingly challenging field of ELT.

\* ESP: This SIG is for anyone interested in English for Specific Purposes (ESP), such as medicine, law and engineering..

\* Global Issues: Global Issues SIG (GISIG) is for anyone with an interest in how issues of global importance impact upon English teaching and learning.

\* Learner Independence: Learner Independence SIG is for anyone with an interest in enabling learners to learn independently.

\* Literature & Cultural Studies: Literature and Cultural

Studies SIG is for anyone involved in teaching language through literature and culture..

- \* Media: Media SIG is for anyone interested in the use of moving images in ELT..
- \* Pronunciation: Pronunciation SIG (PronSIG) is for teachers interested in integrating pronunciation skills with language teaching..
- \* Research: The Research SIG is for anyone interested in research into teaching and learning processes within ELT..
- \* Teacher Development: Teacher Development SIG is for teachers interested in the interplay between the personal and professional development of teachers..
- \* Teacher Trainers & Educators: Teacher Trainers and Educators (TTed) SIG is for anyone involved in the training and professional development of ELT teachers..
- \* Testing, Evaluation and Assessment: Testing, Evaluation and Assessment SIG (TEA-SIG) is for

anyone involved in this important aspect of ELT..

- \* Young Learners: Young Learners SIG is for teachers involved in the teaching of children and teenagers.

The Special Interest Group Symposium at Sabanci University is in Istanbul on September 13-15, 2002. To find out more about this SIG and to join IATEFL, contact the addresses below.

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Website: <http://www.iatefl.org>

**Upcoming Events: 2002-03**



**OCTOBER**

- 3-5 KOREA The Korea Association of Multimedia-Assisted Language Learning (KAMALL) 2002 International Conference: "A New Paradigm for Innovative Multimedia Language Education in the 21 Century." Seoul. Contact Conference Chair In-Seok Kim at: [iskim@www.dongduk.ac.kr](mailto:iskim@www.dongduk.ac.kr) Website: <http://www.kamall.or.kr/>
- 5-6 KOREA The 10th Korea TESOL International Conference: "Crossroads: Generational Change in ELT in Asia." Sookmyung Women's University, Seoul. Call for papers deadline: June 15. Contact Conference Committee Chair Gerry Lassche at: [glassche@yahoo.ca](mailto:glassche@yahoo.ca) Website: <http://www.kotesol.org>
- 12-13 PERU Peru Association of Teachers of English (PATE) 6th International Conference. Santa Clara. Contact: [appi20@hotmail.com](mailto:appi20@hotmail.com)
- 14-16 THAILAND International Conference on Learning and Teaching (COLT 2002): "The Challenge of Learning and Teaching in a Brave New World: Issues and Opportunities in Borderless Education." JB Hotel, Hatyai. Contact the Secretariat Dr. Preemon Nakarin at: [colt@hcc.ac.th](mailto:colt@hcc.ac.th) Website: <http://www.hcc.ac.th/colt1/>
- 17-20 MEXICO MEXTESOL XXIX Convention. Monterrey. Contact Octavio Espinoza at: [voespino@hotmail.com](mailto:voespino@hotmail.com) Website: <http://www.mextesol.uvmnet.edu/>

**NOVEMBER**

- 2-3 RUSSIA University of Tambov: "Discourse in Language Teaching: Methodology of Research." Tambov. Contact Dr. Radislav Millrood at: [millrood@millrood.tstu.ru](mailto:millrood@millrood.tstu.ru) Website: <http://www.elt.freehomepage.com/custom2.html>
- 8-10 TAIWAN The 4th Pan-Asian Conference and 11th International Symposium and Book Fair on English Teaching: "ELT in Asian Contexts: Four PCs in the 21st Century." Taipei. Contact Conference Chair Johanna E. Katchen at: [katchen@mx.nthu.edu.tw](mailto:katchen@mx.nthu.edu.tw) Website: <http://mx.nthu.edu.tw/~katchen/pac4.htm>
- 21-23 CANADA The 30th Annual TESL Ontario Conference: "Bridges to the Future." Toronto Colony Hotel, Toronto, Ontario. Contact the TESL Ontario Office at: [office@teslontario.org](mailto:office@teslontario.org) Website: <http://www.teslontario.org/conf/conf.html>
- 22-24 JAPAN JALT 28th Annual International Conference on Language Teaching and the Educational Materials Exposition: "Waves of the Future." Shizuoka. Contact Joseph Tomei at: [jtomei@kumagaku.ac.jp](mailto:jtomei@kumagaku.ac.jp) Website: <http://www.jalt.org/jalt2002/call/index.html>
- 22-24 UNITED STATES ACTFL 2002: "Beyond Our Customary Borders: Language and Culture in Context." Salt Lake City, Utah.

