



NEWSLETTER OF THE ASSOCIATION OF ENGLISH TEACHERS IN KOREA
VOLUME 4, NUMBER 2 JUNE 1985

ASSOCIATION NEWS

Recent Meetings. The April AETK meeting was held in Seoul on Saturday afternoon, April 20, at the Korea Baptist Mission office building on Yoido. President J. Autry opened the meeting by welcoming new members, and Vice President R. Fischer spoke about program plans for the year and asked those present to write their suggestions for future programs. Dwight Strawn of Yonsei University then spoke about the contributions of Harold E. Palmer to the field of English language teaching, and discussion and refreshments followed. The May meeting was held on Wednesday evening, May 15, at the same place. Those attending for the first time were Sung-Ho Ahn, Wan-Ki Lee and Kap-Hee Lee. The program consisted of a lecture and demonstration by Ruth Fischer of Yonsei University on the topic of spoken English from production to conversation. This was followed by an informal discussion period and refreshments.

New Members. AETK welcomes Trude Higbee, Seong-Sook Kim, Brian R. Moran, Yak-Woo Pak and Jong-Hwan Son who joined the Association in April and Kap-Hee Lee who joined in May.

Committees. The Coordinating Committee met briefly on April 20 to consider various questions including the schedule of programs for the year and places and times for meetings. The general feeling about location was that a downtown meeting place or one closer to the subway lines would be more convenient than Yoido. Inquiries are being made, but no suitable downtown facility has yet been located. Other matters discussed included AETK's relationship to TESOL, distribution of the Newsletter and membership dues for persons not residing in Korea. The Coordinating Committee met again on May 15 to consider the schedule of meetings through March 1986 (see Announcements below). Treasurer R. Missmath reported that he would be out of the country during the summer vacation period, and the Committee appointed D. Strawn to serve as Acting Treasurer during the Treasurer's absence. Regarding the date of membership expiration, the Committee also decided that, for convenience in keeping records, the period of annual membership should begin on the date that dues are paid and extend to the last day of the same month in the following year.

June Meeting. The next AETK meeting will be on Saturday, June 15. The time is 2:00 PM. Lee Young-Shik of Sungdong Mechanical High School will lead a panel discussion on the topic Current Trends in English Language Teaching in Korea. The meeting will take place at the Korea Baptist Mission office building on Yoido (Seoul), located directly across the street from the entrance to the Full Gospel Central Church and next door to the Manhattan Hotel. For further information about how to find your way, call Miss Kim or Dr. Autry at 782-1775.

ANNOUNCEMENTS

1985-1986 Program Schedule

The AETK Program Committee chaired by Vice President R. Fischer has announced a schedule of programs through March 1986. Mark the dates on your calendar now, but watch for changes as we proceed through the year. Saturday meetings begin at 2:00 PM, Wednesday meetings at 7:00 PM.

AETK is a professional organization for teachers of English in Korea and an affiliate of TESOL International. Anyone interested in the Association is cordially invited to participate. AETK News is published five times yearly in April, June, September, November and February. Job openings for foreign teachers are advertised only for organizations which provide proper visa support. The Newsletter does not publish announcements by teachers seeking employment.

- June 15, 1985 (Saturday): Panel discussion on Current Trends in English Language Teaching in Korea, chaired by Young-Shik Lee. Meeting place: Korea Baptist Mission office building, Yoido (Seoul). 2:00 PM.
- September 21, 1985 (Saturday): Presentation on The Use of Audiovisuals in Teaching English. Meeting place: Sogang University Institute for English as an International Language, on the Sogang campus in Seoul near the Sinchon station on the Number 2 Subway. 2:00 PM.
- October 16, 1985 (Wednesday): Presentation by John Byrd on The Use of Word Games in Teaching Vocabulary. (Meeting place to be announced.) 7:00 PM.
- November 16, 1985 (Saturday): Presentation by Barbara Mintz on Teaching Writing from Process to Product. (Meeting place to be announced.) 2:00 PM.
- December 18, 1985 (Wednesday): Swap Meet. An event for idea exchange among members combined with holiday festivities. (Meeting place to be announced.) 7:00 PM.
- January 18, 1986 (Saturday): Panel discussion on the topic Assessing Spoken English (Meeting place to be announced.) 2:00 PM.
- February 15, 1986 (Saturday): Report by Young-Shik Lee on Current Trends in EFL in Britain. (Meeting place to be announced.) 2:00 PM.
- March 1986: Annual business meeting and election of officers (Date and meeting place to be announced).

