ON THE INSIDE

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

Thus far, KATE has held conferences twice a year, one in winter and the other in summer. However, in an effort to solicit high-quality, research-based academic papers, KATE has recently decided at the general meeting to reduce the number of conferences to one. Thus, starting from year 2004, KATE will hold an annual international conference in June, with distinguished speakers from around the world in attendance. As always, speakers from colleges, elementary and secondary schools, and educational institutions around the country will be welcome to give presentations on research in recent theories and practices in teaching English. In order to properly serve its members, who are based in different regions, the conference venue will be rotated among universities in the different regions of the country, often co-hosted by KATE and one of the regional associations of English teachers.

Publications

The KATE FORUM 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 FORUM* 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 30,000 won. The annual dues are also 30,000 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

From Strength to Strength, and from "Newsletter" to "Forum"

Oryang Kwon
Seoul National University

The torch of KATE's leadership was handed over to me last July, in the wake of the historic performance of the Korean soccer team at the FIFA Tournament held in Korea and Japan. In addition to the World Cup feast, the year 2002 witnessed the fever of candle-lit demonstrations by our people and a very exciting presidential election for the nation.

The new executive board of KATE has published two issues of the journal, *English Teaching*, and an issue of the *KATE Newsletter. English Teaching* continues to improve its quality and quantity. It's now an international journal, with the acceptance rate of the submitted articles around 50 percent.

For the one-day conference in February, 8 international scholars and 30 Korean scholars submitted abstracts. The executive board has also been meticulously preparing for the international conference to be held in June, 2003.

The executive board innovated KATE's electronic infrastructures in an effort to make the Association viable in the new century, by improving the home page of KATE, setting up e-mail discussion lists for board members and for the entire KATE membership, and establishing a data base of the members. I would like to thank Professor Young-Woo Kim and other board members whose laudable efforts made all these innovations possible.

The KATE executive board is striving to propel the Association in the direction of greater academic professionalism. As a first step in that direction, KATE had, for the first time in its history, pre-conference workshop/seminar sessions on February 14, 2003, with special interest groups (SIGs) for English language testing, English materials, English for Specific Purposes (ESP), and English language teaching information. Another change is in the name of our newsletter, from *KATE Newsletter to KATE FORUM*, in order to accommodate the increasing needs of the members to publish in a more academically oriented magazine.

The year 2003 marks the 120th anniversary of official English education in Korea. Reflecting on the 120 years of English teaching, KATE plans to expand its horizon by increasing international cooperation and exchanges and holding multinational conferences and developing joint projects among international associations. We encourage all KATE members to actively participate in these adventures.

I extend my hearty thanks to all KATE members for your continuous support and assistance. I wish you a very happy and prosperous new year.

FEATURE ARTICLE

Corpora and Language Teaching

Michael Barlow
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Two basic questions to consider in language teaching are what to teach and how to teach it. The simplicity of these questions contrasts with the considerable complexity of the issues related to the design and implementation of language courses. But we can use them as a starting point in order to consider some aspects of the use of corpora in language teaching, a topic that is currently of interest to English languages teachers in the US and other countries around the world. The use of a corpus, that is, one or more texts in digital format, has considerable importance for the first of these questions. The question of how to teach using corpora in the classroom is more complex and in this article I will approach this issue by giving some brief illustrations of some corpus-based exercises.

Frequency information

Let us consider, then, the question of what to teach. Corpora are of particular interest if the materials to be presented to the student are designed to reflect English as it is used in various communicative situations, rather than, say, an artificial selection of vocabulary and grammar prescribed by an examination board. We can skip the difficult issues related to the specification of the target language, whether it is the language of young Americans or the writings in business journals or some kind of international English lingua franca. The main point is that once the target, a variety or varieties of English, is selected, then some corpora can be acquired or created that reflect that target. The teachers and researchers at the University of Michigan, for example, have created a corpus (MICASE) that represents the language used in a variety of settings around the campus. This corpus can then be used to inform the teaching of academic English to incoming foreign students (Simpson and Swales 2001). This is not to suggest that corpus compilation is easy; it is not, especially in the case of a corpus based on spoken language. Nevertheless, once a corpus is created, it can be exploited to improve language teaching in numerous ways.

Why do we need a corpus at all? Why can't we simply rely on the words and phrases selected by native speakers for inclusion in coursebooks? The answer is that while native speakers know the language in one sense, their intuitions about usage and frequency are not sufficient to select the appropriate items for instruction. The words or phrases used in textbooks are, of course, likely to be instances of English, but materials writers generally rely on their intuitions when choosing words for inclusion in course materials (Tomlinson 1998: 87). Hence the selection depends on whichever words happen to come to the course designer at a given moment, and the result is a somewhat haphazard selection. This problem is exacerbated by the fact that the words included in teaching materials are sometimes viewed simply as props needed to illustrate the main focus of interest, namely, grammatical structures.

Let us get back to the basic question of what words to include in a syllabus or course. We will consider some other issues in word selection below, but first let us turn to the use of a corpus to find out what the most frequent words are. In one sense this procedure is straightforward. You simply use a utility or program such as MP 2.2 to obtain a frequency-ordered word list from a corpus. The top ten words from a frequency list based on a British newspaper corpus are shown in Figure 1.

Rank	Frequency	Percentage	Word
1	2399703	5.2242%	the
2	1261891	2.7472%	of
3	1147127	2.4973%	to
4	1005529	2.1891%	a
5	985137	2.1447%	and
6	790149	1.7202%	in
7	479240	1.0433%	is
8	419778	0.9139%	that
9	404627	0.8809%	for
10	393817	0.8573%	The

Figure 1. Most frequent words

As is normal, the most frequent words in the list are what are referred to as the function or grammatical words. Looking further down the list, we find content words appearing, as shown in the sample in Figure 2.

The rank number in these lists illustrate what is meant by the most common 1000 words, the most common 5000 words, and so on, although such sets may refer to word families or lemmas rather than words. The *have* lemma, for instance, covers all inflected forms: *has, have, had,* etc.

Rank	Frequency	Percentage	Word
117	35160	0.0765%	where
118	35099	0.0764%	three
119	34805	0.0758%	back
120	34718	0.0756%	company
121	34660	0.0755%	much
122	34635	0.0754%	Sunday
123	34445	0.0750%	They
124	34378	0.0748%	my
125	33952	0.0739%	then
126	33808	0.0736%	There

Figure 2. Frequent words ranked 117 to 126

Creating a word frequency list from an appropriate corpus can be used to guide the selection of vocabulary in course materials such that, all other things being equal, the more frequent words are included before the less frequent. Leech (1997:16) states: "Whatever the imperfections of the simple equation 'most frequent' = 'most important to learn', it is difficult to deny that the frequency information becoming available from corpora has an important empirical input to language teaching materials." The use of frequency information in guiding what words to teach is not a new idea and, in fact, a considerable amount of corpus-based research was carried out on vocabulary and frequency lists prior to 1950--before the advent of computers. In one of the first word lists produced for pedagogical purposes, Ayres (1915) investigated 380,000 words written by 2500 different people and from this he produced a list of the 1000 most frequent words in English writing. Ayres noted that the same words are repeatedly used in everyday communication. He found that the 50 commonest words made up more than half the words used in writing and that the 1000 most frequent words covered nine-tenths of the written words in his corpus. Data from COBUILD shows that the 50 most common words make up 36% of written and spoken texts. This marked disparity in the workload of words justifies the interest in using frequency-ordered word lists to create better language course materials.

Much of the early work on frequency lists was seen as an aid to vocabulary teaching and improving reading fluency. Faucett and Maki (1932) combined the word-lists of Thorndike (1921) and Horn (1926) in order to "provide teachers and students with a means of distinguishing indispensable, essential and useful words from special words in the English language." The use of such lists was controversial at this time, in part because some words absent from the list were commonly used in the classroom--*chalk* and *blackboard* are not in the top 4000 on Thorndike's list. And today it is clear that the compilation of language materials must be based on frequency information tempered by various pedagogical considerations. (See Mackey 1965: 176.)

Collocations

The previous section focussed on words, but corpus-based research reveals the important role of word combinations rather than isolated words in the functioning of language. To have a good command of English,

familiarity with a large number of word combinations, or collocations, is crucial. In other words, knowledge of language lies in knowing how and when to use items from a large stock of word combinations, sometimes referred to as chunks or prefabricated units. Phrasal verbs are one example of word combinations commonly taught in EFL courses, but there are many other types of word combinations which have been overlooked in language courses due to the fact that made-up sentences, such as those used in coursebooks, tend not to contain collocations. Examples of word combinations include tight collocations such as *chance meeting, margin of error, and high prices*, as well as and the looser word combinations found in the co-selection of nouns and verbs such as in *tension .. mounts, offer ... condolences, and discover ... the truth*.

Let us take the word *opportunity* as an example. We can ask what words are associated with, or collocate with, *opportunity*, once again using a newspaper corpus to provide the relevant data. The table in Figure 3 shows the collocates of *opportunity*. The column labelled 1-Left, which is an abbreviation of first word to the left, lists the most frequent words occurring immediately preceding *opportunity*. The most frequent words in this position are *the*, occurring 1415 times, *an*, occurring 753 times, and so on. These grammatical words are not so interesting and would not normally be considered collocates. So we scan further down the list where we find the true collocates of *opportunity* such as *great, golden, earliest, first, unique,* and so on.

2-Left		1-Left		1-Right		2-Right	
517	a	1415	the	2062	to	211	the
223	the	753	an	552	for	105	a
175	have	169	of	193	of	76	make
159	had	132	every	109	and	68	to
119	an	52	no	75	'	59	see
119	given	52	this	64	in	44	take
102	is	50	great	40	The	42	do
93	and	47	golden	39	that	38	be
92	at	45	The	32	is	34	get
89	as	44	earliest	23	was	33	put
76	of	41	and	23	not	31	have
69	take	41	first	23	2000	30	he
61	was	37	unique	20	It	30	buy
58	with	36	good	19	he	26	create
53	has	33	equal	19	but	26	by
49	took	31	rare	17	as	26	is
48	them	29	ideal	17	with	25	The
47	be	29	that	16	they	25	all
41	for	29	another	15	at	22	develop
34	seized	29	his	15	I	22	show

Figure 3. Collocates of *opportunity*

The 2-Left column gives an indication of some of the verbs used with *opportunity: have, give, take, and seize*. The 1-R column shows the words most likely to follow *opportunity: to, for and of.*

To see how these different collocates pattern together, it

is necessary to look at the larger context of the keyword *opportunity*, part of which can be seen in a concordance display of the sort shown in Figure 4.
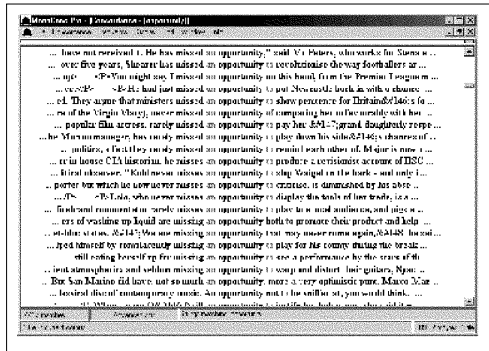

Figure 4. Sorted concordance lines based on *opportunity*

How does this kind of collocational information relate to language teaching? One consequence might simply be to introduce the common phrase *great opportunity* or *golden opportunity* into text materials, rather than the word *opportunity* by itself. In addition, the corpus provides information on the verbs commonly used with particular nouns and we can use sentences from the corpus such as *This is a great opportunity to sort out the problem*, which contains not only contain the phrase *great opportunity*, but also illustrates, in passing, the useful combination *sort out .. the problem*. These examples illustrate the idea that a corpus is a as source of authentic usage and a kind of complex reference work, like a dictionary or grammar.

