

KATE FORUM

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ON THE INSIDE

- General Information on KATE
- President's Message:
 - New Directions for KATE in 2006
- Feature Article:
 - Needs Analysis in English for Specific Purposes Revisited
- Viewpoint:
 - Me, Sergeant Sonderson, and Cultural Bias in English Textbooks
- Teaching Ideas:
 - Teaching Academic Writing to Graduate Students: Issues of Formality
- Special Reports:
 - The JACET 44th Annual Convention, 2005
 - The 5th Joint SIG Seminar/Workshop을 참관하고 나서
- Book Reviews:
 - *Evaluation in FLT*
 - *Implementing the Lexical Approach: Putting Theory into Practice*
- KATE News:
 - Reports from the Council, Members in the News
- Upcoming Events: 2006
- KATE FORUM Contributor Guidelines
- Joining KATE

2006 2



한국영어교육학회

The Korea Association of Teachers of English
<http://www.kate.or.kr>

KATE: An Associate of IATEFL





ON THE INSIDE

- **General Information on KATE / 2**
- **President's Message / 5**
New Directions for KATE in 2006
By Byoung-Man Jeon
- **Feature Article / 6**
Needs Analysis in English for Specific Purposes Revisited
By Hyeon-Okh Kim
- **Viewpoint / 9**
Me, Sergeant Sonderson, and Cultural Bias in English Textbooks
By Tae-Young Jeong
- **Teaching Ideas / 11**
Teaching Academic Writing to Graduate Students: Issues of Formality
By James Kobes
- **Special Reports / 14**
The JACET 44th Annual Convention, 2005 / 14
By Hikyoung Lee
The 5th Joint SIG Seminar/Workshop을 참관하고 나서 / 16
By 이영희
- **Book Reviews / 18**
Evaluation in FLT / 18
By Hoo-Dong Kang
Implementing the Lexical Approach: Putting Theory into Practice / 20
By Heyoung Kim
- **KATE News / 22**
Reports from the Council, Members in the News
- **Upcoming Events: 2006 / 23**
- **KATE FORUM Contributor Guidelines / 26**
- **Joining KATE / 27**



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General Information on KATE

The Korea Association of Teachers of English (KATE), established in 1965, is a leading language education organization with a thirty-nine 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 more than 1,000 educators, ranging from elementary school teachers to university professors, as well as adult education instructors.

Conferences

Prior to 2004, KATE held two conferences every year, one in the winter and the other in the summer. However, in an effort to solicit high-quality, research-based academic papers, KATE decided at its general meeting to reduce the number of conferences to one. Thus, KATE now holds 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

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, viewpoints, 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 theoretical and practical reports of research and discussions of central issues. All KATE journals (except Vols. 1-3) published in 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: About KATE, Membership, Publications, News, Conferences, Resources, KATE Mailing list, etc. 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.

Constitution

Adopted January 22, 1965
 First Amendment August 11, 1973
 Second Amendment August 1, 1975
 Third Amendment August 1, 1981
 Fourth Amendment February 26, 1988
 Fifth Amendment July 1, 1995
 Sixth Amendment March 1, 1999
 Seventh Amendment March 1, 2003

Chapter One: General Provisions

Article One: Names

The name of this association shall be the Korea Association of Teachers of English, herein referred to as KATE. The Korean name of the association shall be 한국영어교육학회.

Article Two: Aims

- ① The aims of KATE shall be to promote the development of and research into the practice and theory of English language education, and to endeavor to foster a sense of collegiality and amity among the membership.
- ② To achieve these aims this association shall undertake the following:
 1. The publication of a scholarly journal, *English Teaching* (영어교육), and a regular newsletter, *KATE FORUM*
 2. The holding of academic meetings and exchanges
 3. Compiling, publishing, and circulating books and other materials concerning English education
 4. Other activities consistent with promoting the aims of KATE

Article Three: Headquarters

The headquarters of this association shall be designated by the President.



Chapter Two: Membership

Article Four: The Process of Admission and the Categories of Membership

- ① Membership is open to individuals and non-profit institutions or other organizations engaged in English language education, subject to the completion of the approved application form, submission of the initiation fee alongside the annual membership fee, and the approval of the Standing Executive Board. For-profit institutions or organizations may become associate members by special agreement.
- ② Membership is divided into the following categories: individual, institutional, and associate.
 1. Individual membership with vote is open to persons who are engaged in or concerned with English education.
 2. Institutional membership without vote is open to libraries, non-profit institutions or similar organizations engaged in English education.
 3. Associate membership without vote is open to for-profit institutions or organizations engaged in English education.

Article Five: Rights and Responsibilities

- ① Individual members are entitled to attend general meetings and cast one vote on the make-up of decisions, to attend academic meetings held by KATE, and to submit articles to and receive a free subscription of KATE publications.
- ② The membership shall pay membership fees to KATE annually.

Article Six: Revocation of Membership

Under the following circumstances, membership may be revoked by decision of the Standing Executive Board.

1. If the individual declares his or her intention to resign.
2. If the person has not paid membership fees for three years or longer without giving notice of reasons.
3. If the person has engaged in behavior incompatible with the aims of KATE or damaged the prestige of and/or bringing dishonor to KATE.

Chapter Three: The Executive Board

Article Seven: The Executive Board

The Executive Board of KATE will be constituted as follows:

1. One President
2. No more than four Vice Presidents, with a Vice President in charge of editorial work and publications, a Vice President in charge of planning and mediation, a Vice President in charge of research and development, and a Vice President in charge of publicity and advertising
3. No more than thirty Standing Executive Board members
4. Two auditors
5. Advisors

Article Eight: Elections

- ① The President, the Vice Presidents, and the Auditors are elected by the Executive Council and confirmed by the General Meeting.
- ② The Standing Executive Board members shall be appointed by the President.
- ③ All the past Presidents shall be Advisors.

Article Nine: Duties of the President

The President shall represent KATE, oversee the business of KATE, and chair meetings of the Standing Executive Board, the Executive Council, and the General Meeting.

Article Ten: Duties of the Vice Presidents

Each Vice President shall assist the President by carrying out his or her own duties, and be able to take over for the President in case the need arises.

Article Eleven: Duties of the Standing Executive Board Members

The Standing Executive Board members shall take charge of general affairs, finances, international relations, public relations, scholarly information, research, and editorial work. Where required the members can be added to establish and manage other offices for Standing Executive Board work.

1. A general affairs officer shall manage administration and general affairs.
2. A finance officer shall take charge of matters of finance and expenditure.
3. An international relations officer shall oversee international exchanges.
4. An officer for public relations shall take charge of publicity, advertising and the associate members.
5. An officer for scholarly information shall take charge of maintaining scholarly information, the membership database, a webpage, and similar duties.
6. An officer for research shall see to research and development affairs.
7. An officer for editorial work shall see to the editorial work and publishing work of the association.
8. Additionally designated officers shall oversee other offices set up by the Standing Executive Board.

Article Twelve: Auditors

The auditors shall manage the accounts of KATE annually and make a full report to the General Meeting.

Article Thirteen: Advisors

Advisors shall advise the President and serve as regular members of the Executive Council.

Article Fourteen: Term of Office

All officers shall serve a two-year term of office. However, in order to ensure the continuity of KATE activities it shall be possible to extend the term of office of the Standing Executive Board members.



Chapter Four: Meetings

Article Fifteen: The General Meeting

Regular General Meetings and extraordinary General Meetings are convened by the President.

1. The regular General Meeting shall be convened on the last day of the KATE conference.
2. Extraordinary General Meetings shall be called at the discretion of the President, the Standing Executive Board, or at the expressed will of at least one third of the individual members.

Article Sixteen: The Executive Council

- ① The Executive Council shall be constituted with all the members of the Executive Board referred to in Article Seven, and shall be convened before the convention of the General Meeting.
- ② The Executive Council shall confirm decisions made by the Standing Executive Board, and elect the President, the Vice Presidents, and the Auditors referred to in Article Eight.

Article Seventeen: The Standing Executive Board

- ① The President, the Vice Presidents, and the members of the Standing Executive Board shall form a Standing Executive Board, which shall be convened at the discretion of the President.
- ② The Standing Executive Board shall resolve important matters pertaining to the affairs of KATE, and report its important decisions to the General Meeting after they are ratified by the Executive Council.

Article Eighteen: Subcommittees

- ① In order to carry out the work of KATE efficiently, subcommittees may be formed.
- ② The formation and composition of subcommittees shall be subject to the will of the Standing Executive Board.

Article Nineteen: Resolutions

Resolutions shall be considered resolved if they are approved by a majority of those present in any meeting.

Chapter Five: The Editorial Board

Article Twenty: Organization

In order to carry out the publication work of KATE, an Editorial Board shall be formed.

Article Twenty-one: Duties

The Editorial Board shall carry out the review and selection of articles for the KATE journal.

Article Twenty-two: Editorial Board Chairman

The post of the Chairman of the Editorial Board shall be held simultaneously by the Vice President responsible for editorial and publications work.