Contact Louise Patierno at: [lpatierno@actfl.org](mailto:lpatierno@actfl.org) Website: <http://www.actfl.org/>

**DECEMBER**

- 12-15 HONG KONG The 24th Language Testing Research Colloquium: "Language Testing in Global Contexts." Asian Centre for Language Assessment Research, The Hong Kong Polytechnic University. Contact: [egACLAR@polyu.edu.hk](mailto:egACLAR@polyu.edu.hk) Website: <http://www.engl.polyu.edu.hk/ACLAR/trc.htm>
- 16-21 SINGAPORE AILA 2002 - The 13th World Congress of Applied Linguistics: "Applied Linguistics in the 21st Century: Opportunities for Innovation and Creativity." Suntec City International Convention and Exhibition Centre. Contact Conference & Travel Management Associates Pte Ltd at: [ctmapl@singnet.com.sg](mailto:ctmapl@singnet.com.sg) Website: <http://www.aila2002.org/>

**2003**

**JANUARY**

- 23-25 THAILAND The 23rd Annual Thailand TESOL International Conference: "ELT 2003: Culture, Content, Competency." Bangkok. Contact President Suchada Nimmannit at: [Suchada.N@Chula.ac.th](mailto:Suchada.N@Chula.ac.th) and Program Chair Chaleosri Pibullchol at: [chal@psm.swu.ac.th](mailto:chal@psm.swu.ac.th) Website: <http://www.thaitesol.org/events/index.htm>
- 31-1 FEB. SPAIN The 6th International Conference on Languages for Special Purposes: "The Role of Information Technology in LSP Research and Pedagogy." Vilanova i la Geltru, Barcelona. Contact Antonia Soler at: [soler@fib.upc.es](mailto:soler@fib.upc.es) Website: <http://www.upc.es/eupvg/cilfe6/index.htm>

**MARCH**

- 25-29 UNITED STATES Teachers of English to Speakers of Other Languages, Inc. (TESOL). Annual Conference. Baltimore Maryland. Contact: [conventions@tesol.org](mailto:conventions@tesol.org) Website: <http://www.tesol.org/conv/t2003/pp/index.html>

**APRIL**

- 23-26 UNITED KINGDOM International Association of Teachers of English as a Foreign Language: The 37th International Annual IATEFL Conference and Exhibition. Brighton, England. Contact: [generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org) Website: <http://www.iatefl.org/frameset/frame.asp?../conference.asp-mainFrame>

**MAY**

- 7-10 CANADA WorldCALL 2003 Conference: "CALL from the

Margins." Banff, Alberta. Contact Program Committee Chair Peter Liddell at: [pgl@uvic.ca](mailto:pgl@uvic.ca) Website: <http://www.worldcall.org/>

## JUNE

6-7 HONG KONG The 3rd International IT & Multimedia in English Language Teaching Conference (ITMELT 2003): "Computer-Enhanced

Language Learning: Secondary and Tertiary Environments, Processes and Products." English Language Centre of The Hong Kong Polytechnic University. Contact Ms. S. Fitzgerald at: [itmelt2003@elc.polyu.edu.hk](mailto:itmelt2003@elc.polyu.edu.hk) Website: <http://elc.polyu.edu.hk/conference>

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## The KATE NEWSLETTER CONTRIBUTOR GUIDELINES

*The Kate Newsletter* is partial to a wide variety of submissions. These may include (but are not limited to) the following categories.

**TEACHER FEATURE:** This is our feature article. Based in classroom experience or research, it discusses teaching, learning, methods, policies, materials, training, practical

activities and/or abstract theory. It should be between 1000 and 3000 words in length.

**REGULAR COLUMNS:** These are written by regular KATE teacher-writers, but contributions or counter-contributions may also be submitted by any KATE member. We propose (at least) a column for classroom

experiences and anecdotes, another one for lesson plans and activities, and a third for discussing the larger picture which surrounds our profession, including literature, culture, and the role of English worldwide.

**GUEST COLUMNS:** These may be submitted by people who are not KATE members. They may respond to issues raised by feature articles or regular columns, or they may address novel issues. They should, however, be 500 to 900 words in length.

**AGREE TO DISAGREE:** This is a space set aside for professional debate. Future issues may include Teaching English Through English, "alternative" testing, "affective" methods, Whole Language vs. Phonics, "level-based" teaching, elementary English education, "Korean English", and public vs. private education. Contributions should be controversial, and around a thousand words in length.

**LETTERS TO THE EDITOR:** Letters on almost any subject are most welcome. There is no minimum limit for these, although if they exceed five hundred words they may be run as a guest column.