So far we have seen how corpora can provide information about word frequency and collocate frequency, but other aspects of language-grammar, word meaning, and even cultural information-can be investigated in a similar manner (Sinclair 1991, Barlow 1997, Hunston and Francis 1999). The data gleaned from these investigations can then be used to create corpus-based learning materials or to produce materials that supplement existing coursebooks (Sinclair 1987, Tribble and Jones 1998, Aston 2001).

Classroom materials

So far we have looked at ways in which data derived from corpora can be used to guide the form of a language syllabus. In this final section I will give just a couple of examples of concordance-based language exercises for more advanced students.

One type of exercise is a variant on text reconstruction activities, which involves concealing the keyword in a series of concordance lines and asking the students to identify the missing word, as in Figure 5. In this example there is one word (*take*) that fits in all the gaps.
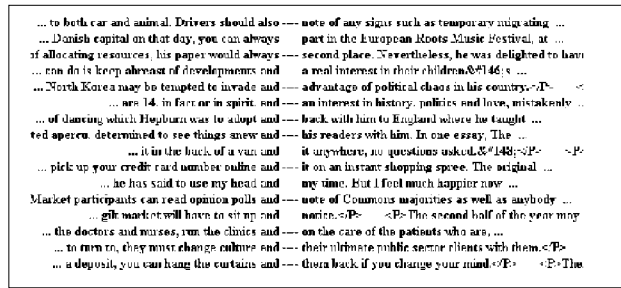

Figure 5. Concordance lines with the keyword (*take*) omitted

To complete the exercise the student must process instances of authentic language, making use of contextual information and knowledge of the more likely word combinations. One way to approach this exercise is look at the first instance and write down several words which might fit in the slot, then move to the next instance and again list possibilities for the concealed word. This KWIC (Keyword in Context) format may be off-putting to students, at least initially, but under the guidance of their teachers they should be able to adapt easily to this kind of display. The concordance lines in Figure 5 are presented here exactly as they appear in the corpus, but clearly readability can be improved by the removal of mark-up and perhaps by some minimal editing of the language used, substituting pronouns for proper names, for instance. In some instances it may also be preferable to switch to a sentence format. One advantage of the KWIC format, however, is that it naturally focusses student's attention on the most relevant information, that is, the words immediately adjacent to the missing word.

In a related exercise, shown in Figure 6, the concordance lines are based on two words (*take* and *make*) and the aim of the exercise in this case is to select the appropriate word for each line.
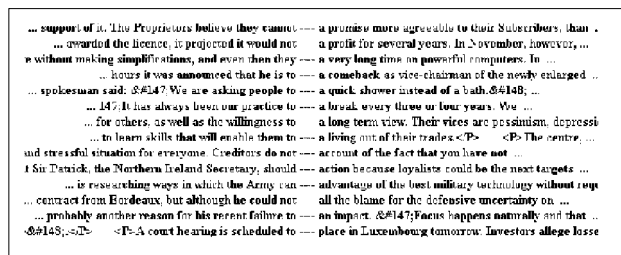

Figure 6. Concordance lines with the keyword (*take* and *make*) omitted

These concordance exercises are deductive in nature. Alternatively, concordance samples can be used in inductive approaches in which a student is led, perhaps through a succession of analyses of corpus data, to discover categories or patterns in the data (Johns 1991). Looking at the data in Figure 7, for example, one might ask students of English to identify the main uses of the hand in the examples shown. The students may be asked to pick out the instances of hand that refer to the body part, identify and classify the metaphorical uses, or categorise the instances according to other criteria.

Figure 7. Concordance of the word *hand*

Summary

These examples illustrate the kinds of corpus-based exercises that can easily be created using a concordance program. Other suggested uses of concordance software mentioned in Barlow (1992) involve the comparison of different varieties of language such as that of student versus native speaker (writer); "standard" English versus scientific English; and the language in texts of different modes, registers, genres.

The main advantage of using corpora in language teaching comes from direct access to data on language in use. Such information can be used to inform syllabus design and to help with the creation of language teaching materials used by students, as discussed in brief in this article. It is clear that corpora provide crucial information on what to teach in a particular course. The application of corpora to the question of how to teach language is more challenging and in the coming years teachers and researchers will need to find a way to integrate form-focussed activities based on corpus materials with meaning-based communicative language activities.

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GUEST COLUMN

The Need for Level Tests[1]

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In order to give proper instruction, it is essential to assess students' English ability. It is also essential to evaluate the progress being achieved by the students in order to check the quality of education being provided. A practical method to accomplish these tasks is proficiency tests. They are generally quite adequate to determine students' level-their knowledge of vocabulary and grammar as well as reading and listening comprehension.

Although speaking and writing are frequently skipped for logistic reasons-long hours of testing and processing as well as the large pool of highly trained examiners required- these tests serve as useful landmarks to chart the courses to be taken by both learners and teachers.

For countries like Korea and Japan, with their dependence on international trade, a good command of English is a matter of national survival. English education, therefore, has to be monitored at various stages through a systematic method of evaluation to ensure its quality. Yet, Japan has not required any standardized national level tests throughout its English education system.

One might wonder why this situation has been left unattended for so long. One reason is that entrance examinations have long been *de facto* level tests in Japan.

Both students' and teachers' levels and achievements have been measured by success in entrance examinations. Throughout secondary education, therefore, the emphasis has been on acquisition of test-taking skills rather than the actual content or communicative skills. Once students got into universities, they generally stopped making further efforts; companies hired them on the merit of their success in entrance examinations and provided in-house English training if necessary. In fact, they preferred to do the training on their own so that rookies could smoothly fit into their individual corporate culture. In sum, the quality of the English education programs in universities was, in practice, never seriously questioned.

All this changed when the economic bubble burst about ten years ago. Now companies are demanding students with sufficient command of English so they can be put to use immediately without costly in-house training. Employment and promotions may now be based on the employees' English abilities. To cite just one example, at Komatsu, a construction machinery company, one has to have more than 500 points on TOEIC to have a managerial position. Although 500 points on TOEIC probably sounds very basic by most Korean companies' standards, the increase in the use of such tests indicates a serious change in attitude toward English in many Japanese companies.

It is under such circumstances that the Japanese Ministry of Education (MEXT) announced in July 2002 a scheme entitled *Developing a strategic plan to cultivate "Japanese With English Abilities"* (http://www.mext.go.jp/english/news/2002/07/020901.htm). According to the strategic plan, the attainment targets for junior high school graduates are the third level of the STEP (Eiken or Society for Testing English Proficiency) tests on average, meaning "ability to hold simple conversations comprising greetings and responses and a similar level of reading and writing." For senior high school graduates, the targets are the second level or semi-second level of the STEP test. In universities the targets are supposed to be established in each university "with a view to cultivating human resources capable of using English in the work place." Opinions may vary about the appropriateness of these target levels. Still, the plan is a step in the right direction to monitor the progress and the products of English education in Japan.

STEP tests are not the only possible level tests to be used. A recent MEXT-financed study recommends the use of TOEFL and TOEIC for exit tests and suggests STEP, IELTS and Cambridge English tests as other alternatives in tertiary schools. While TOEFL and TOEIC are reliable level tests, they reflect a western lifestyle and may not necessarily be suitable for Asian countries like Korea and Japan. On the other hand, STEP tests address Japan's specific needs as they reflect the Japanese educational system directly even though they need to be reorganized

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[1] The views expressed in this article are those of the author(s) and do not necessarily reflect the views of the editorial board or KATE. Both the editors and the author(s), however, welcome those with contrary views to write in and contribute to an ongoing discussion.

and improved to be a more reliable determiner of proficiency levels.

Another possible candidate for standardized level tests in Japan would be the "Center Tests" conducted by the National Center for University Entrance Examinations, currently taken by over half a million students. The tests were originally for public universities but in 2003 more than 300 private universities will also participate. It has virtually become standardized level tests for senior high schools. It should not be too difficult to set up level tests based on the Center Tests.

While the best level tests are yet to be developed, there is an urgent need for Japan to introduce a monitoring system. In October 2002, I had the honor of attending the international conference on the Applicability of English Level Tests to Korea, sponsored by Korean Institute of Curriculum and Evaluation and the British Council. I was struck by the similarity between the two countries, although Korea is ahead of Japan as represented in the introduction of English education in elementary schools. Both Korea and Japan need level tests to establish attainable targets. Without visible targets to strive for, learners will be lost. Without reliable assessments, effective teaching will not be achieved.

Hiromi Kobayashi graduated from Tsuda College in Tokyo, with a BA in English literature. She worked in Mitsubishi Shoji for a short time, and obtained an M.F.A. (Master of Fine Arts) in creative writing at the University of North Carolina at Greensboro. She taught at Tsuda College and Japan College of Social Work. Currently she is a professor in the Dept. of International Studies at Bunkyo University, Japan

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TEACHING IDEAS: Students as Guides

The Twofold Benefits of a Student-Guided Session

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"When one teaches, two learn."
(Half, 2002)

As educators, we know that it is very difficult to teach something we ourselves do not understand. In teaching my second language to high school and university students, I have found that learning something well enough to teach it really cements that information in my mind. As Stanford University professor Diane Manuel notes, "Good teaching is a balance between thorough preparation and on-the-spot improvisation" (Manuel, 1997). The very act of teaching in another language helps me to think on my feet in my second language.

I decided to make use of this phenomenon of learning through teaching by introducing student "guiding" in the classroom. Though it's possible to use two classes at the same level, I found it works best to use one upper level and one lower level class. If you don't teach two levels, you might enlist the participation of another instructor.

Both the upper and lower level classes benefit in several ways. The upper level class (who serve as 'guides') can profit from preparing and presenting a lesson on a topic they find challenging. The lower level class benefits both in hearing an explanation of topics of interest and by expressing their questions to other non-fluent English speakers. They also profit from writing an audience-specific thank-you card to their guide. According to the Curriculum and Assessment Authority of Australia, an essential aspect of contextual understanding of a second language comes in having the flexibility to modify what one writes to fit the audience (Victorian Curriculum and Assessment Authority Melbourne, 2002). Throughout the process, students practice the essential skills of speaking, listening, and writing.

Below is a flexible outline of how to implement the student-as-guide project. Allot a total of five time slots (see Appendix A for a detailed schedule).

Upper level class:
Introducing the topic of 'Student as guide'

Begin by discussing how student guiding is helpful to the guide as well as to the student being guided. Ask students to share with the group the last time they taught something to someone else. It could be helping someone use the computer, teaching someone to cook a certain dish, etc. Mention how generally before teaching something, you must make sure you understand the topic yourself. Ask whether or not students have ever learned something better by helping someone else understand a

topic (learned more about a certain computer program while guiding someone else through it, for example).

Explain that you are entering a project with a lower-level class that will involve their becoming teachers (or "guides") for a day. Ask that they pay particular attention in this class and others as to how they like to learn and what they would do differently were they the teacher.

Lower level class:
Introducing non-fluent speaker interaction, generating and explaining topics

Discuss with students any difficulties they might have encountered in your class or other English classes in formulating questions to the instructor. Point out that it is often even more difficult in the real world to make others understand their questions. Perhaps ask if students have spoken English to non-fluent speakers. Emphasize how their use of English both here in Korea and outside the country will include speaking with other second language speakers of English.

Describe the Student-as-Guide Session (outlined below). Then, as a homework assignment, ask students to write 3 questions or topics that they would like to work on with another student. They could be new topics or topics already discussed in class that the student would like to review. Encourage a mixture of functional topics (how to apologize or how to make invitations, for example) and grammatical questions (for instance, how to use 'I wish...' or transportation prepositions-ride in a car, on a boat, etc.).