Article Twenty-three: Matters of Detail

The Editorial Board shall be able to constitute bylaws concerning its organization, duties, and operation in carrying out all its particulars.

Chapter Six: Academic Conferences

Article Twenty-four: Academic Conference

- ① KATE shall convene at least one academic conference annually. The convention of the academic conference shall be fixed at the discretion of the Standing Executive Board.
- ② In order to ensure the smooth operation of the academic committee, a conference organizing committee shall be set up.
- ③ The setting up and operation of the conference organizing committee shall be designated as a bylaw by the Standing Executive Board.

Chapter Seven: Finances

Article Twenty-five: Income

KATE shall dispose of the following sources of income:

1. KATE endowments
2. Initiation fees and membership fees
3. Corporate and private donations
4. Commercial and other sources of income

Article Twenty-six: Fiscal Year

The fiscal year of KATE shall begin on the first of July and end on the 30th of June, the next year.

Article Twenty-seven: Yearly Accounts

- ① At the end of each fiscal year, a full account of the income and expenses of KATE shall be audited by the auditors, be ratified at the Executive Council, and finally be approved at the General Meeting.
- ② The annual budget shall be reviewed at the Standing Executive Board, be ratified at the Executive Council, and finally be approved at the General Meeting.

Chapter Eight: Amendment of the Constitution

Article Twenty-eight: Amendments to the Constitution

- ① Amendments to this Constitution may be put forward by a simple majority of the Standing Executive Board or by at least one-third of the individual membership.
- ② When an amendment to the Constitution has been put forward, it shall be reviewed at the Executive Council subject to confirmation by at least half of the present members of the General Meeting.

Supplementary Provision

This amended Constitution shall be effective from the first of March, 2003.



PRESIDENT'S MESSAGE

New Directions for KATE in 2006



Byoung-Man Jeon
President, KATE
(Chonbuk National University)

Dear KATE members,

Happy New Year!

We're already in the year 2006. The year 2005 was to us a memorable year as we demonstrated our potentiality by making successful the Fourth SIG Workshop/Seminar and KATE's 40th anniversary conference. While we were preparing and executing the events, we have reviewed what we had accomplished for the past 40 years and then asked ourselves which route we should pursue in the coming years. Now it's time that we advance in a new direction to redefine KATE's role.

To progress in a new direction, we'll first have another opportunity to reexamine our forty-year-long accomplishments of English teaching, compiling them into a special issue of KATE Journal. Second, after the successful Fifth SIG Workshop/Seminar, we will continue to focus on new aspects of curriculum development that will be revised in 2006. Third, the 2006 KATE conference, entitled "Beyond the Horizon: Extending the Paradigm of TEFL," will present a comprehensive coverage of teaching English as a foreign language, including new teaching approaches.

To establish a new goal for English education, we attempted to tackle the current issue of curriculum development at the Fifth SIGs Workshop/Seminar that was held at Soongsil University on January 21. Once more, to share our knowledge and perspectives on teaching English as a foreign language, we will hold KATE's annual conference

at Hanyang University on June 23-24.

All KATE members are strongly urged to join our annual meetings, for it is your voice that helps KATE find new paths for English teaching. It is your support that determines KATE's future. I hope I will meet all of you at the KATE 2006 International Conference. I wish all KATE members health, happiness, and success in 2006.



Needs Analysis in English for Specific Purposes Revisited



Hyeon-Okh Kim
(Aju University)

The field of Language for Specific Purposes (LSP) has provided a useful service to the profession of language teaching and learning in that it affords teachers with a more systematic approach to implement learner-based curriculum and equips students with the tools necessary to improve their capacity in the language and skills required for subject-matter expertise. Known as English for Specific Purposes (ESP) in ELT circles, this approach tries to establish collaborative, interdisciplinary practice to meet the specific needs of ESL learners. Granted, ESP has exhibited great potential for the language development of learners at the tertiary level, whose needs and difficulties tend to be specifically defined in line with their professional orientation, either academic or occupational.

English for Academic Purposes (EAP) is one of two principal areas of ESP, the other being English for Occupational Purposes (EOP), although the distinction between these two is not straightforward (Dudley-Evans & St John, 1998). Depending upon particular disciplines and occupations, EAP and EOP are sub-divided into separate categories, respectively. English for Science and Technology (EST), for example, is an established branch within EAP, while English for Business Purposes (EBP) is a well-known genre in EOP. With different angles applied, each category is further sub-classified: there is a distinction between English for General Academic Purposes (EGAP) on the one hand and English for Specific Academic Purposes (ESAP) on the other hand. EGAP refers to the extensive teaching of the basic skills and language required across all disciplines, while ESAP involves the intensive teaching of the language and skills that differs from discipline to discipline (Dudley-Evans & St John, 1998). Likewise, English for General Business Purposes (EGBP), training the basic language skills of pre-career learners, is contrasted with English Specific Business Purposes (ESBP), teaching intensive business knowledge and skills for in-service workers (Dudley-Evans & St John, 1998).

In language teaching history, the development of ESP has an important bearing upon needs assessment. The 1960s witnessed a growing demand for specialized language programs,

which led ELT educators and materials writers to frequently adopt procedures to collect and analyze data about learners' needs. In the 1970s, when the concept of *threshold level competence* swept through the European community, the notions and functions specified were translated into learner needs in ESP syllabus design. ESP materials and course design were greatly influenced by register analysis and by discourse analysis, since ELT practitioners investigated learner needs at the linguistic level. *Business English* and *technical English* were assumed as specialized varieties of English used to train personnel in their specific occupations. "Coming of age" by the 1980s (Hutchinson & Waters, 1987), after integrating multiple disciplines such as task-based and genre-based approaches, needs analysis (NA) has become the major part of ESP research and practice. In a nutshell, it was through the ESP movement that NA was introduced into language teaching research and practice (Richards, 2001).

Now NA is regarded as a necessary phase in planning, evaluating, and revising educational programs: each of the steps from the description of language and skills, materials adoption and development, and the organization of tasks and activities to the ultimate evaluation procedure of a program. Specifically, NA in language teaching may be used for the following different purposes (Richards, 2001, p. 52):

- 1) to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student;
- 2) to help determine if an existing course adequately addresses the needs of potential students;
- 3) to determine which students from a group are most in need of training in particular language skills;
- 4) to identify a change of direction that people in a reference group feel is important;
- 5) to identify a gap between what students are able to do and what they need to be able to do; and
- 6) to collect information about a particular problem learners are experiencing.

While NA is recognized as "a defining feature of ESP and, within ESP, of EAP" (Flowerdew & Peacock, 2001, p. 178), an investigation of learner needs does not seem so simple partly because of the complex nature of needs, but mainly because of the methodological problems in NA. Indeed, an examination of learner needs calls for a deeper and wider level analysis due to its multifaceted nature, having such subcomponents as *necessities* indicating what the learners should know for effective performance in target settings, *wants* concerning what is

needed as the learners themselves feel, *lacks* referring to the gap between the current and targeted level of proficiency, curricular and time *constraints*, and learners' *cognitive styles and learning preferences* (Hutchinson & Waters, 1987). Thus current NA procedures include diverse approaches: target-situation analysis, present-situation analysis, learning-centered approaches, strategy analysis, means analysis, target/deficit NA, language audits as given in a large scale institution-wide survey, discourse-based analysis, genre-based analysis, task-based analysis, and computer-aided corpus analysis (see Dudley-Evans & St John, 1987; Jordan, 1997; Long, 2005b; Park, 2003).

Several studies (Jordan, 1997; Robinson, 1991) present quite a comprehensive list of NA techniques. They include advance documentation (giving educational background), language tests both in the students' home country and on entry to the target situation, self-assessment, observation and monitoring, class progress tests, surveys of students' language and skills use and difficulties, structured interviews, learner diaries, case-studies, final tests, discussions or questionnaires for evaluation or feedback, follow-up investigations, previous research, authentic data collection, and participatory NAs.

In ESP literature the prevalent techniques employed in NAs, however, have been semi-structured interviews and self-report questionnaires. Oral interviews may give in-depth information about learner needs but there always exists the danger of the possibility that the learners would respond in the way they think the researcher expects (McDonough & McDonough, 1997). Often learners fail to give relevant and specific opinions on a given interview question. Following Long (2005b), pre-experience learners are not reliable as a source and even experienced learners are at times unable to provide valid information. Questionnaires are also limited due to the fixed nature of discrete items and the inapplicability of the results to course design (Horowitz, 1986). What is worse, learners have been selected as the only source of information in many NA projects. Other techniques also suffer from flaws in data or data collection procedures. Brain (2001) and Horowitz (1986) attempt to collect authentic data such as course syllabi and writing or summary assignments in university settings, but with a poor response rate and low usability for any detailed analyses. Both studies show how much it is difficult to carry out a needs analysis and to what degree it can be affected by the educational climate of each context.