**CARTOONS:** Artwork, with or without jokes, is welcomed by the editors and most especially by the readers. Student work that is exemplary or instructive in

some way is particularly prized.

**REPORTS:** Regular reports by KATE executive officers keep the membership up to date on the activities and events of the organization. Submissions should be around 500 words.

**REVIEWS:** These may cover books, materials, CD-ROMs, videotapes, and other materials related to English teaching. They should be 500 to 750 words in length. Reviews should be of relevant and recently published materials, never previously reviewed in a KATE publication.

**NEWS ITEMS:** Announcements for upcoming events or reports of ongoing research should be short, not exceeding 150 words in length.

All submissions should conform to the APA (American Psychological Association) Style Guidelines and should be submitted no later than the first day of the month coming two months prior to the month of publication (that is, April, July, or December). Submissions should be made electronically to the *Newsletter* editors (see the Table of Contents).

## Joining KATE

### Why Join KATE?

\* KATE is one of the leading academic associations in Korea interested in research and practice regarding teaching English as a foreign language (TEFL). Thus, KATE provides its members with an opportunity to contribute to and extend the goals of KATE and English education in Korea.

\* The opportunity to participate in lively, friendly academic events such as the biannual conferences (February and June) and other special seminars and events. Many new members presenting papers for the first time at the biannual conferences have opportunities to meet well-known scholars from around the world and also become part of a network to develop a professional career in English education in Korea.

\* Valuable and useful publications:

- *English Teaching* (영어교육), KATE's academic journal, four issues per year, including two international issues exclusively in English.
- *The KATE Newsletter*, published thrice-yearly, which includes general and short research articles on English teaching, news about KATE and conferences, and other events both domestic and international.
- The Edited Proceedings of the biannual academic conferences.
- The annually updated Membership Directory including names and contact information for KATE members.

\* For graduate students, the opportunity to benefit from academic conferences and get a glimpse of the most recent academic issues.

\* The opportunity to receive one of the annual Outstanding Research Paper Awards from KATE.

\* An opportunity to submit a research paper to KATE's *English Teaching* (영어교육), the highest rated English teaching and learning journal in Korea (rated by the Korea Research Foundation).

### How to Join KATE

Please complete the membership application form below and send it to:

Secretary-General Byungmin Lee, Ph.D.  
 Department of English Education, Seoul National University  
 San 56-1 Shillim-dong, Kwanak-gu  
 Seoul 151-742  
 Republic of Korea

Mark "KATE sub" clearly on the envelope. Applications can also be faxed to the Secretary-General at +82 (02)880-7671.

### Membership Rates

KATE has two membership categories: regular membership and special membership. Regular membership is open to specialists in teaching English, such as teachers, teacher trainers, researchers, and administrators. Libraries and publishing companies constitute special members. The application fee for all is 25,000 won. Annual membership dues are 25,000 won for regular membership and 30,000 won for libraries and publishing companies. (New memberships from overseas total US\$80.)

Send your fee to Treasurer Dongil Shin (Email: shin@sookmyung.ac.kr) through one of the following accounts: Cho Heung (조흥): 366-01-069405. For further information on membership applications, please contact Secretary-General Byungmin Lee (Email: bmllee@snu.ac.kr).

# 한국 영어교육학회

## The Korea Association of Teachers of English

151-742 서울특별시 관악구 신림동 산 56-1 서울대학교 사범대학 영어교육과  
 전화: (02) 880-7677 Fax: (02) 880-7671  
 Dept. of English Education, Seoul National University  
 San 56-1 Shillim-dong, Kwanak-gu, Seoul(151-742)

### 개인 회원 입회 신청서 및 회원 신상 기록 카드

#### Membership Application / Member Information Form

한글이름 / Name in Korean	영문이름 / Name in English	주민등록번호 / Resident Identity No.	
직장 / Affiliation		직위 / Position	
우편주소 / Mailing Address □ □ □ - □ □ □			
전자우편 / Email Address	전화번호 / Phone No. (O) (H)	휴대전화번호 / Cell Phone No. (Optional)	팩스번호 / Fax No. (O) (H)
최종학위 / Highest Degree Received	수여학교 / Conferring School	수여년도 / Year Conferred	
제1전공 / Primary Area of Specialization		제2전공 / Secondary Area of Specialization	
회원구분 / (해당란○표) Check Type of Membership to the Right.	일반회원 / Regular Membership		도서관 및 기관회원 / Library or Institution Membership
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귀 학회의 목적에 찬동하고 회원으로 가입하고자 이 신청서를 제출합니다.  
 In submitting this application, I hereby agree with the principles and goals of KATE.

신청년월일 / Month, Day, Year of Application

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한국영어교육학회장 귀하  
**Submit to the President of KATE**