JALT Conference

The Japan Association of Language Teachers will sponsor its eleventh annual International Conference on Language Teaching and Learning at Kyoto Sangyo University in Kyoto from September 14 through 16, 1985. The program will feature a number of workshops, demonstrations and papers dealing with a wide range of topics. For further information contact: JALT, c/o Kyoto English Center, Sumitomo Seimei Bldg. 8F, Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600, JAPAN.

TESOL/LSA 1985 Institute

The TESOL/LSA 1985 Institute on Linguistics and Language in Context will be held at Georgetown University, Washington, DC from June 24 to August 2, 1985. For more information contact: Professor Deborah Tannen, 1985 Institute, Department of Linguistics, Georgetown University, Washington, DC 20057 USA.

TESL Canada Summer Institute

TESL Canada in cooperation with the University of British Columbia announces the first TESL Canada Summer Institute focusing on Teaching English as a Foreign Language at the University of British Columbia, Vancouver, B.C., July 8 - August 2, 1985. Planned courses include: Language Acquisition and Approaches to Teaching EFL, Teaching Reading for the EFL Classroom, Teaching Literature for the EFL Classroom, Teaching Writing for the EFL Classroom, Teaching Grammar for the EFL Classroom, Curriculum Development for EFL, Evaluation and Adaptation of Materials for EFL, Cultural Awareness, Using Computers in Teaching English, and Testing and Evaluation. For information write to: TESL Summer Institute, c/o English Language Institute, Centre for Continuing Education, The University of British Columbia, Vancouver, B.C. V6T 2A4, CANADA.

REPORT

A Stimulating Seminar

by Robert Wissmath
Sogang Institute for English

The Seminar on Language Teaching and Language Learning that was held on the two weekends of May 18-19 and May 25-26 at Sogang University's Institute for English as an International Language proved to be a stimulating and educational experience for all who attended. What made the Seminar a success was the balance provided between theoretical and practical presentations, and especially the variety and caliber of the speakers and presenters.

The highlights of the Seminar were the two Saturday afternoon sessions (though it could be argued that every session was a "highlight"). On Saturday, May 18, Dr. Dwight Strawn of Yonsei University delivered a thought provoking talk on the place of the audiolingual approach in the evolution of language teaching pedagogy. This talk served as a keynote address which set the tone for the rest of the two weekends. It was followed by an equally stimulating presentation by John Harvey of Sogang University, which dealt with a cognitive model of communication and a cognitive model of learning and why they should be applied to the language classroom.

The two speakers together set a serious and yet exciting tone to the workshop. Strawn's reference to the proverbial blind men of Hindustan as an analogy to explain the diverse directions in which language teaching is going today and Harvey's "computo-linguistic" model of language learning established a direction and a theme for what was to come.