To overcome these methodological problems, in fact, a number of researchers suggest the triangulation of a variety of sources and techniques in data collection (Jasso-Aguilar, 1999; Long, 2005b; West, 1994). Others have developed a new systemic method based on action research (for example, Tajino, James, & Kijima, 2005). In social science research, triangulation is defined as the combination of several research methodologies in exploring the same phenomenon. By comparing multiple perspectives, theories, and intuitions, and by incorporating a wide range of methods and different types of data together, triangulation can increase the credibility of the research findings (Lincoln & Guba, 1985). Triangulation in NAs can be achieved by looking for as many stakeholders as

possible ranging from current and past students, staff, instructors, and faculty, up to the director and administrator, thus a collaborative investigation. In terms of triangulation by methods, the interview and questionnaires are paired with students' learning logs, written work, tests, self-assessment, and not only document analysis.

Now the major concern in NA may not be whether or not ESP practitioners should conduct NAs any more. Of greater importance are *how* each NA is conducted and in what way the NA outcome is reflected in curriculum development, as well as how the results of the NA can best be implemented in curriculum development and the renewal process. However, with few exceptions (Bosher & Smalkoski, 2004; Stoller, 2001), little has been known about exactly how much NAs contribute to sound course design or a curriculum renewal project, although the failure rate of innovations is about 75% (Rogers, 1995, cited in Stoller, 2001). In Long's words (2005b), NA studies should be informative in terms of *which sources* are valid and *which to be based on* when developing or revising a program.

Whereas ESP literature has so far seen a number of needs analysis studies, NA itself has not been given its due attention (Long, 2005a). The area now is calling for on-going, professionally-conducted NAs undertaken as a collaborative project:

What is needed now is a serious effort by applied linguists to identify generalizations that can be made about how best to conduct needs analyses for populations A or B, in sectors C or D, given constraints E or F. However detailed and insightful they may be, particular findings about the language, genres, tasks, etc., encountered in this or that domain are often only of use to others with the same or similar students. Of greater relevance to a far wider audience are the methodological lessons arising from such studies, and especially, research on the methodology of needs analysis itself (p. 5).

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Me, Sergeant Sonderson, and Cultural Bias in English Textbooks



Tae-Young Jeong
(The Korea Military Academy)

While studying in the United States for my doctoral degree, I was very much into socially sensitive topics such as racial discrimination or cultural bias. I cannot deny that then my academic advisor, who is a renowned African-American scholar as well as a great mentor of mine, had some influence on my research behavior, but it was rather related to my own personal experience.

When I was a child, one of the most fascinating TV series for kids of my age was "Combat" in which the main character was Sergeant Sonderson, a strong white man. If I remember correctly, it was a story about a platoon of the U.S. Army fighting against the Vietcong during the Vietnam War. As Sergeant Sonderson, who was always brave and never surrendered in any perilous situation, was our hero, the Vietnamese guerillas were the number one enemy to be destroyed or terminated. The series was so popular and influential that many of us even bought plastic helmets with a sergeant insignia, plastic machine guns, and ammunition belts, thus enabling us to play combat games after school. We had to always yell and fight with each other before we began to play, because nobody wanted to play the wicked and eventually dead "Vietnamese" soldiers. Besides the series, there were also plenty of films depicting the chivalrous GIs in ragged uniforms killing hundreds of German soldiers in polished uniforms during the Second World War. It was the most painful situation for us when a ghastly German Unteroffizier tortured our hero, another Sergeant Sonderson, but we truly believed he could endure it and get his revenge on the beast eventually in a more dramatic fashion at the end of the film. Who is he? He is an "American Soldier!" As we were growing up, we could not help but continuously watch "American Hero" movies/TV shows including all the "-man" series, like "Superman," "Batman," "Spiderman," "Running Man," and last but not least, "The Six Million Dollar Man," to name a few. Always the same Sergeant Sonderson, but in various masks (a bat, spider, etc.). Interestingly, there appeared new enemies who were more dangerous than the previous poor Vietnamese or German soldiers. The new ones involved the innocent citizens

of everyday life, fundamentally lazy and remediless, thus threatening the foundation of our society: they were namely "the blacks." In the diverse genres of films produced in Hollywood which I watched on TV or in the theaters in Korea, the black gangsters and criminals were predominantly superior in number to white ones. Therefore, without a single instance of the experience of meeting a black person in real life, they became abhorrent figures to us.

Given my experiences in my youth, as far as creating my world view, I heard and simply followed just one voice, in one direction. Needless to say, it was a major American Voice. There were absolutely no "other's voices." When I studied in Germany as an exchange student for three years, it was only after a fairly long time of breaking down my wrong perceptions that I could finally start to listen to the other voices, namely the German version of WWII. While they did not brag or boast about their past as American did, there were definitely interesting stories they had been keeping for a long time: I came to hear of some great soldiers who sacrificed themselves not only for their Vaterland or Hitler but also for their buddies and family, and some novel ideas in terms of military strategy which were simply the best tactics I have ever learned. A colonel whom I met at a party, told me that they did not lose *the battles against America*, which were conducted by soldiers, but *the war* by politicians led by Hitler.

Reading the articles by Altieri (1994), Gates (1994), and Hines (1997) were particularly interesting for that reason, and furthermore made me give some thought to the "African-American version of American history." There are so many different versions of history in a country and the world in which we are living. In those terms, America is a truly blessed country, I suppose, where people can hear so many different voices in different languages, and feel the diversity of nations, thus leading to understanding "others," and also enabling them to consider their own culture with care. However, I believe that perspectives and arguments, and the so-called "canons" of the winner or the one who has the power, cannot be *objective*. They do not have to reveal their shameful pasts, nor confess their sins which distressed powerless people, because nobody can force them to do so unless they do it by themselves. I hope the American people would hear other voices more sincerely and consistently not only to grab an objective perspective but also to be listened to by others. Western culture and/or canon have always been described by the winner. It is natural that people are proud of it, and want to preserve it as long as possible, especially those who have the power to control others. They, however, should not forget to meditate on the objectiveness of their voice compared with other's, and should integrate all other's high values with theirs. That is the

best way not only to preserve but also to develop their own valuable culture.

Last year, I made a paper presentation at the KATE International conference with the topic, "Who Are They?: People in the Korean Middle School English Textbook." The study examined the people from the pictures/illustrations of the Korean Middle School Textbook in terms of their race, gender, and social status. Unfortunately, but not surprisingly, it was found that there exist several issues regarding cultural bias from the textbooks; for instance, the majority of the people from the pictures/illustrations are either Korean or white American, leaving extremely few places for other races, and more male characters are presented than female ones. In addition, black people tend to be stereotyped as either athletics or low level workers, while white American male characters possess the majority of the descent white-collar jobs. Given the different roles and characteristics of English as an international/global language of today, it is strongly recommended that textbooks in conjunction with public discourse regarding English education in general, should represent more diverse and therefore real cultural knowledge and patterns, which puts students in a position to acquire meaningful and authentic cultural awareness as well as communicative competence.

Knowing quite well that English textbooks in EFL contexts are primary resources in the classroom for learning about the target culture, we do not want to teach our students any more English with heavily biased textbooks through the image and the voice of Sergeant Sonderson. He has done his work pretty well on the battlefield, and now he should rest in peace.

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Teaching Academic Writing to Graduate Students: Issues of Formality



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I. Introduction

Graduate students in Korean universities are under increasing pressure to write conference papers and journal articles in English. In addition, many Korean graduate students are seeking help in improving their level of academic writing in preparation for overseas graduate study in English-speaking countries. Underscoring these demands are the concerns of professors that their graduate students are unable to effectively write English in a formal academic manner. Having been encouraged to learn informal language forms in English conversation classes, Korean graduate students are often confused concerning the differences between formal and informal forms. In attempting to respond to these emerging needs, English language instructors at Korean universities are faced with a difficult task given that little material exists which specifically focuses on teaching academic writing in English to non-native speaker graduate students.

One promising approach to filling this vacuum can be found in *Academic Writing for Graduate Students: Essential Tasks and Skills* by John Swales and Christine Feak. Swales and Feak anchor their approach to teaching non-native speaker graduate students upon the idea of the “vocabulary shift” toward a more formal style in academic writing. In particular, Swales and Feak concentrate on flow devices and formal parts of speech. Over the past three years, the author has adopted this approach when designing and teaching English writing courses and workshops involving Korean graduate students. This paper will discuss three teaching methods that the author has employed in raising awareness of issues of formality in English academic writing among these graduate students.

II. Identifying Academic Writing Style Techniques in Student-Provided Journal Articles

Choosing appropriate study material presents a challenge in academic writing classes where students often do not share the

same majors. One way of balancing such classes is to ask the students to make copies of published journal articles from their own fields that they think are interesting. The students might also be asked to provide samples of their own academic writing. These journal articles and writing samples may be used in class to compare the stock writing techniques being taught in class with the academic writing styles from their own fields.