On the day their homework is due, have students discuss their topics in small groups or pairs to ensure someone else can understand what they would like to learn. After students have corrected or clarified their topics/questions, take them up and compile a list of topics (or have a volunteer compile a list) eliminating overlapping topics. Then turn the list in to the upper level class.

Just before leaving for the session itself, distribute and explain 'Students-as-Guide Notes' forms to be completed during the session (see Appendix B). Let students know that all three of the topics they chose may not be covered in the session, as students in the other class have the freedom to choose which topics they would like to teach.

Upper level class:
Lesson plan and practice session

Distribute the list of topics compiled by the lower level class. Describe the Student-as-Guide Session (outlined below) so that students will know what to expect. Ask them to choose two topics from the list that they would like to teach to other students in small groups. Encourage them to choose personally challenging topics so that they will learn something new. Let students know they will have plenty of time and practice to familiarize themselves with the topics they choose.

Negotiate with students the time frame for creating a lesson plan to teach their two points, choosing a date for the actual Student-as-Guide session. Encourage students to be language detectives, finding real examples of their point in written and spoken language (videos, internet, magazines, etc.). Correct students' lesson plans as you would any written assignment, offering tips and additional examples as needed.

Once corrected papers are returned to students, give students a practice session wherein they teach their points in small groups within the class. Students playing the role of the lower division students should ask questions while the point is being taught and offer feedback afterwards.

Lower and upper level classes:
Student-as-guide session

If possible, arrange a large room with extra tables and chairs to accommodate the combined number of students in the lower and upper level classes. Have upper level students arrive early to make signs for the table/desk with the name of the point they are teaching. Lower-level students can choose which points they want to learn, though if they should also try to evenly distribute themselves among the guides. Give students around 10 minutes at each table. Guides can choose to present one or both points they have prepared during that time. Lower-level students should complete their 'Students-as-Guides Notes' form during the session (Appendix B). If lower level students ask questions that guides cannot answer, one of the instructors may be called in to help. At 10 minute intervals, lower level students swap and move to a new guide.

Lower level class: Follow-up task

Students may write thank-you cards as a homework assignment. Or have students write in class and peer correct. You might give out small colored note cards for them to use. Encourage students to describe specifically what they learned, giving examples from their 'Students-as-Guides Notes' forms.

Upper level class: Follow-up task

Discuss in small groups or as a class any difficulties students had in teaching, questions that were difficult to answer, and what they might do differently next time. Find out if and how the activity helped the students. Spend time reading the thank you cards written to them by the lower level class.

Appendix A: Schedule of events for both levels

Time slots*	Lower level class' tasks and homework	Upper level class' tasks and homework
1	Introducing non-fluent speaker interaction Homework: Choose three topics/questions Appendix B: Student-as-Guide Notes	Introducing the topic of 'Student as guide' Unofficial 'Homework': Think about which teaching methods students prefer
2	Discuss topics in small groups to make sure topics/questions are clear	Choosing topics from the list to teach. Negotiate the date for the Student-as-Guide Session Homework: Lesson Plan
3	Distribution of 'Student-as-Guide Notes' forms	Practice session
4	Student-as-Guide Session	Student-as-Guide Session
5	Follow-up task (in class or as homework)	Follow-up task

*The term "Time slot" is used instead of "Day 1, Day 2" because the time periods may not be consecutive days. For instance, the upper level cannot complete Time slot 2 until the lower level class' topic list has been compiled. Also note that a time "slot" need not necessarily be an entire class period.

Appendix B: Student-as-Guide Notes

Objectives: To practice writing to a specific audience
To help you remember the points you learn during the student-as-guide session

Instructions: Complete the form below during the session and use the notes to write thank-you cards to the guides you worked with. In each card, address the student who taught you by name and tell him/her specifically what you learned. The better you take notes during the session, the more sincere (and easier to write!) your thank you card will be.

Guide's name: _____

Point taught: _____

Specific examples of the point taught:
_____
_____

Answers to your questions (or questions from other students in your group):
_____
_____

*On the actual form for students, the box above would be repeated several times since they will meet with several guides.

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KATE

TEACHING IDEAS: Building Cultural Awareness

Cultural Instruction in the Language Classroom: Building Cultural Awareness

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Introduction

Most language teachers would agree that language cannot be separated from culture. However, when it comes to providing cultural instruction in a language classroom, I suspect that many qualified language teachers have not had much instruction or guidance in ways to approach culture appropriately. Addressing concepts of culture or intercultural sensitivity is not a simple, straightforward task at all. However, when planned carefully and methodically, instruction in culture can enhance students' ability to understand not only culture, but also their study of a foreign language. In this article, I would like to explain a clear, accessible process for planning and implementing cultural instruction, and then provide some examples of activities that support the first two steps of this process and are hopefully adaptable for your own classroom use.

How to Build Intercultural Skills

One issue with cultural instruction is deciding exactly what information to teach. While it is necessary at times to provide specific information about the culture of the target language, I believe it is more important to teach students skills in intercultural sensitivity. Even if I attempt to thoroughly teach what I feel is necessary for students to know about 'English-speaking' cultures, there still will be many issues and situations that I cannot cover in class. However, if I teach skills which address how to appropriately approach and explore a new culture, then students are equipped to learn about any culture on their own, and this exploration will hopefully continue outside the classroom walls.

When planning cultural instruction in my classroom, I base the progression of materials and ideas on Sermol's (2000) "Process for Building Intercultural Skills," a five-step model to help guide learners toward intercultural sensitivity. The first step is to alert students to the presence of culture and its pervasive influence. From there, students can focus on their own culture and see its uniqueness and beauty. The third step involves recognizing ethnocentricity and the ways in which people stereotype, discriminate, and judge. The last two steps include learning about other cultures and building intercultural interaction skills.

What is important to note about this model is the necessity for a foundation to be laid before jumping ahead to presenting information about other cultures. My concern is that it is too common in classrooms to simply focus on the 'other' culture. For example, as a U.S. citizen, it is quite easy and natural for me to talk to students about my home culture; indeed, many students seem interested in my stories. However, the process of building intercultural sensitivity should not only focus on the 'other' English-speaking culture. This can create a situation where it is easy for students to polarize their ideas about culture, and jump to conclusions or stereotype. Also, this kind of instruction does not include students as participants in culture. They are also members of a specific culture and the deeper their realization of this, the deeper their understanding of another culture can develop.

Therefore, it is necessary to first focus on important concepts of culture and to guide students to see how these apply to them. Students need to become aware of how they are participants in their own culture. This gives them a proper foundation to begin viewing other cultures. There are many ways to address this in the language classroom, but I would like to explain four possible activities that can provide some lesson ideas for building awareness of culture. These activities were all designed for second through fourth-year university students majoring in English. If they are not adaptable to your situation, I hope you can use them as ideas from which to start brainstorming appropriate activities for your classroom.

Class Activities to Build Cultural Awareness

1. "Guess Which Country?" Quiz

This is a simple activity that tests students' knowledge about cultural facts of different countries, except there is a trick to it. This "quiz" lists different facts about particular countries or cultures. Students need to guess which country each statement is describing. The directions for the activity include a list of possible answers, but specifically state that the list of answers is not all-inclusive. I try to encourage students to guess other countries even if they aren't listed. The trick behind this activity is that every statement has actually come from a guidebook about Korea, even though Korea is not listed as a possible answer. In my three years of using this activity, only once has a student ever guessed "Korea" for one of the

answers. This tends to be an eye-opening activity; many students are surprised that they didn't recognize their own culture. It is important to follow-up this activity with a discussion about how people often overlook their own culture and its uniqueness. I also always allow students time to evaluate and discuss the validity of each statement, since some of the comments from the guidebooks might be outdated or incorrect. That gives them a chance to explore their own culture more deeply, as they must explain why they agree or disagree with the information stated about their own country.

2. Classroom Introductions

Many introductory activities are also useful or adaptable to help students focus on their own culture. For example, one activity I have used is a self-introduction poster. The purpose of the activity is for students to introduce themselves to the class, while at the same time to reflect on themselves as members of a culture. Given paper and colored pencils, they must create a visual representation of themselves as a way of introduction, using pictures, diagrams, or words. As they draw or write, they can think about these questions: *What information represents who you are? What is important to you?* If students feel comfortable, they can share their representation to partners, groups, or with the class. After students have finished introducing themselves, I like to focus their attention on the specific information that they have included in their poster, making note of such categories as age, gender, family background, hobbies, etc. This can give insight into what is important in their own culture.

Another example of this type of introductory activity is one that I do with an advanced class. Instead of making a visual representation, I have students write an introduction. The premise of the activity is this:

Imagine this scenario: You often like to spend time chatting on-line in English. It is a fun way for you to "meet" people, share ideas, and practice the English language. One day you happen to have a very interesting on-line conversation with a person identified as Pat. During the next few days, you and Pat chat about many fascinating topics; you really enjoy exchanging ideas with Pat. One day, after a long chat, Pat asks you to introduce who you are. You realize that during your chats, you and Pat have never discussed any personal information. Suddenly, you need to write and explain who you are to your new friend. How would you introduce yourself?

After writing their answers, students have a chance to read their introductions to the class. Again, I guide them to focus on what information they have included and why that is necessary or important information to know about them. Specifically, I look for any patterns or similarities in the type of information included and comment on that, asking students if this gives them any insight into their culture.

3. The Definition of Culture

Cultural instruction usually includes a definition of culture at some point. The way this definition is presented is another opportunity to guide students to focus on their culture. I often use a definition of culture from Sermol (2000),

Culture is the learned values, perceptions, attitudes, rules, roles, beliefs and behaviors shared, maintained and transmitted by a group of interacting people.

Since much of this vocabulary could be unfamiliar or difficult for students of English, I usually explain each concept carefully, trying to use as many examples as possible. However, the best examples are ones from the students' own culture. It is helpful to have students participate in finding Korean examples for each part of culture. For example, after defining 'values,' students can be encouraged to think of a value they would consider Korean. From the very beginning, then, they are thinking of a concept of culture that specifically focuses on Korea.

4. The Iceberg Analogy

Another accessible way to help define culture is the iceberg analogy (Levine & Adelman, 1993, p. xviii). Many times the iceberg is used to represent culture, since less than 10% of an iceberg is visible above water. The same is true of culture; the visible part of culture (food, dress, language, architectural styles, etc.) is not the main driving force of culture. Instead, values, beliefs, and perceptions are the more important driving force of a culture, yet are much more difficult to see, examine, and understand. One way to dramatically illustrate the analogy of the iceberg is to show a movie clip from the movie "Titanic." There is about an eight-minute scene at the end of the first video, which includes the events from when the iceberg is first spotted to until it actually collides with the ship, and shows the damage as it tears along the side of the ship. Many students have either seen the movie, or know about the historical event, so usually I introduce the movie clip by having students summarize the main story, the main characters, and the main parts of the movie. Usually, no one in the class mentions the iceberg. They talk mainly about the romance of the two young lovers. Students are often amused when I introduce the iceberg as an 'important character' in the movie. This clip provides a dramatic visualization about the impact of a collision with an iceberg, and can lead to an interesting discussion about the iceberg analogy of culture.

Conclusion

All of these activities are simply ideas to help guide language teachers to think carefully about how cultural instruction is handled in the classroom. These activities have focused only on the first two steps of the process to build intercultural skills, steps that I often fear are overlooked in language classes. However, once activities like these have laid a framework for students to see their own culture and how they are an active member in it, then it is natural and appropriate for a teacher to also guide them to start seeing other cultures more objectively. It also provides a foundation for cultural comparison in

the classroom. One goal of cultural instruction in the language classroom is students that are interculturally sensitive and appropriate. This goal cannot necessarily be reached through haphazard cultural instruction. Therefore, by following a specific, thoughtful process, hopefully language teachers can more realistically reach that goal of training students in intercultural skills.