The panel discussion on May 25, in which Strawn, Harvey, Robert Schwartz and Joe Dewberry debated the question of what the best way to learn a language is, brought the largest audience and created the most excitement. All in all, the Seminar was an event which left a lasting impression upon the participants, who came from as far away as Taejon and Kwacheon. Nothing like it has taken place in Seoul since Rhoda Curtis, the innovator of this kind of workshop here, returned to Berkeley at the end of 1983. Such seminars should be held more often. *

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[Editor's comment: The seminar reported above by Robert Wissmath was organized and carried out as a result of initiative shown by the staff of Sogang University's Institute for English as an International Language. Credit should also be given to Wissmath and to Margaret Elliott (both of the Institute) for their role in planning and coordinating the program. It should be noted that members of AETK were granted the courtesy of a discount in the registration fee. One question for AETK members is whether or not the Association itself should sponsor such seminars and/or consider joint sponsorship with the Sogang Institute or other organizations. Would you like for your Association to move in this direction? Express your reactions and opinions to the Coordinating Committee or send them as a Letter to the Editor for publication in the newsletter. DJS]

-AETK is an affiliate of TESOL International-
For TESOL membership information contact any
AETK officer.

Learning and Relaxation

by Barbara R. Mintz
Asian Division
University of Maryland

Everyone thinks learning a foreign language is difficult. No, it's not difficult; it merely takes time, often a fairly long time. I'm going to tell you two secrets about learning anything, especially learning a foreign language: relaxation and opportunity.

Relaxation? Yes. Studious concentration is supposed to be a virtue for students, and so it is, but effective concentration should not be furiously effortful. Rather, recent studies have shown that an attitude of attentive relaxation is far more conducive to effective learning than is one of pencil-chewing worry. Too often fear and panic overtake a student--in the classroom when the student fears making a mistake and appearing foolish; at home or in the library when he or she tries to cram information into the brain by straining both brain and eyes in desperate efforts to "learn."

How can a student fearful of making mistakes and panicky over an impending examination relax and thus gain the opportunity to learn? First, by understanding that everyone makes mistakes--even teachers. Making mistakes is part of life, part of risk taking. If no one took risks, nothing would happen. A student needs to be brave and confident enough to risk exposure to the possibility of making mistakes. Second, by realizing that making mistakes is a very valuable experience: people learn from their mistakes. After making a mistake, a student should record and analyze the errors so that those particular ones aren't made again. A good attitude in the classroom would be, "H'm, that was a mistake. I'd better make a note so I don't do that again." In order to learn, it's best to relax about that very human experience--making mistakes.

Taking or creating opportunities to practice what has been learned outside the classroom as well as in it is the second secret. Being able to do this is really part of having enough self-confidence to take risks. Curiously, the more one practices having self-confidence, the more self-confidence one acquires. What can a student do to practice English, for instance? One possibility is to get a group together, rehearse a mini-drama in English, then perform it (with a minimum of necessary equipment) before family and friends. What will students gain from such an activity? Confidence, primarily. They will have had the valuable experience of exposing their English in front of a group of people. That they have done so is a measure of their confidence in their ability to use English in public.

(After I have attended an English-language production at some university or other, I have often been asked, usually by a member of the faculty, what percentage of the students' pronunciation I had understood. I have always considered this question the result of a misunderstanding of the values of English language drama for students. Their pronunciation is not the issue; their growth of confidence in using the language in public as the result of having done so in front of an audience is the issue.)

What else can students do to increase their opportunities to practice English? Read a lot. Too often students consider reading English only in terms of their college studies. Besides that, they need to read for fun. A student should choose an interesting book or magazine not to study, just to read. (I know some foreign students of the Korean language who find Korean children's comic books both enjoyable and instructive!) This kind of reading for fun should not be done with the book or magazine in one hand and a dictionary in the other. On the contrary, this kind of reading should be done without recourse to a dictionary. If the student encounters a new word, it is important to just keep on reading. The word's context

(sentence, paragraph) should make it clear in time. This kind of reading is, as you can see, another example of relaxing in order to learn.

A third opportunity is writing. A well-known exercise for American high school and college English composition students is an exercise called "free writing." Its rules are simple:

1. Write whatever you want to for ten to fifteen minutes at least three times a week;
2. once you start a free writing exercise, don't stop but keep going steadily forward until the time is up; and
3. if you show your writing to anyone, that person must make no comment about it whatever--no corrections, no criticisms, no praise. The writing is for the writer alone. If you show it, for example, to a teacher, the teacher takes it, reads it, and hands it back without comment.