For example, the students might be asked to trade articles with partners from different majors. Warming up the students by asking them to explain their articles to each other helps the students to recognize the differences between explaining ideas to a general audience and an expert audience. After the warm-up, the students should be asked to mark examples in the texts related to the suggestions being made in class. For example, the students might be asked to highlight the reporting verbs being used in the journal articles with the reporting verbs being used in their own writing samples. Comparing the verbs in the texts may help raise the students’ awareness of the importance of using strong verbs in formal writing. The teacher might then discuss issues such as minimizing the usage of phrasal verbs and weak verbs.

Using journal articles to ground the classes is also helpful when teaching formal flow devices. After studying distinct academic writing flow devices such as “*this* + summary noun,” “semi-colon + transition,” “*as*-clauses,” or “non-finite *-ing* clauses,” the students might search for examples of these formal writing tools in their journal articles and then compare these devices with the cohesion and coherence techniques that they have been using in their own academic writing (for detailed discussions of specific academic flow devices, refer to Shin, 2005; Swales & Feak, 2000; and Swales & Feak, 2004). Another advantage of using student-provided journal articles is that they can be filed for future use in building corpus-based academic writing classes.

III. Reducing the Informality of Student Texts

Once the students have gained greater awareness of academic writing conventions, the teacher might practice writing focusing on specific issues. The following example involves “unreal conditionals,” which are often used by academics to moderate criticism or to make polite suggestions. Unreal conditionals (or “counterfactuals”) take the following form:

Would/might have + past participle + comparison + *if* + noun phrase + *had* past participle

Below are two examples of unreal conditionals taken from Swales & Feak (2004).

- This article *would have been* more persuasive *if* the author *had related* the findings to previous work on the topic.
- It *would have been* better *if* the authors *had given* their main findings in the form of a table.

A graduate student in one of the author's classes wrote the following sentence in a critique writing assignment:

To strengthen the argument, the author should provide an analysis of the Korean educational system and objective evidence.

When this passage was discussed with the students it was decided that the text had two defects. The first problem identified was that the text under consideration was in its final published form and therefore could not be revised to include the student's recommendation (i.e., an unreal condition in the past). The second identified problem was the use of *should and objective evidence*, which the students considered to be unnecessarily strong. The students were asked to reduce the informality of the text by turning it into the form of an unreal conditional. After comparing their ideas, the students agreed upon the following sentence:

The argument would have been stronger if the author had provided an empirical analysis of the Korean educational system.

By learning this formal writing technique, the students were better able to express their criticisms in an academically polite manner with an appropriate amount of strength.

IV. Identifying Academic Writing Style Techniques in Student Texts

The following text is the final draft following peer editing of a text written a graduate student in an academic writing class. The text is a data commentary written in response to a table given to the students concerning the differences between the scores on two exams. In the assignment, the students were asked to practice using hedging devices to soften the strength of claim. In the previous lessons, the students had studied the writing style techniques used to control strength of claim suggested by Swales and Feak such as choosing weaker verbs, weakening generalizations, weakening probability, and distancing.

Table 16 shows the possible factors that may account for the difference in the average score between the regular exam and the makeup exam. As suggested by the table, the decreased average score on the makeup exam may be attributed to multiple factors. In particular, this discrepancy seems to have stemmed from the

room environment and the provision of board examples.

As a review exercise, the students in the class were placed in pairs and asked to discuss the different techniques in the text that were used to qualify the strength of claim. The students identified the following examples of hedging devices:

- *the possible* (weakens the generalization)
- *account* (weaker verb)
- *that may account* (weakens probability)
- *suggested* (weaker verb)
- *attributed* (weaker verb)
- *may be attributed* (weakens probability)
- *seems to have stemmed* (weakens probability; adds distance)

The students had also studied formal writing techniques characteristic of data commentaries such as location elements, summary statements, and highlighting statements. The students were asked to focus on the usage in the text of *metadiscourse* - "Sentences or phrases that help readers make their way through a text by revealing such things as organization, referring readers to relevant parts of the text, or establishing logical connections" (Swales & Feak, 2004, page 117). The students listed the following examples of metadiscourse.

- *Table 16 shows* (location element used to introduce the data commentary)
- *the possible factors that may account for the difference in the average score between the regular exam and the makeup exam* (summary statement of the content in the table)
- *As shown by the table, the decreased average score on the makeup exam may be attributed to multiple factors* (linking as-clause used to introduce a highlighting statement)

During the exercise, the students were reminded that anthropomorphic statements like as shown by the table are not common in Korean academic writing. The class also reviewed the tendency for authors to employ passive forms in data commentaries.

In addition to being an example of metadiscourse, the students had learned that as-clauses are also a linking device common to data commentaries. When the students were asked to use the text to identify other linking devices that had been studied in class, they offered the following two examples:

- *In particular* (sentence connector establishing intensification of an idea)
- *this discrepancy* (*this* + summary noun)

After being prompted to remember the stylistic purposes of using the "*this* + summary noun" form, the students recalled that, by referring to an idea in the previous sentence, this device improves flow, increases clarity, expresses a feeling of



closeness with the subject by the author, and informs the reader how the author conceives of the idea in the previous sentence (Shin, 2005; Swales & Feak, 2004). When asked about the use of the evaluative summary word *discrepancy* in the example, the students agreed that the word suggests a feeling of discord to the reader.

Working together to identify and understand actual academic writing techniques, as opposed to simply focusing on correcting mistakes in sample texts, helps develop the students as academic writers.

V. Conclusion

The three teaching methods discussed in this article may be used in conjunction with each other when attempting to raise awareness of issues of formality in academic writing classes for graduate students. Identifying academic writing style techniques in student-provided journal articles works well in the early stages of teaching new techniques by grounding these writing tools in materials that are meaningful to the students. Reducing the informality of student texts may then be pursued in a wide variety of writing practice and peer editing exercises. Identifying academic writing style techniques in student texts helps reinforce the ideas studied in class and serves as a vehicle for reviewing and discussing these concepts. Sharing and developing means to alert their students to the importance of the vocabulary shift toward a more formal style in academic writing will assist teachers in meeting the growing demands of graduate-level students at Korean universities.

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The JACET 44th Annual Convention, 2005



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Conferences are a wonderful opportunity to interact with people who share the same interests. Although mainly a venue for the dissemination of research, conferences serve other interactional purposes as well. Since they are not held frequently, conferences are a chance to meet new people and to rekindle old relationships. This combination of intellectual stimulation and networking makes for a dynamic atmosphere, which entralls you for a few days.

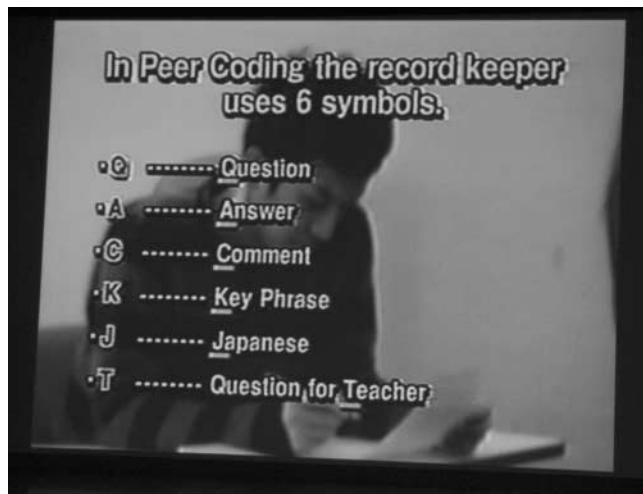
The JACET (The Japan Association of College English Teachers) 44th Annual Convention was held from September 8-10th at Tamagawa University in Tokyo. The theme of the convention was “Exploring the Evolving Goals of English Education.” This year, I had the privilege of attending as the representative of KATE.

JACET is an organization that is 2,600 members strong. This year’s convention attracted over 850 participants. Unlike JALT (The Japan Association for Language Teaching/Japan TESOL) in which the majority of members are expatriates and native speakers of English, JACET consists mainly of native speakers of Japanese. Another trait of JACET is that as its name literally implies, members are English instructors at the university level.

For non-native speakers of Japanese, a problem is that only a few of the presentations are in English. Although the President of JACET pointed out that this is an area that desires improvement, it seems to be a dilemma for any “international” conference held in a non-English speaking country. The paradox being that “international” equates with “English,” but that the majority of the conference attendees are locals. It may not be appropriate to assume that just because JACET—like KATE—is a conference on English teaching, the presentations should be in English. Considering the fact that most of the JACET members are native Japanese speakers and coupled with the fact that it is easier to talk “about” English teaching in Japanese, some things are better said and conveyed in the native language.

The JACET Convention was divided into an array of presen-

tations. Although the majority of presentations consisted of generic paper presentations, other sessions included symposia, posters, reports on classroom activities, and case studies. As can be seen from this eclectic mix, the convention attempts to strike a balance between theory and practice. In addition, each year an instructor is invited to deliver a special talk titled “Welcome to My Classroom.” This year, the speaker was David Watkins Reedy of Aoyama Gakuin University. Professor Reedy spoke of the use of peer coding and did a hands-on simulation of how this activity is conducted in his classroom.