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SPECIAL REPORT 1

My Experience of JACET 41st Annual Convention

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My Experience at the 41st Annual JACET Convention

The 41st annual convention JACET (The Japan Association of College English Teachers) was held on September 7-9, 2002, at Aoyama Gakuin University, Aoyama Campus, Tokyo with the theme of *Integrated English Education: from Primary through Tertiary.*

Long before I went to Tokyo to attend the JACET convention, I was very excited because, first, it was the first time that I had participated in a JACET convention, and second, some of my long lost Japanese friends whom I was very close to back in Indiana, U.S.A., had contacted me through e-mail. They said, "Is that you, Young-in? I saw your name in the JACET program and knew you were coming. I had to track down on you using several search engines on the internet. Now I got you." We used to live in the same dormitory and study in the same department, and we did not imagine then that we would meet as international colleagues in the same field. How wonderful!

On Day 1, the conference began with the opening ceremony and JACET award presentations and business meeting. And at 10:50, Yoji Tanabe, president of JACET, started his keynote address on Integrated English *Education: from Primary through Tertiary.* Unfortunately, I was advised not to attend the session because it was going to be given in Japanese. In fact, most of the sessions were being held in Japanese; thus, I did not have much chance to participate in them.

In the afternoon, as a representative of KATE, I delivered a presentation on my research study, *The Nature of Plagiarism in Korean University Students' Summary Writings.* The audience was large and they showed their high interest in the issue of plagiarism. After my presentation, many asked questions and shared their experiences and views on students' copying behaviors in English writing. I could see a strong resemblance betweeen English learner behaviors in Korea and Japan. There is no doubt that the two nations need more cooperative work and projects in the field of English education. Then, one of the professors approached me after the presentation and showed me some articles about plagiarism in Japanese magazines and newspapers. Having read the abstract of my study beforehand, he took his precious time to collect the materials on his own and brought them to me. I was very impressed by his sincere and earnest attitude towards the issue and the conference.

Day 2 started with Geoffrey K. Pullum's plenary speech on *English Grammar for the 21st Century: Time for an Exorcism.* Dr. Pullum, a professor at University of California, Santa Cruz, discussed his philosophy of modern English grammar and rationales for his grammar book, recently published by Cambridge University Press. In fact, as President Tanabe mentioned in the later reception, he was the only English native speaker among the guest speakers. The other guest speakers were from Korea, China, Singapore, and India. In the reception, the notion of world Englishes was naturally brought up and

discussed.

Among the guest speakers, Dr. Junil Oh, former KATE secretary general, presented his paper, *The Role of Assessment in Teaching English as a Foreign Language in Korea*; Dr. Benedict Lin from SEAMEO RELC, *A Singaporean Perspective in Integrating EL Learning across Levels: What Connections with Japan and Beyond?* This JACET convention was a meaningful place to compare and contrast English educational policies and practices in Asia and share ideas about their future.

One thing that I noticed throughout the JACET convention was that a great percentage of the attendance was taken by senior professors. The majority of the audience, moderators, chairs, and board members of JACET were senior professors between 60 and 70 years of age and they all actively participated in the conference. Also, many attended the conference after retiring at the age of 70. Even Dr. Pullum shared his surprise their enthusiasm and eagerness by saying, "Can you believe that an 83-year-old professor came up to me carrying a grammar book and asked me questions? It's unbelievable!

I have learned so much from the Japanese colleagues." I was also deeply moved by good spirits and scholarly manners of the senior professors, wishing that we too had more participation from senior professors. In order to do that, I think we should make an environment where senior professors feel welcomed and comfortable in the conferences. However, I later found out that young professors and researchers in Japan envied their counterparts in Korea because of the latter's active participation in academic organizations. It led me to think that the balance between the generations is required for the maximized developments and results of the scholarship in English education.

Lastly, I'd like to thank president Tanabe and all board members of JACET for their friendship and hospitality. I had thought that we Koreans were the kindest host to guests, but these Japanese colleagues beat us! They took care of every step of my visit in Japan. I am already looking forward to seeing JACET members at KATE conventions.

SPECIAL REPORT 2

A Feast for Everyone to Share: The Fourth Pan Asian Conference (PAC 4) and Eleventh International Symposium and Book Fair on English Teaching

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The English Teachers' Association of the Republic of China (ETA-ROC), affiliated with KATE, hosted the Fourth Pan Asian Conference (PAC) in conjunction with the Eleventh International Symposium and Book Fair on English Teaching, from November 8-10, 2002, in Taipei, Taiwan. ETA -ROC was founded by a group of university professors in 1991 in Taiwan. Currently, the majority of members are teachers and faculty at junior or technical colleges. PAC members include Korea TESOL, Thai TESOL, the Japan Association for Language Teaching (JALT), and the Far Eastern English Language Teaching Association (FEELTA). I was very lucky to be a part of this wonderful event representing KATE.

Before my departure, I was very excited because this was my very first trip to Taiwan and my first experience at a conference held in an Asian country outside Korea. At the same time, I was not able to feel completely comfortable leaving behind my chores at school and at home during the semester, even for a few days. Furthermore, I did not feel fully qualified to represent KATE since my term of duty with KATE was already over

at the time of departure. With these mixed feelings, I tried not to expect too much from this trip because I knew high expectations often ends up with easy disappointments. I only expected to see a conference not any different from other conferences that I have attended so far.

To my surprise, the ETA-ROC conference was quite different from what I had anticipated. There was much to see, feel, and think about. The conference chair, Dr. Johanna Katchen, during the opening ceremony, explained this event as analogous to an autumn fair. Instead of local farmers showing their best products, there were plenty of presenters who brought their latest research findings; instead of amusement rides and entertainment, there was academic entertainment at the book fair, in informal discussions in the hallways, and in a number of special events.

The conference was well-liked by the audience because of the full spectrum of topics presented, lively audience engagement in and out of sessions, and audience-centered talks in sessions. The conference truly served as an academic fair to all involved.

The conference was filled with choices. There were

sessions from 8:30 to 5:40, from Friday to Sunday, on all three days of the conference. More than 400 sessions in 18 concurrent topic areas were available. Participants had a choice from among nearly 200 papers, 50 workshops, and 160 publishers' sessions and hour-long papers by 17 featured speakers and 5 PAC invited speakers. In addition, there were nine panel discussions and one colloquium by local presenters as well as by participants from over 15 countries. Invited speakers included Neil Anderson, H. Douglas Brown, Ann Burns, Ron Carter, Chris Candlin, Andy Curtis, Richard Day, Denise Murray, David Nunan, Sandra Savignon, and others.

I believe these choices were available since the conference attendance was so high. Over 2000 people attended the conference. I was deeply impressed not only by size of the audience but also by the academic enthusiasm displayed. A good majority of the audience at the conference was teachers and they were upfront in asking questions and sharing experiences with updated academic knowledge and with excellent fluency in English. They seemed to be eager to hunt for new information and ideas. One Taiwanese teacher I met during one lunch break told me, "We feel like this conference is a feast for us. I came here to try as many foods as possible." After-presentation discussions and panel discussions were lively due to this active audience involvement. I was also very amazed by the punctuality of the audience. All sessions began at the designated time and there were no delays.

Active audience involvement indeed made the conference presentations and discussions extremely relevant to teaching English in the Asian context. In conferences held in the USA that I have attended so far, I always felt that my interest in teaching English in the Korean context was a marginal issue. Likewise, there were not many presentations truly touching my immediate concerns that I had as a Korean. Here, at ETA-ROC conference, however, I was able to feel a strong sense of belonging. My issues and my interests seemed to take center stage of the conference. Consequently, I was very stimulated and become very active in participating in

sessions and in my own presentation. I felt competent gauging my audience's level of understanding and estimating the audience's probable reaction because we were dealing with similar contexts. Local presenters, people like me from other countries, and the audience all felt that we were in the same boat, teaching English in Asia.

We cannot call it a feast if there is no entertainment. There was more than just the conference. I can recall some events with a smile. On Friday evening, I was invited to "A Jazz Night". This relaxed evening event offered an excellent opportunity for attendees to mingle and talk with people and provided a break from the usual hustle and bustle of a busy day. We all sang "You are my Sunshine" together with Carolyn Graham. On Saturday night, there was a reception party at the well-known Grand Hotel. I was sitting with Neil Anderson, professors from Russia, Thai TESOL, JALT, and KOTESOL, There, we all witnessed a very witty award giving ceremony with earsplitting tunes of marches. On Sunday, after my presentation, in the late afternoon, I was able to sneak out from the conference site for two hours, with Prof. Jookyung Park, to see CKS memorial. It was good to see a glimpse of Taiwan's history and relaxed Taiwanese families in a big public plaza on Sunday afternoon. That evening, we went to explore the night market with two Russian scholars. Finally, I can never forget the time I had at the airport. I was with Prof. Sangho Han, Jookyung Park, Neil Anderson, and two Russian professors. Due to the delay of the airplane, we were there together for more than four hours. Even during the wait, we were happy together and never got bored, watching each other's bags, having complementary snacks, and still talking about the conference with excitement.

I cannot thank KATE enough for letting me have such a stimulating experience in this great conference. It gave me a chance to spend some valuable time without the usual pressures of school and home. Even though it was only four days away from my daily life, I was able to come back fully refreshed, stimulated, and recharged.

SPECIAL REPORT 3

미래의 물결

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"미래의 물결"이라는 주제로 열린 제28회 JALT 영어교육국제학술대회가 2002년 11월 22일부터 24일까지 일본의 시즈오까시에서 개최되었다. 이 학술대회에 한국영어교육학회의 대표로 참석하여 보고 느낀 소감을 간단히 적어본다.

이 학술대회는 1년 전부터 계획하고 준비해온 학술모임으로 그 수준이나 규모는 명실상부한 국제대회이었다. 예년에는 학술대회만 3일에 걸쳐서 실시하였는데 금년에는 학술발표를 2일만 가지게 되었다며 아쉬워하는 사람들이 많았다. 영국 Aston University의 Jane Willis 교수가 "미래를 위한 물결을 일으키기 (Making Waves for the Future)"라는 제목으로, 미국 Northern Arizona University의 William Grabe 교수가 "변화의 물결을 헤쳐나가기 (Riding the Wave of Change)"라는 제목으로 주제발표를 하였다. 11월 22일에는 본격적인 학술발표에 앞서서 영어교육계의 저명한 학자들을 초청하여 workshop을 가졌는데 모두 8개의 workshops이 있었다. Henry Widdowson, Terry Royce, Curtis Kelly, Kathleen Graves 등이 workshops의 주 연사였다. 11월 23일과 24일에는 2편의 주제발표, 250여편의 학술발표, 영어교육 도서 및 자료 전시회 등이 있었다.

주제발표와 학술발표 이외에 30편의 poster발표가 있었으며, SIG 활동을 소개하는 곳, 교육도서 및 자료를 전시하는 곳 등이 별도로 마련되어 있었다. 교육도서 및 자료전시회 등에는 출판사, 신문사, 대학교, 보험회사, 멀티미디어 교육기기회사, 등 60여개 기관, 단체, 업체가 참가하여 성황을 이루었다.

이 학술대회의 운영 방식은 우리와는 다른 점이 많았다.