Rule 2 means exactly what it says. Do not stop writing; do not pause for thought; do not go back to cross out anything or to correct a misspelling or anything; do not stop writing for any reason whatever.

Free writing is an exercise in bypassing the "Editor" we all carry with us in our heads--the Editor who says, "That's not the right word!" or "That spelling's wrong! Change it!" Too often many people (not only students) become so inhibited by their internal Editors that they are afraid to write (or even speak) anything even in their native language. Their concern with "correctness" prevents them even from trying. The theory behind free writing is that regular practice in writing without the Editor (both the internal editor as well as such an external editor as a teacher) will "free" the writer's mind and imagination and ultimately lead him to the development of a strong, effective voice, even in a foreign language. You can see, I'm sure, the relation between free writing and relaxation.

Students are ultimately responsible for their own learning. Teachers, books, pieces of advice such as this merely point the way. Students themselves must put into practice the ideas they encounter. I can only hope that any students who read this article will work on developing the confidence that is both the result of and the impetus for approaching their work with the relaxed attention needed to achieve their goal--learning. #

[With minor revisions, the above article is reprinted by permission from the January 1, 1984 issue of the Dankook Herald, the English-language newspaper of Dankook University. While it is addressed to students, its message is appropriate for teachers as well. Barbara Mintz is a member of AETK and has had many years of experience in teaching English in Korea.]

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Send name and address corrections and material  
for AETK News to Dwight Strawn, KPO Box 740, Seoul  
110, Korea. Material for the September issue  
should be received by August 15.

An Algebraic Model of Acquired Linguistic Proficiency

by Robert Wissmath  
Sogang Institute for English

John Harvey, in his talk at the Sogang Institute Language-Teaching Methodology Workshop on Saturday afternoon, May 18, showed us an input-throughput-output-feedback cyclic model of language learning using computer terminology. He also reminded us that the pragmatic goal of learning is "learning by doing." And he defined communication as requiring three components to be complete: reference, uncertainty and intention. To make Mr. Harvey's description of language learning complete, however, we need a model of what Sharon Flood says we should call "acquired linguistic proficiency." Therefore I'd like to show you an algebraic model of acquired linguistic fluency.

Consider this formula:

$$ALF = (S^n A^n + c^n m) (rH / lH + 1)$$

in which

ALF is Acquired Linguistic Fluency,  
S is studying,  
A is acquiring,  
c is time,  
m is mysticism,  
rH is the right hemisphere of the brain, and  
lH is the left hemisphere of the brain.

We all know about the acquisition-learning (studying) hypothesis (Krashen 1982). We have been made aware in recent years of the psycholinguistic hypothesis that one side of the brain controls our intuitive thinking and that the other side of the brain controls our cognitive thinking. We know both intuitively and cognitively that language takes place in time. Yet, to mystics like Gattegno (the Silent Way), Lozanov (Suggestopedia) and Galyean (Confluent Education), language, in addition to being cognitive and behavioral, is within us, suggestable to us, and absorbable by us. Therefore, why not add their insights to the model and admit that acquiring a language has a mystical element to it? In this way we can combine the cognitive and intuitive models of language learning into one model of acquired language fluency. By suggesting that, in some learners, one side of the brain may be dominant over the other side, we can account for individual differences in learning styles and teaching style preferences, as well as for attitudinal factors toward the speakers of a language such as those so clearly expressed by Yoon-Hee Soh on Saturday morning, May 25, at the Sogang TESOL Methodology Workshop. #

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- Gattegno, Caleb. 1982a. Much language and little vocabulary. In Innovative approaches to language teaching, Robert W. Blair (Ed.). Rowley, Mass.: Newbury House Publishers.
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UPCOMING EVENTS