▲ A slide from Professor David Watkins Reedy's presentation

The plenary speakers this year were David Charles Nunan (Hong Kong University), Michael Rundell (Brighton University), and Michael Stuart Byram (Durham University). Professor Rundell spoke of the advantages of utilizing corpus-based frequency data while Professor Byram presented on the purposes and goals of assessment.

One of the talks that were relevant to all who came was one given by Professor Nunan who brought to light an issue that is mostly swept under the rug with his talk titled “Is Language Teaching a Profession?” The title itself is thought-provoking. When probed for an answer to this obviously rhetorical question, the response of “hmm” crosses one’s lips. Ideally, native English teachers in especially non-English speaking countries will have the right credentials and qualifications to teach English other than the fact that s/he is a native speaker of English. In reality, due to whatever reasons there are for not being able to recruit qualified native English instructors, language teaching may not be considered a “profession” in the true sense of the word.

The other Korean at the convention was Seonghee Choi, the representative from ALAK (The Applied Linguistics Association of Korea) and a professor at the Kyonggi Institute of Technology. Professor Choi presented about language assessment/testing by delivering a talk about the research she conducted on daily grading in a Japanese language class. The talk was very well-received by the audience as it gave a pertinent overview of the field of testing and a description of a specific case. Making the acquaintance of Professor Choi was one of my personal highlights in Japan, as it is always heart-warming to meet compatriots abroad.



▲ Professor Sunghee Choi, Professor Yasukata Yano, and Professor Peter Grundy at a talk

One last thing. If you are ever in Japan, do not forget to take a stack of name cards with you. Academia is no different from the business world in terms of exchanging name cards in Japan. Since this was something I had overlooked, it was somewhat awkward to scribble down my name on a scrap piece of paper after the five name cards I had with me ran out. It is also helpful to write down a few notes on the cards describing the circumstances of the meeting (e.g., writing “JACET” somewhere) since it is almost impossible to match faces with names when sorting through accumulated cards.

Research and practice are inexplicably entwined for they are mutually dependent on each other. The JACET 44th Annual Convention was an intersection of theory and pedagogy. Diversity was showcased throughout the presentations, which reinforced the notion that there is no one way to teach/learn language. Furthermore, the striking similarities regarding English teaching and learning in Japan and Korea were once again made evident. In this light, the close ties between JACET and KATE are and will continue to be invaluable and mutually beneficial.

The 5th Joint SIG Seminar/Workshop을 참관하고 나서



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2006년 1월 21일 한국영어교육학회와 한국교육과정평가원과 송실대학교가 주최하여 “교육과정 개정과 영어교육의 방향”이라는 주제로 개최된 “The 5th Joint SIG Seminar/Workshop”이 송실대학교에서 성황리에 끝나길 수 있도록 수고해주신 모든 선생님들께 깊은 감사를 드린다. 이 자리를 통해서 영어교육에 종사하는 많은 선생님들의 노고를 다시 한 번 생각하게 되었고, 한국에서의 영어교육이 앞으로 더욱 바람직한 방향으로 이루어질 수 있기를 소망한다.

이번 학술대회에서 다루어졌던 영어과 교육과정의 개정 내용은 다음과 같다. 첫째, 영어과 교육과정에 교육환경을 반영하여 영어교과의 성격과 목표를 재설정한다. 둘째, 교육과정 내용상의 문제를 개선하고자 성취기준을 검토하고, 초등영어에서 문자 언어의 도입 시기와 방법을 검토하며, 초등영어의 기본 어휘수와 기본 어휘 목록표 등을 검토하여 시안에 적용한다. 셋째, 수준별 교육을 활성화하고 교육현장에 적합한 교수·학습 방안을 제시한다. 넷째, 목표-내용-방법-평가의 일관성을 유지하고 교육의 효율성을 증진시키기 위한 평가체제와 방법을 제시한다.

이와 같은 교육과정 개정과 영어교육의 방향에 대한 논의가 8분과로 나뉘어 이루어졌다. 이 중에서 참관하였던 발표의 내용과 토론을 바탕으로 영어교육이 지향해야 할 방향에 대해 생각해 보고자 한다.

우선 “특수목적 영어교육 (ESP)”을 주제로 1분과에서 논의되었던 “EAP 연구의 최근동향에 관한 연구” 중에서 “Curriculum Development in English for Academic Purposes”의 내용은 curriculum design의 개발을 위하여 지속적인 요구분석 (needs analysis)이 필요하며, 최근에 이러한 curriculum design의 개발이 체계화되고 있다는 것이다.

학생들의 지속적인 요구분석을 통해 보다 효과적인 교육과정의 개발이 필요함은 당연한 것이라고 본다. 문제는 어떠한 방법을 통해서 가장 타당성 있는 결과를 도출하여 낼 수 있겠는가 하는 점이라고 생각한다. 또한 타당도가 높은 평가를 실시하여 성

취기준의 설정에 반영하고, 적절한 feedback을 통해서 학생들의 적극적인 요구를 이끌어내는 것도 중요하다고 생각한다.

많은 선생님들이 관심을 보였던 2분과에서 논의된 것은 초·중등 영어교사 교육의 발전 방향에 관한 것으로서 그 중에서 “교원 임용시험 표준화 방안”의 내용은 현행 영어과 임용시험에 대한 양적·질적 분석 결과와 사범대 영어교육과의 교과과정의 분석 결과 및 임용 시험에 대한 설문조사를 분석하여 제시한 표준화 방안이다. 이 표준화 방안의 내용은 다음과 같다. 첫째, 1차 필기 시험에서 교육학의 비중을 조금 낮추고 2차 논술 및 면접, 실기능력 시험이 타당성 있는 평가가 되도록 전국적으로 평가 방법을 표준화한다. 둘째, 필기시험의 문제 유형은 객관식과 주관식 또는 혼합형으로서 전체적으로 균형 있고 통합적으로 출제한다. 셋째, 전공 영역별 문항 비율은 시행 년도에 관계없이 일관성을 계속 유지한다. 넷째, 전국 사범대학 영어교육과 교육과정을 임용시험 영역별 출제 비율과 상응하도록 교과목을 표준화시키고 교과과정들 간에 공통적인 교수 영역을 추출해서 임용시험의 평가영역 및 출제범위를 설정한다. 다섯째, 현행 임용시험을 단일화하여 출제하며, 출제 문항의 개발과 채점 과정에 대한 표준화 작업을 수행하도록 한다.

전국적으로 평가 방법을 표준화하는 방안은 대체적으로 긍정적인 반응을 보인 것으로 나타났다. 그러나 임용시험의 필요성에 대해서는 부정적인 견해가 있었다. 사범대학 영어교육과 교육과정이 과거에는 임용시험과 관계없이 편성되었는데, 현재 사범대학의 교육과정은 임용시험을 위한 것이 되었다는 지적도 있었다. 교육과정의 개정으로 사범대학의 교육과정이 더욱 임용시험을 위한 준비과정에 머물게 될까 우려가 된다. 사범대학의 영역을 확실히 하고, 전문적인 교사를 양성해야 하는 기관으로서의 위치를 확립한다는 의도를 모르는 바는 아니지만, 교사의 인격적인 자질이 실력 못지않게 중요하기 때문이다.

3분과에서 다루어졌던 영어교육 방법은 “인터넷과 코퍼스를 활용한 새로운 어휘지도법”으로서 lexical principle에 근거해서 어휘 맞추기 게임을 만들거나, ICT를 활용하여 새로운 형태의 단어학습장을 설계하는 방법에 대한 워크숍이 있었다. 이러한 어휘지도법을 초등 영어교육에 활용하면 아주 효과적인 것이라고 생각한다. 반면에 중등 영어교육에서는 BNC (British National Corpus)와 같은 코퍼스를 사용하여 collocation 중심의 어휘지도와 실제로 많이 사용하는 관용어에 대한 교육을 하면 좋을 것이다.

4분과에서는 “제2 언어 습득”에 관한 토론이 있었는데, 미국에서 아이들을 키우면서 실제 경험했던 사례를 들어서 설득력이 있

었던 것 같다. 토론의 주요 내용은 두 가지 언어의 습득이 성공적으로 이루어지려면 모국어에 대한 기반이 확실히 구축된 후에 제 2 언어를 습득해야 하며, 균형이 이루어진 **bilingual**이 되어야 한다는 것이다. 그러기 위해서는 어려서부터 영어를 가르치려고 하는 것보다 자연스럽게 의사소통을 위한 수단으로서 노출시키는 것이 중요하다. 발음에 있어서는 **Critical Period Hypothesis**가 적용되지만, 다른 언어 능력에 있어서는 반드시 그렇지는 않다는 연구가 많다는 것이었다.

제2언어 습득에 관한 연구는 6분과에서 이루어진 조기영어교육과 직접 연결된다고 볼 수 있겠다. 최근에 조기 영어교육에 대한 부모들의 열의는 대단하지만, 경제성과 효율성의 측면에서 볼 때 다소 회의적이다. 조기 영어교육이 최대의 효과를 거두기 위해서는 전문가들의 조언과 홍보가 필요하고, 공교육기관인 초등학교의 교육과정을 통한 조기 영어교육이 가장 바람직하다고 생각한다.