첫째 우리 나라의 학술대회는 의식을 위한 개회식이 있는데 이 JALT 학술대회에서는 개회식이 아예 없었다. 학술발표는 오전 10시부터 오후 5시55분까지 이루어졌는데 15-20개의 발표가 동시에 이루어졌다.

둘째, 주제발표가 있는 시간에도 다른 학술발표가 계속 진행되고 있었다. Willis가 23일 오전에 주제발표를 하였는데 그 시간에 다른 발표장에서 20개의 발표가 있었으며, Grabe는 24일 오후에 주제발표를 하였는데 그 시간에 다른 발표가 10개나 있었다.

셋째, 학술발표 시간은 내용에 따라 25분, 45분, 80분 등 세 가지였다. 우리의 학술발표 시간이 획일적으로 30분인 것과는 대조적이었다.

넷째, 이 학술대회의 참가비가 무척 비싸다는 것이다. 본격적인 학술발표일 전야인 22일의 workshops은 1차례 4개씩, 두 차례에 걸쳐 8개가 있었는데, 이 workshop에 한 번 참석하는데 우리 돈으로 약 4만원이었다. 학술대회 참가비는 미리 납부하면 회원 12만원, 비회원 16만원이고, 현장에서 등록하면 1일간 참가비는 회원 10만원, 비회원 13만원이었으며, 2일간 참가비는 회원 14만원, 비회원 18만원이었다. 점심식사는 참가자 각자가 알아서 사먹어야 한다. 발표장비는 돈을 주고 빌려야 하는데 OHP는 2만원, cassette player는 2만원, video player는 3만원을 주고 빌려야 한다.

다섯째, 학술대회의 운영에 자신감을 가지고 있다는 것이다. 학술대회 참가 등록시에 배부한 일정표대로 차질없이 진행되었다. 이러한 자신감은 JALT의 임원회는 점심 시간 직전에, 총회는 점심시간에 가지는 것에서도 확인할 수 있었다.

여섯째, 국제학술대회를 충분한 시간적인 여유를 두고 준비하였다는 사실이다. 이번의 학술대회를 언제부터 준비하였는지 구체적으로 알 수는 없으나 이 대회의 안내자료가 2002년 7월 1일에 발행되어 회원들에게 배부되었고, 11월 1일에 학술대회 자료가 발행되었다. 안내자료에는 workshops, 주제발표, 주요 발표, 교통안내, 등록안내, 숙박안내 등이 수록되어 있었고, 학술대회 자료에는 JALT 안내, 발표장 안내, 임원회 안내 및 총회 안내, workshops 소개, 주제발표 및 주요 발표 소개, 발표 일람표, 발표자 색인 등이 수록되어 있었다. 참고로 2003년도 JALT 국제학술대회는 11월 21일부터 23일까지 3일 일정으로 같은 장소에서 개최하기로 확정되어, 금년의 학술대회에서 1년 뒤에 있을 학술대회의 발표 신청을 안내하고 있었다. 2003년에 있을 학술대회의 주제는 "Keeping Current in Language Education"이며, 발표신청은 2003년 2월말까지로 되어 있었는데 전자우편이 아닌 on-line program으로 신청하게 되어있었다.

이 학술대회의 주관 기관인 Japan Association for Language Teaching (일본전국어학교육학회)은 일본의 대표적인 영어교육학회의 하나로 영어 교수와 학습을 향상시키고, 영어 교육에 관한 기법과 의견을 교환하며, 빠르게 변화하고 있는 영어교육계의 발전에 보조를 같이 하기 위하여 조직된 전문 학술단체이다. JALT는 일본에서 영어교육에서 종사하고 있는 대학 교수, 중등학교 교사, 영어 원어민 교사 등 회원이 2,800여명 (영어원어민 60%, 일본인 40%)에 이르고, 일본 전역에 걸쳐서 39개의 지부를 두고 있다. 성격은 Korea TESOL과 유사한데 JALT를 Japan TESOL이라고 부르기도 한다.

한국영어교육학회(KATE)와 JALT는 상호 학술교류협정을 맺고 있으며 매년 학술연구발표자를 교환하고 있다. 특히 이번 학술대회에서 KATE대표에 대한 JALT의 배려는 각별하였다. 학술대회 개회식 전날에 있은 만찬회에 초대받은 사람은 주제발표자 2명과 KATE 대표뿐이었다. 또 24일에 있은 JALT 총회에서 KATE와의 상호 학술교류협정서 조인식을 가졌다. 다른 나라에서 참석한 대표들도 있었는데 KATE와의 조인식만을 공개적으로 가진 것은 KATE를 그만큼 소중하게 여기고 있다고 해석되었다. 또한 KATE에 대한 소개와 KATE의 학술대회를 안내할 탁자도 준비해놓았기에 2003년 2월과 6월에 열리는 KATE 학술대회를 소개하였다.

SPECIAL REPORT 4

The ALAK winter international conference:
Research Paradigms in Applied Linguistics

Mi-Kyung Kim
Hanyang University

The winter conference of the Applied Linguistics Association of Korea(ALAK) was held at Korea University on December 7, 2002. Although the end of term is always a busy time for most professors and EFL professionals, the hall was crowded with people who were eager to update their knowledge in the fields of TESOL and applied linguistics. As for me, I felt at home again, as this was my third ALAK conference. The two plenary speakers were Dr. Henry Widdowson (University of Vienna) and Dr. Diane Larsen-Freeman (University of Michigan). To my regret, I was only able to attend Dr. Larsen-Freeman's presentation. She suggested a complexity theory perspective in teaching a second or foreign language to the audience. She argued that language behaves as a self-organizing system, where order emerges from local interactions. Slightly different, at least in focus, was her argument on grammar instruction in the afternoon was that sentences could be successfully taught or used when provided with contexts. She developed the idea very convincingly and even entertainingly. She explained how "There's a pen on the table" could be a informative piece of advice to a wife from a husband, while "The pen is on the table" might be interpreted as insolent and aggressive. Her presentation on teaching grammar with a meaning-focused approach was so appealing that people continued discussing her topic, asking her questions and answering each other's questions long after the presentation was over.

During the concurrent sessions, there were presentations with a wide variety of topics so that nobody needed to accomodate his or her interest to the presentation available at the site. Some presenters showed an approach to TESL based on the interpretative research paradigm. For example, Ted Slautterback suggested that EFL instructors can use their L1 in helping students learn the concepts of presentations in English. I enjoyed his presentation while he was showing his way of teaching prepositions.

Dr. In Joo Chung introduced her successful writing instruction method that develops EFL students' confidence in writing in English. It was amazing that students at a beginning level could write a long and correct sentences by themselves with only a little guidance from a teacher. There were also other presentations providing research findings based on positive research paradigm which was prevalent in the field of TESOL in Korea.

Certainly, there has been a slow and firm change in research paradigms in many fields of applied linguistics. A growing number of qualitative researchers have begun to grasp the attention among researchers and professionals. I felt that thirty minutes is rather short to share all the crucial information in a presentation.

Overall, the ALAK conference was very informative and well organized. I hope people will continue developing and elaborating on their intellectual experience at this conference throughout their winter vacation.

INFORMATION SHARING

『영어를 사용할 줄 아는 일본인』의 육성을 위한 전략구상[2]

영어능력·국어능력 증진 플랜

1. 취지

경제·사회 등의 글로벌화가 진전되는 가운데, 어린이들이 21세기를 살아남기 위해서는, 국제적 공통어가 되어 있는 영어의 커뮤니케이션 능력을 몸에 익히는 것이 필요하고, 이것은 어린이들의 장래를 위해서도, 우리나라의 한층 높은 발전을 위해서도 매우 중요한 과제가 되고 있다.

한편, 현실은 많은 일본인이 영어 능력이 충분하지 않아서 외국인과의 교류에서 제약을 받으며, 적절한 평가를 받지 못한 사태도 일어나고 있다. 동시에 확고한 국어능력에 기초하여 자신들의 의견을 표현하는 능력도 충분하다고 할 수 없다.

이런 이유로 일본인에 대한 영어교육을 근본적으로 개선하려는 목적으로, 구체적인 행동으로서 「『영어를 사용할 줄 아는 일본인』의 육성을 위한 전략구상」을 작성하기로 하였다. 아울러 국어능력의 함양도 도모하기로 하였다.

2. 경위

(1) 이제까지 문부과학성에서는, 영어교육의 중요성에 대해 여러 지식인에게서 의견을 들어왔다. 구체적으로는 작년 1월, 「영어지도방법 등 개선의 추진에 관한 간담회」의 보고를 받았다. 또 금년 1월부터 5월까지 5회에 걸쳐 「영어교육 개혁에 관한 간담회」를 개최하고, 총 20명의 지식층 인사들의 의견을 청취하였다. 이것들을 근거로 하여 별첨과 같이 「『영어를 사용할 줄 아는 일본인』의 육성을 위한 전략구상」으로 종합 정리하였다.

(2) 그리고, 「경제재정운영과 구조개혁에 관한 기본방침 2002」(2002년 6월 25일, 각의 결정)에 관해서도, 인간능력 전략의 일환으로서, 문부과학성에서 2002년도 중에 영어교육개선을 위한 행동계획을 종합정리하기로 되어 있다.

3. 앞으로의 진척 방법

이 전략구상에 기초하여, 앞으로 즉시 실시 가능한 것은 실시하고, 예산이 필요한 것은 2003년도 예산 요구를 한다. 2003년도 정부 예산안이 짜여지는 단계에 본 전략구상을 재검토하여 행동계획을 결정한다.

『영어를 사용할 줄 아는 일본인』의 육성을 위한 전략구상 영어능력·국어능력 증진 플랜

(註) ○ : 현행 실시
☆ : 신규·확충 실시 : *이태릭체 부분은 검토과제*

전략구상의 달성목표

◎ 국민전체에게 요구되는 영어능력--> 중학·고교에서의 달성목표 설정

· 중학교 졸업단계: 인사와 응답 등의 평이한 회화 (같은 정도의 읽기, 쓰기, 듣기) 가능 (졸업생 평균이 일본영어검정시험(英檢) 3급 정도)
· 고등학교 졸업단계: 일상의 화제에 관한 통상적인 회화 (같은 정도의 읽기, 쓰기, 듣기) 가능 (고교 졸업생 평균이 英檢 준 2급-2급 정도)
◎ 국제사회에서 활약하는 인재 등에게 요구되는 영어력 --> 업무에 영어를 할 줄 하는 인재를 육성한다는 관점에서 각 대학이 달성목표를 설정

(검토과제)
☆ *<영어교육에 관한 연구 그룹의 조직> 1년을 목표로 결론을 도출*
  ① *각 단계에서 요구되는 영어능력 등에 관한 지표를 확인하기 위한 연구*
  ② *외부시험 결과를 지표에 연관시키는 일의 타당성에 관한 연구*
  ③ *외부시험 결과를 입시 등에 활용하기 등의 방책에 관한 연구*

주된 정책과제/주요 시책과 그 목표

I. 학습자 동기 고양

1. 영어사용 기회의 확대
○ 민간 어학교육 시설과의 제휴 강화 등 학교와 지역이 일체가 된 영어교육의 추진
☆ 외국인과의 접촉·만남 추진 사업 : 학교를 중심으로 한 영어회화 살롱, 말하기 대회, 유학생과의 교류 활동 등의 사업을 추진 (지자체에의 보조사업)
☆ 고교생의 유학 촉진 시책 : 고교생의 유학 기회 확대 (연간 1만 명의 고교생(자비유학생 포함)이 해외 유학하는 것을 목표.) 또한 단기 국제교류사업 등에의 참가도 촉진
☆ 대학생 등의 해외유학 촉진시책 : 해외유학을 희망하는 학생을 위한 해외파견장학금의 충실화

2. 입시 등의 개선
☆ 고교입시 : 외부시험결과를 입시에 활용할 것을 촉진
☆ 대학입시 :
  ① 대학입시센터 시험에 청취 시험 도입 (2006년도 실시를 목표)
  ② 각 대학 개별 입시에서의 외국어 시험 개선 및 충실화
  ③ 대학입시에 외부시험 결과 활용 촉진
☆ 기업 등의 채용시험 : 사용 가능한 영어능력 소지를 중시하도록 요청. 문부과학성에서도 승진임용 시에 영어 능력 소지를 중시

II. 교육내용 등의 개선

[중학교·고등학교]
○ 신 학습지도요령의 추진 (--> 4기능의 유기적 관계를 꾀하는 기초적·실천적 의사소통 능력 중시)
○ 중·고교에서 학생의 의욕·학습열의 정도에 맞는 선택교과의 활용 또는 보충학습 실시 등 개별지도 철저
☆ Super English Language High School (SELHi) : 고등학교등(3년간 100개교 지정)에서 선진적인 영어교육 실시 연구
☆ 외국어교육개선 실시상황 조사 : 소인수지도와 학습성취도별 지도 등의 실시상황 및 선진적 지도사례를 조사. 조사 결과를 공표함과 더불어, 관련시책 진도의 기준으로 삼는다.
☆ 외국어교육 선진적 지도사례집 작성 : 교육과정연구센터에서 위의 조사결과를 기반으로 선진적 수업사례에 관한 지도사례집을 작성.