- June 12-15 SPEAQ '85 Convention, Montreal, Canada
- June 15 AETK June Meeting, Seoul
- June 24-Aug 2 TESOL/LSA Summer Institute, Washington, D.C., USA
- July 8-Aug 2 TESL Canada Summer Institute, The University of British Columbia, Vancouver
- July 12-13 TESOL Summer Meeting, Washington, D.C., USA
- July 14-18 IsraTESOL, Jerusalem, Israel
- Sept 14-15 JALT '85, Tokyo, Japan
- Sept 21 AETK September Meeting, Seoul
- Oct 16 AETK October Meeting, Seoul
- Nov 16 AETK November Meeting, Seoul
- Dec 18 AETK December Meeting, Seoul
- Jan 18, 1986 AETK January Meeting, Seoul
- Feb 15 AETK February Meeting, Seoul

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 A Reminder

Has your AETK membership expired? Time to renew!

There were:

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 10 ; ; March 31  
 2 ; members whose membership expired ; April 30  
 11 ; ; May 31  
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Active membership as of June 1 stands at 33.  
Renew now and help AETK help you!

Grades as a Joint Venture: Power Sharing in the Classroom

by Dwight J. Strawn  
Yonsei University

There are good arguments both for and against grading what students do in foreign-language classes, but one of the facts of life for those of us who teach in schools is that we must turn in grade reports at the end of each term whether we like it or not. Grades customarily represent the teacher's judgement of what students do (or don't do) and are thought of as being "given" by the teacher. Have you ever wondered how your judgement about grades compares with that of your students? Have you ever thought about what would happen if students had the power to grade themselves? Why not share the power of making decisions about grades rather than holding it all to yourself?

In one of his books the novelist Choi In-ho describes an episode that took place when he was a university student taking an English conversation course. At the end of the term the instructor did the unthinkable thing of asking all the students in the class what grade they thought they should receive. Choi's reaction was incredulous. After all, wasn't it both the privilege and the duty of the instructor to make such decisions? Not having said anything at all in the class during the entire term up to that point, he stared at the floor in an attempt to avoid the strange question. But the instructor was persistent, and Choi knew that finally he would have to speak. "If you have good mind," he said, "you will give me A-degree. But if you have bad mind you will give me F-degree." He records later in the passage that the instructor apparently had a "bad mind," but from his description of what he had (not) done in the class it is clear that his judgement of what grade he should receive coincided perfectly with that of the instructor.

That class, more than a decade ago, was one of the first in which I tried to test my judgement about grades against the judgement of my students. I learned from Choi not to put students on the spot in such an embarrassing way as having them announce their opinions publicly, but I still find--as I did then--that in some situations self-evaluation by students can be a reliable alternative to grades "given" by the teacher.

Last term I made a pact with students in one class, promising that I would give the same consideration to their self-reports as I would to my observations on the condition that they be honest about it and not simply ask for an "A" for nothing. We followed this procedure: The students gave me written reports, sealed so that I could not see them. I made out my own report as I usually do; then opened the students' reports, entered their grades next to the ones I had "given" them, and took the average of the two for the final report. In most cases the grades they gave themselves were the same or lower than the ones I had assigned. (There was one case in which a student gave himself a higher grade, but in discussion later he acknowledged that he had reported what he wanted not what he thought he deserved.)

I do not want to recommend this grading procedure as being suitable for all classes, for it has obvious drawbacks. When it can be used, however, it seems to enable more honest dialogue with students by removing some of the tension about grades that often arises when the teacher holds all the power. #



BOOKLIST

[In the April issue of the Newsletter we listed a number of publications of interest which had been seen in Seoul bookstores. The list was the beginning of what we hope will become a bibliography of materials related to the teaching of English which are available in Korea. Add to the Booklist by reporting what you find to the Publications Committee. Additions for this issue of the Newsletter are listed below.]