5분과에서는 “듣기 평가”에 관한 논의가 있었는데, 여러 선생님들의 다양한 의견이 있었다. 발표의 내용은 측정하고자 하는 듣기 능력에 대한 정의에 따라 평가의 목적과 방법이 다르게 된다는 것이다. 듣기 능력을 언어적 능력과 전략적 능력으로 정의하기도 하고, 과제 중심의 듣기 능력으로 정의하기도 하며, 실제 의사소통 상황에서의 듣기 능력으로 정의하기도 한다. 또한 듣기 능력을 이러한 모든 것을 아우를 수 있는 능력으로 정의하기도 하지만, 듣기 능력 평가에 대한 정확한 정의를 내리는 것이 어렵다는 결론이었다. 이에 대해 여전히 평가는 필요하며, 평가의 타당도가 중요하지만 실용도가 중요하다는 의견이 있었다. 실용도 (**practicality**)를 평가에 적용하는 것이 많은 문제가 있고, 실현 가능성이 부족하다는 의견도 있었다. 실용도를 너무 중요시한 나머지 타당도가 떨어지는 사례가 많으며, 영어평가에서의 문제점을 시간과 경비의 문제로 돌려서는 안 된다는 것이 발표자의 결론이었다.

가장 평가하기 어려운 것이 듣기 평가인 것 같다. 실용도와 타당도를 최대화하는 평가방법을 개발하는 것이 영어교육에 종사하는 많은 선생님들의 힘든 과제 중의 하나일 것이다. 듣기 능력에 포함된 언어적 능력과 과제 수행 능력 및 의사소통 능력을 두루 갖출 수 있는 교재의 개발과 선택도 매우 중요하다는 생각이 든다.

6분과에서 이루어진 조기 영어교육에서 다루어진 내용은 “교육과정 개정과 초등 및 유아 영어교육 방향”에 관한 것으로서, 그 중에서 “교육과정 개정과 초등 영어 수업”에 관한 발표를 들었다. 발표의 내용은 초등 영어 교육과정을 소재와 상황 중심의 성취기준을 설정하고, 의사소통 기능과 예시문 중심의 어휘를 강화하고, 음성 언어의 보조적 수단으로서 문자 언어를 도입한다는 것이다. 또한 초등학생의 인지적·정서적 발달 단계에 따라서 관심과 흥미를 끌 수 있는 영어교육이 이루어져야 한다는 것이다. 문자 교육을 할 때, 초기에는 시각적인 자료를 통해 문자를 반복적으로 보여줌으로써 문자에 저절로 익숙해지도록 하고, 이후에는 **collocation** 중심의 어휘지도가 될 수 있도록 교재를 개발하는

것이 좋으리라고 생각한다.

7분과에서는 “수준별 교육과정”에 대한 논의가 있었는데, 주로 고려해야 할 점이 많다는 의견이었다. 수준별 교육과정을 실시하는 것이 효과가 있는지의 여부와 수준을 몇 등급으로 나누는 것이 좋은지에 대한 다양한 의견이 있었다.

수준별 교육과정이 현재의 중·고교 평준화의 문제점에 대한 하나의 보완책으로 채택되었다고 본다. 그러나 수준별 교육과정이 어느 정도의 효과를 거둘 수 있을 지는 의문이다. 수준별 교육과정의 효과 여부의 측정도 어렵고, 학교의 학생 수와 교육 여건에 따라서도 그 효과는 달라질 것이다.

8분과에서 논의가 된 것은 “**ICT** 활용 영어교육의 방향”으로서, 그 중에서 “사이버 영어 콘텐츠의 개발”에 관한 발표가 있었다. 사이버 가정학습용 콘텐츠를 수준별 학습과 연계하여 활용하며, 학급배정형과 자율학습형으로 나누어 구성한다. 과거에는 학교 수업에서 다룰 수 있는 정도의 수준에 그쳤으나, 최근에는 독자적인 형태의 콘텐츠의 개발이 이루어지고 있으며, 표준화된 모델을 구성할 필요가 있음을 지적하였다. 향후 과제로서는 콘텐츠의 유형을 수정하고, 콘텐츠 유형별·수준별 학습 지원 전략을 보강하며, 학습 주제별 콘텐츠 적용 목록을 개발하는 것을 들었다.

“사이버 영어 콘텐츠”의 개발과 활용이 적절하게 이루어지면, 학교에서 이루어지는 수준별 교육으로는 성취하기 어려운 목표를 달성할 수 있으리라고 본다. 콘텐츠의 내용은 교과서 중심의 학습과 교육과정 중심의 성취기준을 기저로 하고, 의사소통 능력 중심의 학습이 이루어지도록 하되, 제시된 바와 같이 이야기를 들려주거나 읽게 한 후 그 줄거리의 내용과 구성을 바탕으로 한 스토리활용형 콘텐츠의 개발과 활용을 통해 학습의 효과를 높일 수 있을 것이다.

이번 학술대회에서 교육개정에 따른 영어교육의 방향이 다양하게 제시되었고, 보다 효율적인 영어 학습이 이루어질 수 있는 방법을 여러모로 모색하였다고 본다. 이러한 연구들이 교육개정에 충분히 반영되고, 교육에 종사하는 선생님들이 교육현장에서 시기에 따라 다양한 지도 방법을 적용한다면, 앞으로의 영어교육이 보다 활성화되고, 학습 효과를 최대화시킬 수 있는 교육 방법을 찾을 수 있으리라고 생각한다.



Book Review

From the Curriculum and Materials Division of KATE SIGs

Evaluation in FLT



Hoo-Dong Kang
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The field of evaluation in foreign language teaching (FLT) is a developmental, productive, dynamic and at times controversial field. Until recently, there has been very little in the way of research or publications for those who need to evaluate foreign language programmes and projects. Programme developers and staffs of foreign language programme and projects have had to take what has been produced for programme purposes, and seek to convert and adapt it for evaluation. There has been very little practical guidance for programme and evaluation development, and it seems that there has been no attempt to develop a theoretical framework and practical guideline within which the evaluation for foreign language programmes and projects might develop until *Evaluation on FLT* was published in 1994. The authors of *Evaluation in FLT* (1994) have various and long experience of evaluating programmes and projects in various countries such as Nepal, Guinea, Paraguay, and the UK. They intend to help equip readers to understand evaluation approaches and techniques, and to be a better critic of evaluations in their planning, execution, and product of language learning programmes and projects. The writers lead us to explore practical views and concrete ways of evaluation in EFL and to find many meaningful and useful ideas and relevance, even though many years have passed since the book was published.

This book is divided into four parts. The first part presents an overview of evaluation in second language projects and programmes, and recent developments in project evaluation including the issues of baseline design. In Part I, the writers define some key terminology. In this book, “programme” refers to any organized educational activity offered on a continuing basis, and “project” applies to activities funded to achieve a particular task, usually based on a formal contract and specified measurable outcomes or products. The key distinction between these two concepts lies in expectations: in the case of a programme, that it will be ongoing, whereas projects are normally expected to have a limited lifespan like Overseas Development Administration (ODA) aid project frameworks.

According to the writers, the purpose of evaluation is to collect information systematically to judge the worth or merit of a programme or project and to inform decision making. The focus of this book is on the integration and synthesis of the insiders and outsiders’ contributions to curriculum improvement through evaluation. In decisions, “insiders” are staff who try to improve their programme or project, and “outsiders” are those stakeholders involved in determining educational policy and spending.

In an overview of evaluation in second language projects and programmes, the writers present the standards for the framework of evaluation in ELT programmes and projects. They bring two concepts of “accountability” and “development” in the evaluation, and differentiate evaluation for the purpose of accountability from evaluation for the purpose of programme or project development. Accountability means the answerability of staff to others for the quality of their work. Accountability can be again divided into contractual accountability and professional accountability. Contractual accountability is clearly specified in its job descriptions and planned outcomes in formal contracts and project frameworks, and professional accountability has an expectation that staffs and administrators should be answerable for their work as it affects others.

Accountability-oriented evaluation is usually summative in that it examines the effects of a programme or project at significant end points of an educational cycle or at its completion date, while development-oriented evaluation is formative in that it regards the program as fluid and seeks ways to better it. The writers state that a more comprehensive approach to evaluation would seek to include both the accountability and development dimensions. Even though in most recent EFL projects, there has been a tendency not to integrate the development and accountability-oriented dimensions to evaluation, according to the writers’ experience in foreign countries, they agree with Alderson and Scott’s (1992) opinion that the need for a broader and integrated approach to evaluation is crucial to both local and expatriate for both formative and summative purposes, rather than merely as suspicious objects of contractual accountability.