[대학]
○ 우수한 영어교육 커리큘럼을 개발·실시 등을 하는 대학, 특히 전 과정을 영어로 수업하는 대학(또는 학부)을 중점적으로 지원
☆ 영어를 사용하는 특별 코스에의 참가 촉진 : 유학생을 대상으로 하는 영어사용 특별 코스에 일본인 대학생 참여를 촉진

(검토과제)
 ④ 영어교육에 관한 연구와 기초적 데이터의 집약
 ⑤ 학교급을 연계하는 일관된 교육내용 연구
 ⑥ 대학 영어교육 실상에 관한 연구

III. 영어교원의 자질향상 및 지도체제의 충실화

1. 영어교원의 자질 향상
○ 국내연수 (지도자 강좌) : 매년 2천명 (4주간)
○ 국외연수 : 단기 118명, 장기 28명
☆ 목표 설정 : 영어교원이 갖추어야 할 영어능력 목표치 설정 (일본영어검정시험 준 1급, TOEFL 550점, TOEIC 730점 정도)
 ① 영어교원 채용시 목표치의 영어능력 소지를 조건의 하나로 할 것을 요청
 ② 교원 평가에도 해당 영어능력 소지 여부를 고려할 것을 요청
☆ 연수 : 영어교원의 자질향상을 위한 연수 계획 :
 ① 2003년부터 5개년 계획으로 중·고교 전 영어교원 6만

명을 대상으로 집중 연수 실시 (시·도·현 등에의 보조사업)
 ② 대학원수학 휴직제도를 활용하여 1년 이상의 해외연수를 희망하는 교원에 대한 지원 (매년 계 100명, 각 시·도·현 별로 2명씩)
(검토과제)
 ⑦ 영어교원이 갖추어야 할 영어능력의 목표치에 관해 확인하기 위한 연구
 ⑧ 효율적인 영어지도 방법의 연구 및 효과적인 교원양성·연수 프로그램의 작성 등

2. 지도체제의 충실화
○ ALT(원어민) 배치 (JET 프로그램에 의한 5,583명, 지방단독사업 2,784명 (계 약 8,400명))
☆ 목표 설정 : 중·고교 영어 수업에 주 1회 이상 원어민 참여를 목표. 이에 필요한 ALT 등의 배치를 촉진 (전체 11,500명을 목표)
☆ JET 프로그램에 의한 ALT의 효과적 활용 : 국제이해교육 및 초등학교 외국어 활동에서의 활용 또는 특별 시간강사로 임용하기 등을 통해 ALT의 보다 효과적인 활용을 촉진
☆ 원어민을 정규교원으로 채용 촉진 : 위의 목표 달성을 위해 당장 3년간 중학교 추가배치를 통한 300명, 장차 중·고교에 추가배치 등을 통한 1,000명 배치를 목표
☆ 영어에 능통한 지역사회 인재의 활용 촉진 : 일정 수준 이상의 영어능력을 가진 지역사회 인재 등에 대해, 학교 활성화 플랜이나 특별 시간강사 제도 등에 의한 영어교육에의 활용을 촉진

IV. 초등학교 영어 회화 활동의 충실화

☆ 초등학교 영어회화활동 지원 방안 : 종합적 학습시간 등에서 영어회화 활동을 하는 학교에 대해, 그 횟수의 3분의 1 정도를 원어민 교원, 영어가 능통한 사람 또는 중학교 등의 영어 교원이 지도를 하도록 지원

(검토과제)
☆ *초등학교 영어교육에 관한 연구협력자 회의의 조직 : 3년을 목표로 결론을 도출*
 ① 현행 초등학교 영어회화 활동의 실정 파악 및 분석
 ② 차기 학습지도요령 개정의 논의를 위해, 초등학교 영어교육의 실상을 검토하는 외에, 필요로 하는 연구와 데이터 등의 정리, 문제점 검토

INFORMATION SHARING

영어교육 연구 문헌 정보

Young-kuk Jeong
International Graduate School of English

우리나라 영어교육 연구가 앞으로 더욱 발전하기 위해서는 영어교육에 관한 다양하고 폭넓은 지식의 생성 못지 않게 생산된 지식을 효과적으로 전파하고 활용하는 것이 중요하다. 이와 함께 이미 생성된 지식이 영어교육 연구자들뿐만 아니라 영어교육에 관한 공부를 시작하는 사람이나 영어교육의 중요한 논점에 대해 관심이 있는 일반 사람들도 누구나 손쉽게 활용할 수 있어야 한다고 본다. 그러기 위해서는 무엇보다도 이 분야의 연구 문헌에 관한 자료가 체계적으로 정리되어야 할 것이다.

그 동안 흔치는 않았지만 영문학 및 영어학에 관한 문헌 정보를 정리한 목록이 몇 가지 있었다. 국내에서 발행된 이들 문헌 목록으로는 다음과 같은 것들이 있다.

□ "영어영문학 논저색인 : 1945-1973". 한국영어영문학회(1975).

□ "한국영어영문학 논문목록 : 1970-1982". 정영국, 조미옥 (1984), 탑출판사.

□ "영미어문학 논저목록". 한국영어영문학회(1985), 한신문화사.

□ "영어학 관련 논문색인집". 김영안, 조경제(1994), 도서출판 금문.

이들 문헌 목록들은 대부분이 자료를 분류할 때 영문학과 영어학 분야로만 대별한다. 그 결과 영어교육 관련 문헌들은 영어학의 하위 분류로 처리하고 있다. 유일하게 '한국영어영문학 논문목록'만이 영어교육을 개별 분야로 설정하여 이 분야의 문헌들을 다시 주제별로 세분하여 제시하고 있다.

최근에 들어서는 검색이 수월한 이점 때문에 인쇄 매체보다는 인터넷을 통한 문헌 정보 서비스가 주류를 이루는데 영어교육 분야의 연구 문헌을 검색할 수 있는 문헌 정보 사이트로 다음과 같은 것들이 있다.

□ 국회도서관

□ (주) 누리미디어

□ (주) 한국학술정보

□ 국가 지식 정보 통합 검색 시스템

□ 국제영어대학원대학교 영어교육정보

  http://bibliog.igse.ac.kr

이들 중 국제영어대학원대학교의 문헌 정보는 전적으로 영어교육 분야만을 다루는 데 반해 그 외의 사이트들은 모든 학문 분야를 망라한다. 이렇게 여러 분야를 다루는 DB에서는 특정한 검색어로 검색을 했을 때 여러 분야의 문헌 정보들이 함께 나타나기 때문에 영어교육에 관한 문헌만을 검색하기가 그리 수월하지 않을 수도 있다.

우선 국회도서관에서 문헌을 검색하기 위해서는 먼저 간단한 절차를 통해 회원 가입을 해야 한다. 그 다음 홈페이지 상단의 <전자도서관>을 선택한 후 '웹검색'을 클릭한다. 다음은 DB 목록에서 검색하고자 하는 DB를 선택하고 목록 상자 하단에 있는 'DB 선택'을 반드시 클릭해야 한다. 이렇게 웹검색을 통해 국내 석박사학위논문과 국내학술잡지(기사)를 검색할 수 있는데 연구 문헌의 원문을 보려면 국회도서관으로 직접 방문해야 한다. 그러나 검색자가 소속해 있는 기관의 도서관이 국회도서관의 협약 도서관으로 가입되어 있는 경우에는 인터넷 상에서도 논문의 원문을 직접 볼 수도 있다. 만약 이 두 가지 방법이 여의치 않은 경우에는 국회도서관 복사실(☎ 02- 788-4175)에 원하는 논문의 서지 사항(제목, 저자 및 페이지 수)을 알려주고 일정액의 수수료를 송금하면 우편으로 받아볼 수 있다. 학위논문의 경우에는 국립중앙도서관 학위논문관 복사실에서도 복사 서비스를 제공한다 (전화: 02-557 6434 (교) 410).

누리미디어(www.dbpia.co.kr)에서는 <기본 검색>으로 '제목, 저자명, 발행기관, 간행물명' 별로 자료를 검색할 수 있다. <분야별 검색>에서는 국내 학술지의 권호별 목차를 살펴볼 수 있다. 가령 "영어교육" 학회지의 매호별 목차를 살펴보려면 <교육> 분야를 선택한 후 "영어교육"을 클릭하면 된다. 국회도서관과 마찬가지로 협약 도서관에서는 '원문 보기'를 할 수가 있다.

한국학술정보(http://search.koreanstudies.net)에서도 논문의 분야별 검색과 아울러 학회지, 대학연구소 논문집 등의 목차 검색을 할 수 있다.

국가 지식 정보 통합 검색 시스템(www.knowledge.go.kr)에서는 학술지, 학술논문, 단행본, 학위논문을 제목, 저자, 주제어, 초록, 출판사 별로 검색할 수 있다.

국제영어대학원대학교(www.igse.ac.kr)의 '영어교육 정보'에서는 1945년 이후 현재까지 국내에서 발표된 영어 교육 연구 문헌에 관한 데이터베이스를 제공하고 있다. 국제영어대학원대학교 홈페이지 초기 화면에서 '영어교육 정보'를 클릭하거나, http://bibliog.igse.ac.kr에 접속하면 검색할 수 있다. 박사학위논문, 석사학위논문과 각종 논문집 및 학술지에 발표된 논문들을 검색할 수 있다. 현재까지 박사학위논문 203편, 석사학위논문 4,624편, 연구논문 4,559편으로 약 9,400 여편에 달하는 영어교육 관련 서지 자료가 정리되어 있다. 수록 자료는 논문명, 게재지, 필자에 따라 검색할 수 있으며, 검색 결과에서 논문명을 다시 클릭하면 상세 서지 사항을 볼 수 있다. 앞으로는 주제별 검색도 가능하도록 자료를 준비 중에 있다.

BOOK REVIEW

Tomlinson, B. (Ed.). (1998).
Materials Development in Language Teaching

Haedong Kim
Sogang University

In the field of English language teaching publication, not many books have mainly focused on the principles and practices of materials production. It was, therefore, small wonder that when *Materials Development in Language Teaching* was published, many international leading journals, such as *The Modern Language Journal, The ELT Journal, and Modern English Teachers*, included reviews of this book. Sadly, missing in their reviews was what the reviewers did not (perhaps could not) attempt to reflect: a specific ELT context and the voices of teachers, materials writers and students within that context. This review aims to evaluate the book on the basis of this reviewer's experience of using this book, specifically with MA students of ELT materials evaluation and/or design courses in universities in Korea.