- Allen, Harold B., and Russell N. Campbell (Eds.). 1972. Teaching English as a second language: A book of readings. 2nd ed. New York: McGraw-Hill.
- Allen, Harold B., and Michael D. Linn (Eds.). 1982. Readings in applied English linguistics. 3rd ed. New York: Alfred A. Knopf.
- Allen, J.P.B., and S. Pit Corder (Eds.). 1973. Readings for applied linguistics. Vol. 1: The Edinburgh Course in Applied Linguistics. London: Oxford University Press.
- Allen, J.P.B., and S. Pit Corder (Eds.). 1974. Techniques in applied linguistics. Vol. 3: The Edinburgh Course in Applied Linguistics. London: Oxford University Press.
- Brumfit, C.J., and K. Johnson (Eds.). 1979. The communicative approach to language teaching. London: Oxford University Press.
- Fries, Charles C. 1945. Teaching and learning English as a foreign language. Ann Arbor: The University of Michigan Press.
- Harris, David P. 1969. Testing English as a second language. New York: McGraw-Hill.
- Perren, G.E., and J.L.M. Trim (Eds.). 1971. Applications of linguistics: Selected papers of the Second International Congress of Applied Linguistics, Cambridge, 1969. Cambridge: Cambridge University Press.
- Rivers, Wilga M. 1981. Teaching foreign-language skills. 2nd ed. Chicago: The University of Chicago Press.
- Steinberg, Danny D. 1982. Psycholinguistics: Language, mind and world. London: Longman.

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Your AETK officers are:

Joe Gene Autry, President
Ruth Fischer, Vice President and Program Chair
Young-Shik Lee, Secretary
Robert Wissmath, Treasurer
In-Mon Kim, Member at Large

REVIEWS

[The Newsletter welcomes short reviews of publications of interest to AETK members. Contributions should be typed in English and should include a list of references for works referred to in the review. See the TESOL Quarterly for guidelines on the preparation of manuscripts.]

Innovative Approaches to Language Teaching

Robert W. Blair (Ed.). Rowley, Mass.: Newbury House Publishers, 1982.

In *Innovative Approaches*, Robert Blair has put together in one volume a collection of the most representative articles written by the most widely known researchers and practitioners in the language teaching field today. By doing so he brings us one step closer to the synthesis that Dwight Strawn hinted at in the talk on Harold Palmer that we heard him deliver in Yoido on April 15.

The most significant article in the book from a theoretical standpoint is the one by Terrell, Egasse and Voge entitled "Techniques for a more natural approach to second language acquisition and learning" (pp. 174-175). On page 174 the authors clearly and concisely summarize thirteen elements of Terrell and Krashen's "Natural Approach." The elements listed describe every aspect of the Natural Approach from instructional objectives to evaluation. And on page 175 the authors chart the similarities and differences of the Natural Approach, the Direct Method, the Audiolingual Approach and Grammar-Translation. This page is insightful, to say the least.

From a practical standpoint, the article by Blair entitled "An integrated approach" (pp. 229-243) describes an experimental class taught at Brigham Young University in which the experimenters combined aspects of many different approaches such as the ones developed by Terrell, Krashen, Asher, Gattegno and our own John Harvey. Blair claims that twelve middle-aged people in 21 hours of classroom instruction "acquired the skill to understand a phenomenal amount of spoken Spanish, the grammatical complexity and vocabulary range of which would be a challenge to many college students well along in more conventional training." (p. 230)

This book is a must on every language teacher's reading list, and, if it is not on the bookshelves of the Kyobo bookstore yet, it ought to be. #

(Robert Wissmath, Sogang Institute for English)

SATURDAY--JUNE 15--2:00 PM--YOIDO (KOREA BAPTIST MISSION BUILDING)
Current Trends in English Language Teaching in Korea
-A panel discussion led by Young-Shik Lee-
The AETK June Meeting

REVIEWS

Teaching the Spoken Language: An approach based on the analysis of conversational English
Gillian Brown and George Yule. Cambridge: Cambridge University Press, 1983.