This book suggests our considering a broad view of evaluation design and practice with their central questions: why, who, what, and how. The central “Wh” questions in many chapters are used to lead the following in their discussion: *Why* is concerned about the goal of the evaluation and the use of the data it produces, *What* is to present the appropriate objects of evaluation, e.g., objectives, learning gains, materials, teaching, resources, etc., *How* discusses the best means to collect data so

that the data obtained are high quality and the means of collection are economical in their demands on teachers, students, and administrators, and *Who* is used to reveal which stakeholders should be engaged in data collection and interpretation including accessing information, decision making, and prior involvement in evaluation processes. This broad approach of evaluation draws upon both external accountability-oriented evaluation and internally motivated evaluation for development. This broad view is characterized by: Firstly, a need for both insider and outsider commitment and involvement to ensure adequate evaluation (Chapters 3-5), secondly, a central interest in improvement, as well as the demonstration of the “product value” of a programme or project or their components (Chapters 4-5), thirdly, an associated commitment to a deeper professional understanding of the process of educational change, as well as the results of that change (Chapters 2-5), fourthly, systematic documentation for evaluation purposes both during implementation and at the beginning and end of a programme or project’s life (Chapter 4), fifthly, a willingness to embrace both qualitative and quantitative methodologies as appropriate to the purpose of the evaluation and the characteristics of the context under review (Chapters 6-7).

Chapter 2 provides a more detailed discussion of current baseline studies being carried out by the ODA in British-funded aid projects. On the basis of the writers’ experience, they consider the collection of baseline data before and at the start of a project as useful, but on certain conditions: that objectives were appropriately and validly measured by the instruments used; that contextual, formative information was obtained in order to explain any baseline results; that there was a constructive place in baseline measures for the insider staff; and finally, that it was appropriate and educationally constructive to attempt to measure learner gains between time of entry and time of departure from a course. In the chapter, the writers bring an argument for the rigor and systematicity to project design, implementation, and evaluation. They also emphasize the value of involving insiders professionally committed to project improvement in such accountability-oriented evaluations for reasons of economy, usefulness, balance, depth, and project sustainability.

In the subsequent Chapters 3-5, which are the second part of this book, the authors turn to practical cases. In terms of the case studies, each situation indicates a different degree of relevance for baseline measures. Chapter 3 presents the case of formal language and training projects in Nepal which shows that the baseline measurement and the procedures employed was effective even in the country with very limited communications networks and transferable to other similar projects. It is said that systematicity in the evaluation is well-known and timely. However, baseline studies conducted principally by outsiders make very little contribution to the formative improvement of such projects or programmes. So, they suggest that it needs to be complemented by process data collected by insiders.

Chapter 4 presents an evaluation of a short duration English for Academic Purposes programme of 100-300 hours at the University of Reading. It shows that the baseline measures

could have value as individual learner feedback and for formative means. Even so, the baseline measures of the short duration of the programme might not be a fair indicator of programme quality. This chapter is more interested in improving the service that is provided for reasons of professional rather than contractual accountability. The writers suggest that the evaluation of ELT programmes should take more comprehensive approach and it would mean a judicious blend of insider and outsider evaluation, involving a commitment on both sides to formative and summative dimensions. A number of very useful focal points for the evaluation and the methods used for each focal point were presented in the chapter.

In Chapter 5, an external, development-oriented evaluation of an initial teacher training course for non-native speaker teachers in Paraguay was introduced and contextualized for comments and guidelines which may be of use to others for an evaluation of this type. The authors presented their work as outsider formative evaluators, where they came to see the need for counterpart involvement in formative processes, and the potential for its integration with possible summative external evaluation.

Part III of this book includes Chapters 6 and 7 which show the principles of evaluation methodology. This part introduces more general issues of methodology, focusing on self-reporting and observational data collection. The fourth part of the book returns to the political and personal meaning of evaluation.

Throughout the book, the need for a more comprehensive approach to evaluation for both accountability and developmental purpose is consistently emphasized. The writers claim that both insiders and outsiders need to be actively engaged in discussion about all the process of evaluation of programmes or projects. One strong point of this book to commend is its providing us with very useful ideas, criteria, procedural means, checklists for the project framework matrix, or categories of information for the evaluation of various ELT projects undertaken. However, perhaps there are many serious considerations including cultural differences left to us when we try to apply the ideas and guidelines of this book to our own particular institution. This book needs to be read widely by those who will be and are preparing for ELT programme and project evaluators. Surely this book will contribute to their preparations for them.

References

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Book Review

From the ELT Methodology Division of KATE SIGs

Implementing the Lexical Approach: Putting Theory into Practice*



Heyoung Kim
(Chung-Ang University)

Vocabulary hasn't been ignored in our English classrooms, but it seems also true that English educators in Korea have never thought that grammar instruction can be replaced with vocabulary learning. However, that radical idea has been continuously suggested by Michael Lewis for a decade that teachers concentrate on vocabulary more than grammar and by teaching lexis rather than individual words. *Implementing the Lexical Approach* is one of Lewis' efforts to further the work done in his first book, *The Lexical Approach* (Lewis 1993). *The Lexical Approach* can be summarized in a few words: language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks. Teachers employing the Lexical Approach will not analyze the target language in the classroom, but will help the learners attend to these chunks.

This book is not the most recent publication of Lewis' lexical approach series. There is a couple more after this: *Teaching Collocation. Further Developments in the Lexical Approach* (2000), *LTP Dictionary of Selected Collocations* (1997), and so on. Yet *Implementing the Lexical Approach* is deemed as the most appropriate reference for English teachers or professors who teach pre-service English teachers for the following reasons. First, this book explains the lexical approach in an easy and concise manner. Lewis in his first book, *The Lexical Approach*, intends to build up a well grounded new approach supported by SLA theories, so it fits better for a scholarly purpose. On the contrary, the author in this book only briefly summarizes what he has theoretically noted, but with fuller examples. Second, the author designed this book to be used as a teacher's manual by providing varied types of ready-to-use exercises and activities which enhance understanding of both the approach and the classroom applications.

Implementing the Lexical Approach, with its eleven chapters, glossary, and bibliography, can be interpreted in the following three organizations. First of all, Chapters 1-4 are a good summary of the lexical approach and vocabulary learning based on the approach. Chapter 1, "What is the Lexical Approach?"

defines the approach and its fundamental terms, such as "lexis" and vocabulary types in lexis. Chapter 2, "Understanding Lexis," further explores lexical items, words, collocations, fixed expressions, and semi-fixed expressions with examples. Chapter 3, "Lexis in the Classroom," discusses the pedagogical implications of vocabulary learning in class, such as vocabulary learning strategies and teaching tips for consciousness-raising. Chapter 4, "The Role of L1 in the Lexical Approach," emphasizes the importance of word-for-word translation.

The second section (Chapters 5-8) provides a detailed guideline for classroom practice. Chapter 5, "Organizing Lexis," gives a specific and useful instruction on how to organize lexis for learners' (or teachers') vocabulary notebooks. Chapter 6, "Exercises in the Lexical Approach," provides more than thirty exercise samples based on lexical principles. Chapter 7, "Adapting Activities in the Lexical Approach," introduces various types of lexis activities such as matching, jigsaw reading, writing tasks, and so on. Chapter 8, "Classroom Reports," adds the sample exercises and activities with actual classroom reports by six teachers worldwide. In the last section, Chapters 9, 10, and 11, "Language Contents," "Teachers and Teacher Training," and "What Next?," also discuss some other aspects of implementing the lexical approach into the ELT curriculum.

EXERCISE TYPE 6: Collocate deletion

One word in each group does not make a strong word partnership with the word in capitals. Which is the odd one?

1. BRIGHT idea green smell child day room
2. CLEAR attitude need instructions alternative day conscience road
3. LIGHT traffic work day entertainment suitcase rain green lunch
4. NEW experience job food potatoes baby situation year
5. HIGH season price opinion spirits house time priority
6. MAIN point reason effect entrance speed road meal course
7. STRONG possibility doubt smell influence views coffee language
8. SERIOUS advantage situation relationship illness crime matter

▲ A sample vocabulary exercise based on lexical principles (Lewis 1997, p. 94)

I use this book in my class "Teaching English Vocabulary" for sophomore college students in the English education department. The language does not seem very difficult for them, although some concepts are quite challenging to understand. The advantages I can find in using this book as a course book are as follows: First, students can get a good opportunity to expand their own lexicon which will become an essential part of their communicative competence by doing exercises and organizing lexis in the notebook in the suggested way. In

addition, these practices help the students to increase the consciousness-raising of collocations or word partnerships in the corpus. Second, students also understand how to teach effectively vocabulary and how to design more motivating vocabulary materials and learning activities.

ACTIVITY 41: Write a reply

Present a short text with questions, comments or reactions written round it, as in the example below. Ask learners to explain orally or write a short letter, paragraph etc. based on the text and surrounding reactions.

Get more details from this advert.

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Have a lifetime of free holidays – Exchange your home with someone from anywhere in the world.

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More remote countries – Nepal, Malaysia? Which S. American countries?

Single people?