As the blurb claims, this book "aims to help readers apply current theoretical principles and research findings to the practical realities of developing and/or exploiting classroom materials, and to offer new ideas and directions in materials development which reader can pursue for themselves". It consists of fifteen essays grouped into four parts; data collection and materials development, the process of materials writing, the process of materials evaluation and ideas for materials development. My overall impression of this book is that it also deals with the issues related to the tradition of British ELT textbook publications. Some readers may be reminded of previously edited books on materials design or development, such as *ELT Documents Special: Projects in Materials Design (1980),* and *ELT Textbooks and Materials: Problems in Evaluation and Development* (1987). Like those books, this book provides theoretical and practical backgrounds to ELT materials development. However, readers may soon notice this book certainly contains comparatively up-to-date ideas on the same issues. Another remarkable thing is the way in which Brian Tomlinson, the editor and the founder of the Materials Development Association (MATSDA), successfully manages to provide valuable comments and to link each of the essays and parts.

After the definitions of terms and the introductory essay from the editor, in the first part, Gwyneth Fox ('Using corpus data in the classroom') proposes the use of concordance data for materials design. Jane Willis' essay ('Concordance in the classroom without a computer') and that of Ronald Carter, Rebecca Hughes and Michael McCarthy ('Telling tails: grammar, the spoken language and materials development') also suggest the same issue of classroom application of corpus data. The idea itself is refreshing, but it seemingly fails to grip the attention of my MA students, who are usually teachers at primary and secondary schools in Korea. They often criticize it for only reflecting one possible technique of ELT materials design.

In the second part, David Jolly and Rod Bolitho ('A framework for materials writing'), Jan Bell and Roger Gower ('Writing course materials for the world: a greater compromise'), and Philip Prowse ('How writers write: testimony from authors) present vivid description and a relevant theoretical framework of ELT textbook writing. In general, my MA students like this part, since the essays show the current reality of British ELT textbook publication. However, they often point out the lack of descriptions about local situations in ELT publication or even a possible link between British or American writers and local writers. Since the locality in ELT textbook design is an important matter to consider, it could have been better to discuss this relevant issue in this part.

In the third part, the details of materials evaluation are covered. Peter Donovan's essay ('Piloting - a publisher's view') gives a helpful insight on the piloting and evaluation of materials for commercial publication. Andrew Littlejohn ('The analysis of language teaching materials: inside the Trojan Horse') provides a very useful checklist for analyzing tasks in current ELT textbooks. To my knowledge, this checklist has been used in real ELT contexts, for the analysis of university-level textbooks in Korea and in the Philippines. Rod Ellis ('The evaluation of communicative tasks') presents a well-organized theoretical framework for evaluating tasks. My MA students often employ his theoretical framework for evaluating tasks in their target textbooks. Hitomi Masuhara ('What do teachers really want from coursebooks?') makes us aware of the importance of involving teachers' opinions in the materials evaluation process. Among the essays, that of Littlejohn and that of Ellis will be very useful for studying the art of ELT materials selection and evaluation, alongside Choosing Your Coursebook (Cunningsworth, 1995).

The last part contains five essays on materials development. Each essay presents thought-provoking

ideas on adopting strategies of visualization (Tomlinson), autonomy (Julian Edge and Sue Wharton), Suggestopedia (Grethe Hooper Hansen), or self-access (Tomlinson). It seems that, within this book, the first part and the last part share the same theme of techniques for materials writing. For practicing teachers in the Korean context, Alan Maley's essay ('Squaring the circle - reconciling materials as constraint with materials as empowerment') seems to contain the most practical and useful suggestions for materials writing or adaptation for classroom use. His writing is down-to-earth and balanced, but includes the theoretical aspect of materials adaptation.

This reviewer, as a member of the MATSDA himself, finds a lot of interest and relevance in the ideas and the suggestions from this book. My MA students mention the usefulness of this book in terms of its various theoretical backgrounds and numerous practical tips for materials writing for their own classroom use. This book, therefore,

should be a must for language teachers, teacher trainers and teacher trainees, and also a valuable resource for textbook writers and publishers. As a final suggestion, I would like to see increased participation of Korean ELT practitioners writing this kind of book, specifically reflecting Korean perspectives on materials development.

References

Cunningsworth, A. (1995). *Choosing your coursebook*. London: Heinemann.

Sheldon, L. E. (Ed.). (1997). *ELT textbooks and materials: Problems in evaluation and development* (ELT Documents 126). London: Modern English Publications/The British Council.

Smyth, E. (Ed.). (1980). *ELT documents special: Projects in materials design*. London: Modern English Publications/The British Council.

KATE NEWS

Reports from the Council
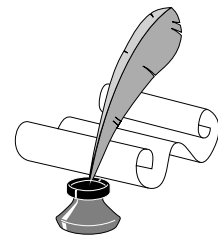
General Affairs

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

Changes in Membership Fees

KATE 2003 Winter Conference held an extraordinary general meeting on February 15th, 2003 and passed several measures submitted by the board members. Here we let you know the results because the measures are relevant and important to all the members.

1. Individual membership: Initiation fee is 30,000 won and annual fee is also 30,000 Won.
2. Library membership: Initiation fee is 30,000 won and annual fee is 100,000 won.

3. Overseas Individual membership: Initiation fee is 40 US dollars and annual fee is also 40 UD dollars including postage.
4. Overseas Library membership: Initiation fee is 40 US dollars and annual fee is 100 US dollars including postage.

In addition to the adjustment of membership fees, the general meeting has also passed some amendments to the bylaws of Korea Association of Teachers of English. More detailed information will be available on the KATE web site (http://www.kate.or.kr).

Publications

Won-Key Lee, Vice President
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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**). The **REVIEWING FEE** for the contributed article, 70,000 won (US$60), 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 Dong-il: 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

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Call for Papers for the 2003 KATE International Conference

The 2003 KATE International Conference will be held in **Daejeon, the Republic of Korea**, from **June 26th** (Thursday) **to 28th** (Saturday), **2003**, by the Korea Association of Teachers of English (KATE). The theme of the conference is "**English Language Policy and Curriculum**". On June 26th, 2003, Thursday, pre-conference sessions will be organized by some SIGs, either in the form of lectures or workshops.

The title of the presentation paper should be sent to the conference chair by February 15th, 2003, and the abstract (within 500 words) by April 26th, 2003. When submitting the 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 HWP file attachment) is preferred.

For further details, please contact Dr. Lee, Hwa-ja (Conference Chair, Sunchon National University) by e-mail at **Lhj@sunchon.ac.kr** or by phone at +82 61 750 3327(Office). Please refer to <http://www.kate.or.kr> for more details.

KATE Website

Young-Woo Kim
KATE Web Editor
youngwookim@igse.ac.kr

KATE WEBSITE TO BE UPDATED

In order to improve its services, the KATE Website 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.

KATE Website: <http://www.kate.or.kr>
Contact: <info@kate.or.kr>

Members in the News

Appointments

김동규 (UT-Austin). 부산교대 영어교육과. 전임강사로 임용됨.

김해동 (University of Essex). 가톨릭대 영어영미문화전공. 전임강사로 임용됨.

김혜영 (SUNY at Buffalo). 숙명여대 TESOL 대학원. 조교수로 임용됨.

박선호 (Victoria University of Wellington). 경인교대 영어교육과. 전임강사로 임용됨.

이은주 (UCLA). 이화여자대학교 영어교육과. 전임강사로 임용됨.

이영자 (한양대학교). 한국응용언어학회 회장으로 추대됨.

최희경 (Columbia University) 경인교대 영어교육과. 전임강사로 임용됨.

Publications

김대진 (한세대) [2002]. The role of an interactive book reading programs in the development of second language pragmatic competence. *The Modern Language Journal, 86* (3), 332-348.

박준언 (숭실대) [2002]. 문화와 의사소통의 사회언어학. (Nancy Bonvillain 저 "Language, Culture, and Communication" 공역). 한국문화사.

이완기 (서울교대) [2003]. 영어 평가 방법론. 문진미디어.

이창봉 (가톨릭대). [2003]. Listening Special Workbook. 사회평론.

David Shaffer (조선대) & Paul Y. Choe (동국대) [2003]. *Writing First. Compass.*

Presentations

권오량 (서울대) & 이완기 [2002.10]. *On the Number of Options in a Multiple-Choice English Test.* Paper presented at the Fifth International Conference on English Language Testing in Asia, Tokyo, Japan.

권오량 (서울대) [2002. 12]. *English and English Teaching in Asia.* A plenary paper presented at the First International Conference of the Linguistic Society of the Philippines, Manila, Philippines.

Kwon, Oryang (Seoul National University) attended the ACTA (Australian Council for TESOL Associations) Annual Conference and visited universities and English language teaching/testing institutes in Sydney, Melbourne and Brisbane for two weeks (January 18-31, 2003) as the first recipient of the Executive Award of the Australian Government. He discussed, with ACTA President Ms. Andrea Harms, the possibility of establishing a partnership between KATE and ACTA.

신동일 (숙명여대) [2002.10]. *Validating Descriptors for Korean High School Students' English Proficiency Scales.* Paper presented at the Fourth International Conference on English Language Testing in Asia. Tokyo, Japan.

김성연 (한양대). [2002.12]. *Livetalk2u: 3-dimensional Voice Communication Software tool for Developing Communicative Competence.* Paper presented at the 13th World Congress of Applied Linguistics. Singapore.

김신혜 (계명대). [2002.12]. *Writing Anxiety and Coping Strategies in an EFL Writing Classroom.* Paper presented at the 13th World Congress of Applied Linguistics. Singapore.

박주경 (호남대). [2002.11]. *Teaching Young Learners English: What to Gain, What to Lose.* Paper presented at the Fourth Pan Asian Conference (PAC). Taipei, Taiwan.

우상도 (공주교대). [2002. 11]. *NNS Teachers' Role in Pronunciation Learning and Teaching.* Paper presented at the Fourth Pan Asian Conference (PAC). Taipei, Taiwan.

이영자 (한양대). [2002.12]. *Learning English through CMC-based materials.* Paper presented at the 13th World Congress of Applied Linguistics. Singapore.

이혜문 (성균관대). [2002.12]. *In search of the medium between meaning negotiation and SLA: Input comprehension or focus on form.* Paper presented at the 13th World Congress of Applied Linguistics. Singapore.

전지현 (이화여대). [2002. 11]. *Using Self-assessment in the Teacher Training Program.* Paper presented at the Fourth Pan Asian Conference (PAC). Taipei, Taiwan.

정규태 (한남대). [2002.12]. *English in Korea: Nativization and Acculturation.* Paper presented at the 13th World Congress of Applied Linguistics. Singapore.

한상호 (경주대). [2002.11]. *Effects of Online Interaction on Developing English Writing Skills.* Paper presented at the Fourth Pan Asian Conference (PAC). Taipei, Taiwan.

현태덕 (안동대). [2002.11]. *The Collaboration of Task-based Learning and Cooperative Learning.* Paper presented at the 28th JALT International Conference on Waves of the Future. Shizuoka, Japan.

New Members

김지영 (경희대), 김화곤 (아카데미문화사), 이수희 (인천대), 이종복 (나사렛대), 정연희 (국제영어교육연구소), 강소영 (이화여대), 강인선 (KAIST), 고미숙 (이화여대), 김규화 (상당초등학교), 김성식 (Lancaster University), 김영실 (항공기능대학), 남성옥 (연변대), 박나영, 박선희 (이화여대), 박신영 (연세대), 박언진 (숭실대), 박주현 (뉴로네티즘), 변학환 (신흥대), 심은숙 (Univ of Minnesota), 유지혜 (나사렛대), 이경림 (이화여대), 이유림 (이화여대), 이정선 (이루넷), 정인식 (서울대), 정혜선 (아이링크스쿨), 조윤영 (이화여대), 차명선 (서울대), 최운호 (서울대), 최희경 (인천교대), 한명순 (숭실대), Adam Turner (한양대), Akiko Takagi (와세다대), Diane Potts (전남대), Eugene Spindler (창신대), Heidi Vande Voort (총신대), Mia Jun (서울시 교육연수원), Perry Perry (기독간호대학), Wes DeJonge (총신대)

NEWS FROM OUR PARTNERS

The Latest from IATEEL

IATEFL holds its International Annual Conference & Exhibition every spring which is attended by around 1500 ELT professionals from 70+ countries. It involves a 4-day programme of over 300 talks and workshops and, in addition to giving delegates a chance to meet leading theorists and writers, and exchange ideas with fellow professionals from all sectors of ELT, it enables them to see the latest ELT publications and services in a large resources exhibition involving around 60 ELT-related exhibitors. Our Annual Conference is also an important event for our Special Interest Groups (SIGs) who hold Pre-Conference Events, which are one-day workshops specifically intended for delegates who wish to concentrate on a particular topic, plus they hold Open Forums during the conference itself for SIG members and potential members to discuss topical issues in the specialist area concerned.

The 37th annual conference will be held in the Conference Centre in Brighton from April 22 through 26. Our plenary speakers are:

- David Crystal (Wed 9.00 - 10.30) Shakespeare and EFL
- Philida Schellekens (Thurs 9.00 - 10.15) EFL and ES(O)L: common needs; common goals
- Kathleen Bailey (Friday 9.00 - 10.15) What language teachers' journals have taught us about language teaching
- Ron Carter and Michael McCarthy (Sat 15.10 - 16.30) If you ever hear a native speaker let us know

The Latest from JACET

The MEXT "Developing a strategic plan to cultivate "Japanese With English Abilities" was released on July 12th. This was actually the first national strategic design with specific targets for the plan to supply the Japanese with a good command of English through school education. However, this was not an abrupt action taken by the Ministry. As soon as the new Ministry of Education (MEXT) started in January 2001, it began round table discussions entitled the "Round Table for the Promotion of English Teaching Method Improvement" in 2000, and issued its report in January 2001. This report urged MEXT to begin another series of meetings in order to realize the content ofthe report. The Minister of Education's positive support helped these meetings to produce the strategic plan. Entitled "Human Power Strategy," it was then sent to a Cabinet level meeting as part of the "Economy Revitalization Strategy" under the "Fundamental Policy 2002 for Economic and Financial Management and Structure Reform." The Cabinet meeting held on June 25, 2002 agreed upon it, which means that the plan will be budgeted for the fiscal year 2003 regardless of the cost. This strategic plan also requires awareness of planning what sort of English Japanese teachers of English should teach their students, and how they should teach it. JACET is expected not only to give advice and suggestions but also to study the plan and consider if any particular cooperation is necessary based on the principles the association has cultivated for years.

Upcoming Events: 2003

MARCH

9-11 USA Language Instruction for Diverse Learners Arlington, Virgina. Contact <http://www.langinnovate.msue.edu/conference-instruction.html>.

12-14 UAE TESOL Arabia: "English Language Teaching in the IT Age" in Dubai, United Arab Emirates. Contact <kathy_bird@zu.ac.ae> or visit <http://www.tesolarabia.org/conference>.

22-25 USA American Association for Applied Linguistics (AAAL): "The diversity of applied linguistics" in Arlington, Virginia. Contact AAAL at <http://www.aaal.org/aaal2003>.

25-27 Malaysia "LSP in Practice: Responding to Challenges" at Universtiti Teknologi Malaysia, Johor Baharu. Contact <http://www.fppsm.utm.my/lsp>.

25-29 USA Annual TESOL Convention: "Hearing Every Voice" in Baltimore, Maryland. Contact <conventions@tesol.org> or <http://www.tesol.org>.

APRIL

9-11 Thailand International Conference "Research in ELT" in Bangkok. Contact <http://www.arts.kmutt.ac.th/research_in_elt>.

10-12 UK BALEAP 2003: "Developing Academic Literacy" in Southampton. Contact <http://www.baleap.corg.uk/content/conference/index.htm>.

22-24 UK IATEFL Annual Conference in Brighton. Contact <http://www.iatefl.org>.

MAY

4-9 USA International Reading Association Annual Convention in Orlando, Florida. Contact <http://www.ira.org/meetings/conv/future_conv.html>.

7-10 Canada World CALL 2003 Conference in Banff, Alberta. Contact <bgill@ucalgary.ca> or <http://www.worldcall.org>.

14-16 Thailand 2003 ASIA CALL International Conference "Information and Communication Technology and Education" in Bangkok. Contact Larry Chong at <chongld@gyeongju.ac.kr>.

20-24 Canada Computer Assisted Language Instruction Consortium (CALICO) in Ottawa. Contact <http://www.calico.org>.

JUNE

6-7 China 3rd International IT & Multimedia in English Language Teaching Converence in Hong Kong. Contact <itmelt2003@elc.poly.edu.hk> or <http://www.elc.polyu.edu.hk/conference>.

23-28 USA Association for the Advancement of Computing in Education World Conference on Educational Multimedia, Hypermedia & Telecommunications: "ED-MEDIA" in Honolulu, Hawai'i. Contact <http://www.aace.org/conf>.

23-25 Hungary The European Association for the Teaching of Academic Writing in Budapest. Contact <http://ww.ceu.hu/eataw>.

24-28, China International Conference, "Fostering Partnership in Language Teaching and Learning," Hong Kong. Contact <lcconf03@ust.hk> or <http://lc.ust.hk/~centre/conf2003/>.

25-26 Korea KASELL International Conference, "Where English Linguistics Meets Education," in Seoul. Contact Dr. Kim, Hyun-sook, Tel. (82) (2) 461-8927. E-mail: <kasell@hanmail.net> Web site: <http://society.kisti.re.kr/~kasell>.

26-28 Korea KATE International Conference, "English Language Policy and Curriculum," in Daejeon. Contact Dr. Lee, Hwa-ja, Conference Chair. Tel. (82) (061) 750-3327. E-mail: <Lhj@sunchon.ac.kr> Web site: <http://www.kate.or.kr>.

JULY

2-4 UK "Producing Local Order", International Institute for Ethnomethodology and Conversation Analysis in Manchester. Contact <http://www.pscw.uva.nl/emca/IIEMCA2003.htm>.

7-12 Japan Association for Computational Linguistics, ACL 2003 Conference in Sapporo. Contact <http://www.aclweb.org>.

18-19 Korea KAFLE (Korea Association of Foreign Languages Education) International Conference at Faculty Hall, Seoul National University. Contact <http://www.kafle.org/conference/con_program.php3>. Contact Professor Park Joo-Kyung at <joo@honam.ac.kr>.

31-August 2. Japan Association for Language Education and Technology (LET). 43rd National Conference, "Strategies for the Future in Foreign Language Education: Media, Cognition and Communication," in Osaka. Contact <PFB01373@nifty.ne.jp> or <http://www.LET-kansai.net/LET2003information-e.html>.

AUGUST

6-8 Japan. Second International Conference on Speech, Writing and Context, in Osaka. Contact Hiromi Murakami, Conference Secretariat, at <hiromim@kansaigaidai.ac.jp>.
Web site: <http://www.kansaigaidai.ac.jp/teachers/toyota/ICSWC2.htm>.

18-22 UK 14th European Symposium on Language for Specific Purposes in Guildford. Contact <http://www.computing.surrey.ac.uk/lsp2003>.

SEPTEMBER

4-6 UK British Association of Applied Linguistics (BAAL) "Applied Linguistics at the Interface" in Leeds. Contact <http://www.baal.org.uk.baalc.htm>.

4-6 Ireland 3rd International Converence on Third Language Acquisition and Trilingualism in Tralee. Contact <http://www.spz.tu-darmstadt.de/L3>.

13-14 Australia Independent Learning Association. Inaugural Conference, "Supporting independent language learning in the 21st century," in Melbourne. Contact <info@independentlearning.org> or <http://www.independentlearning.org>.

19-21 UK EUROSLA 2003 in Edinburgh. Contact <http://www.hw.ac.uk/langWWW/eurosla/eurosla03.htm>.

27-28 Japan Peace as a Global Language Conference, in Tokyo. Contact Keiko Kikuchi at <kikuchik@tiu.ac.jp> or <http://www.eltcalendar.com/PGL2003>.

NOVEMBER

7-9 Taiwan English Teachers' Association-Republic of China. The 12th International Symposium and Book Fair on English Teaching, "Curriculum Reform in ELT," Taipei, Taiwan. Contact <etaroc2002@yahoo.com.tw> or <http://www.eta.org.tw>.

20-23 American Council on the Teaching of Foreign Languages (ACTFL) in Philadelphia. Contact <http://www.actfl.org/public/calendar>.

The KATE FORUM CONTRIBUTOR GUIDELINES

The KATE FORUM welcomes submissions on matters concerning KATE, English education, and the teaching of English as a foreign language. Contributions of previously unpublished material may be made in the following categories:

Feature Articles should be between 1000 and 3000 words in length on such topics as EFL methodology, policy, materials design, teacher training, classroom activities, or research. Feature articles should be only lightly referenced, and contents and findings should be particularly applicable to the EFL classroom.

Guest Columns may be submitted by individuals who are not members of KATE. Guest columns should be

limited to 500-900 words and be on topics appropriate for feature articles or on KATE itself.

Reports by KATE vice presidents or other members of the executive council may be submitted on major activities and events of the organization that are planned or have taken place. Reports should be approximately 500 words in length.

Reviews of books, CD-ROMs, videotapes and other materials related to ESL/EFL should be 500-750 words in length. Reviews should be of recently published or released materials that have not been previously reviewed in a KATE publication.

News Items of upcoming events and news about members are also welcome. These should be no more than 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 falling two months prior to the month of Newsletter publication (i.e., April, July, Dec.). Submissions should be made electronically to the Newsletter editors.

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 FORUM*, 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
Tel: (02) 880-7677

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 30,000 won. Annual membership dues are 30,000 won for regular membership and 100,000 won for libraries and publishing companies. Please refer to the bottom of membership application form for more details about the membership fees.

Send your fee to Treasurer Dong-il 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: bmlee@snu.ac.kr).

한국영어교육학회
The Korea Association of Teachers of English

151-742 서울 특별시 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
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직장 / Affiliation		직위 / Position

우편주소 / Mailing Address
□□□-□□□

전자우편 / Email Address	전화 번호 / Phone No. (O) (H)	휴대전화번호 / Cell Phone No. (Optional)	팩스 번호 / Fax No. (O) (H)

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제1전공 / Primary Area of Specialization	제2전공 / Secondary Area of Specialization

회원구분 / (해당란○표) Check Type of Membership to the Right.	일반회원 / Regular Membership	학생회원 /Student 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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신청인 서명 / Signature of Applicant

1. Individual membership: Initiation fee: 30,000 won, Annual fee: 30,000 Won.
   · Overseas Individual membership: Initiation fee: $ 40, Annual fee: $ 40 (w/ postage).
2. Library membership: Initiation fee: 30,000 won, Annual fee: 100,000 won.
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KATE

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Submit to the President of KATE