Write a letter of complaint after your disastrous weekend.

Simply not true

The Ultimate Luxury Weekend

- Spacious room with four-poster bed
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- 4-star restaurant
- Breakfast, dinner with wine all included
- Champagne and fresh flowers on arrival

We do everything we can to make your stay comfortable and truly memorable.

Closed

Inedible, boring

Cheap sparkling wine

Plastic!

▲ A sample vocabulary activity based on the lexical principles (Lewis 1997, p. 136)

Another creditable feature of the book, I believe, is to introduce a new method of using computer technology for teaching vocabulary. Lewis suggests some activities using a concordancer (e.g., corpus analysis software) in order to examine lexis, especially collocations in the corpus data. Most of my students successfully utilize the novel software to complete this concordance analysis task.

Some critics point out that Lewis' conclusion is unsatisfactory because there are many unanswered questions and omissions in terms of level of analysis (reaction to Krashen's notion, p. 51) and input, output, and intentional learning (especially with Lewis' notebook suggestion), and that his definition of "chunks," "lexis," "grammaticalised lexis," and so on, are poor and vague. I also assume that many English teachers would not like his idea of underestimating the role of grammar in language learning.

However, I appreciate his assertion and its practical exemplifications that guide us to view language analysis and language learning from a more communicative purpose in authentic contexts. I am convinced that lexis helps ESOL learners "handle highly probable events fluently and effortlessly" (p. 41), and also effectively advances communicative competence.

*First published in 1997 by Language Teaching Publications and copyrighted in 2002 by Thomson Heinle.

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Reports from the Council

■ General Affairs

Changes in Membership Fees

1. Individual membership: The initiation fee is now 30,000 won and the annual membership fee is 30,000 won.
2. Library membership: The initiation fee is now 130,000 won and the annual membership fee is 100,000 won.
3. Overseas individual membership: The initiation fee is 100 U.S. dollars and the annual membership fee is also 100 U.S. dollars including postage.
4. Overseas library membership: The initiation fee is 100 U.S. dollars and the annual membership fee is 100 U.S. dollars, which includes postage.

■ Publications

Contributions to the KATE Journal

Contributors are advised to use **MS WORD** for their submissions, and submit them electronically to the new editor-in-chief. The **REVIEWING FEE** for the contributed article, 70,000 won (U.S. \$60), should be paid in to the KATE bank account (Choheung Bank 366-01-069405, in the name of the KATE) before the article transmission, and notification of payment should be sent, again by e-mail, to both the editor-in-chief and the treasurer. 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 (U.S. \$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 deadlines for each issue are:

- Spring issue → December 1st
- Summer issue → March 1st
- Fall issue → June 1st
- Winter issue → September 1st

■ <영어교육>지 학회지 체제 변경 안내

그동안 우리 학회지 '영어교육'의 본문 활자 크기가 작아서 논문 읽기에 불편함을 주고 있다는 지적이 많아, 60권 1호부터 논문의 체제를 변경하여 본문의 활자체를 현재보다 크게 함으로써 독자 여러분이 학회지를 읽는데 불편함이 없도록 하고 있습니다.

활자체가 확대됨으로써 발생하는 학회지의 양적 증가문제를 해결하기 위해, 학회지 판형도 이에 맞춰 현재의 신국판에서 크라운 변형판으로 확대하여 제작하고 있습니다.

또한 60권 1호 투고논문부터 2인 이상의 공저논문의 경우, 논문작성에 대한 참여 정도에 따라 '제1저자', '제2저자' 등으로 저자 우선 순위를 밝히도록 했습니다.

※ 앞으로 투고를 희망하시는 분들은 60권 1호의 변경된 투고 규정에 따라 논문을 작성해 주시기 바랍니다. 이 양식에 대한 안내는 또한 영어교육학회 홈페이지에서 다운로드 받으실 수도 있습니다.

Members in the News

■ Publications

- 박종원 (천안대 영어학과). [2005년 11월]. *질적연구 자료 분석의 혁명*. 형설출판사.
- 유제명 (연세대), 김진완 (서울대), 박주경 (호남대), 이소영 (인하대), 전지현 (이화여대) 역. [2005년 12월]. *영어교육 길라잡이*. 인터뷰전. (원서: David Nunan (Ed.) 2003. *Practical English Language Teaching*. New York: McGraw-Hill.)
- 정영국 (국제영어대학원) & 조미옥 역. [2005년 8월]. *연어활용 표현사전 (BBI Word Combi)*. 종합출판. (원서: *The BBI Dictionary of Word Combinations*.)
- Andrew Finch (Kyungpook National University) & Dongil Shin (ChungAng University). [2005년 10월]. *Integrating Teaching and Assessment in the EFL Classroom: A Practical Guide for Teachers in Korea*. 사회평론.
- David E. Shaffer (Chosun University). [October 2005]. *Crackin' the Korean Code: Your Guide to Learning Korean*. Seoul: Hakmun Publishing.

■ Other News

- 박주경 교수님(호남대학교)께서 2006년 1월부터 2007년 1월까지 오스트레일리아의 The University of Queensland로 1년간 연구년을 가지게 되었습니다.
- 이소영 교수님(인하대학교)께서 2006년 1월부터 2007년 1월까지 미국의 University of California, Los Angeles로 1년간 연구년을 가지게 되었습니다.
- 이인 교수님(전주교육대학교)께서 2006년 2월 1일부터 1년간 미국 미네소타대학교(University of Minnesota)로 연구년을 가지게 되었습니다.

■ New Members — Welcome!

Harvey Schmidt(Duksung U.), 백지원, 황기동(해사), 윤성희(연세대), 박길수(안양대), 이인아(서울대), Oh, Susiek(LA Unified School District), 임연선, 유석훈(고려대), 조인희(선문대), 전종렬(기독교간호대), 한경선(한양대), 김태은(국제영어교육연구소), 이성우(U. of Melbourne), 최석무(고려대), 박수정(U. of Illinois), 이정은(국제영어대학원대학교), 김광현(동아대), 이영주(숙대), 김영호(토피아 에듀 컨설팅)

Upcoming Events: 2006

FEBRUARY

Feb. 10-11. Annual ELT Conference. Barcelona, Spain. Website: <<http://www.ihes.com/bcn/tt/conference.html>>.

MARCH

Mar. 15-19. TESOL's 40th Annual Convention and Exhibit. "TESOL 2006: Daring to Lead." Tampa, Florida, U.S. Website: <<http://www.tesol.org/tesol2006>>.

Mar. 27. TESOL Symposium on the Importance of Vocabulary in English Language Teaching and Learning. Dubai Men's College, Dubai, United Arab Emirates. For more information, e-mail edprograms@tesol.org.

APRIL

Apr. 8-12. 40th IATEFL Annual Conference and Exhibition. Harrogate, UK. Website: <<http://www.iatefl.org>>.

MAY

May 26-28. "Learning Technologies in the Language Classroom: A Step Closer to the Future." Nicosia, Cyprus. Submission deadline: 10th December 2005. Contact Sophie Ioannou-Georgiou at <yiansoph@cytanet.com.cy> or visit <<http://www.iateflcompsig.org.uk>>.

JUNE

Jun. 23-24. KATE Annual International Conference. "Beyond the Horizon: Extending the Paradigm of TEFL." Hanyang University. For more information, visit <<http://www.kate.or.kr>>.

Invited Speakers:

- Professor Charles Alderson (University of Lancaster, UK)
- Professor William Littlewood (Hong Kong Institute of Education, HK)
- Professor Paul Nation (Victoria University of Wellington, NZ)
- Professor Michael McCarthy (University of Nottingham, UK)

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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 1,000 and 3,000 words in length and 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.

Viewpoint should be 500-900 words in length and on any issues related English teaching in Korea.

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 *KATE FORUM* publication (i.e., April, July, and December). Submissions should be made by e-mail to the *KATE FORUM* editors

Joining KATE

Benefits for KATE Members

- 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 conferences and other special seminars and events. Many new members presenting papers for the first time at the 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
 - *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 academic conferences
- For graduate students, the opportunity to benefit from academic conferences and get a glimpse of the most recent academic issues
- An 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 visit the KATE webpage located at <www.kate.or.kr>, fill out an online membership form at <www.kate.or.kr/member/join.php>, and send your fee to the KATE account: Choheung Bank (조흥): 366-01-069405.

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 regular membership is 30,000 won. Annual membership dues

are 30,000 won for regular membership and 100,000 won for libraries and publishing companies.

Send your fee to the Treasurer through the following account: Choheung Bank (조흥): 366-01-069405. For membership applications, please visit <www.kate.or.kr> and click on the link "Sign Up" under "KATE Membership" on the middle left. For further information, please contact the Secretary General at kimyt@jnue.ac.kr. For a summary of membership dues, please refer to the following:

1. Individual membership: Initiation fee: 30,000 won, Annual fee: 30,000 won.
2. Library membership: Annual fee: 100,000 won.
3. Overseas library membership: Annual fee: U.S. \$100 (w/postage).