Brown and Yule have produced an interesting manual of suggestions for teaching the skills of speaking and listening comprehension. They point out that most instructional materials related to these skills are based on the way language is written, and that students are thus sometimes required to use the language in the classroom in ways that are unnatural or too difficult for native speakers. The main point of the book is that students need to be taught to speak and understand the language the way it is actually spoken, not the way it is written. The focus is not upon such features as pronunciation and intonation, however, but upon differences in the organization and functions of language associated with the medium of communication used (writing or speech).

One difference is that written language is edited; it does not include the hesitation utterances, fillers and incomplete structures characteristic of spoken language and typically contains more complex structures than one finds in speech. Another is that written language is primarily transactional communication concerned with conveying information, while spoken language contains a higher proportion of interactional communication which is concerned with the maintenance of social relationships. A number of these and other differences between speech and writing are spelled out and illustrated with examples taken from the authors' book on discourse analysis, and for more details one would also want to consult that book (Brown and Yule 1983).

Exposure to language in all its varieties provides a richer mix of input for the learner's brain to work with, and certainly no one would deny the need for authentic spoken language in any program which includes speaking and listening comprehension as major goals. On the other hand, there are many questions about what kinds of things can and need to be deliberately taught in a language course, and what kinds of things can be left for students to acquire when and if they need them. Some of these questions are also discussed in the book.

The four chapters of the book deal with the nature of the spoken language, teaching spoken production, teaching listening comprehension, and assessment. Reading is sometimes difficult because of the examples of transcribed speech, and there are a few places where the point would be clearer had it been made in fewer words and with less illustration. On the whole, however, the book is quite useful because it draws attention to features of the spoken language which are typically neglected in language courses, and because it offers practical suggestions as to how they can be dealt with in the classroom. #

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Brown, Gillian, and George Yule. 1983. Discourse analysis. Cambridge: Cambridge University Press.

REVIEWS

A Foundation Course for Language Teachers

Tom McArthur. Cambridge: Cambridge University Press, 1983.

Language teachers new to the field sometimes have the same kind of reaction that one has upon entering a theater at intermission to see only the last part of the show: certain things are immediately clear from the context, but there is a vague and disturbing feeling that one needs to go back and see the show from the beginning to understand what is really going on. We quickly become familiar with a particular teaching method, for instance, but may fail to grasp the significance of that method in terms of a broader context. What we need at this point is a short course in fundamentals, one that does not overwhelm us with details we are not ready for and does not confuse us with technicalities we are not yet prepared to understand. We need something which leads us to the heart of the matter and gives us an appreciation of core concepts with which we can construct our own map of the territory for use in future exploration.

McArthur's book attempts to meet this need. The first of its three chapters deals with the relationship of linguistics to language teaching and discusses fundamental concepts of linguistics in clear terms without burdening the reader unduly with all the trappings an expert would need to defend this position or advocate that one. The second focuses upon grammar and explores what the word has meant in ages past as well as what it means today. The third chapter begins with a discussion of why people learn foreign languages, a valuable section on the art of being a teacher, and a consideration of some basic priorities in the teaching-learning situation. It then goes on to explain the difference between a method and an approach (cf. Anthony 1963), providing just enough historical context for one to see in broad outline the movement from language-centered methods of the past to message-centered and learner-centered methods currently being explored in the context of what is called a communicative approach. Additional topics introduced in this chapter include those of language testing and course design.

The book also includes a thorough list of review questions, suggestions of topics for further exploration, and a bibliography intended to serve as a guide to further study.

Readers will not find in this book the kind of information a teacher needs for the day to day business of planning and teaching lessons. What will be found instead is a very valuable collection of background material designed to provide a comprehensive overview of the field of foreign language teaching and organized to facilitate further study of the many facets of this field: a synopsis of the show for those who came in at intermission. #

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(Dwight J. Strawn, Yonsei University)

EDITORIAL

In a lecture given during Yonsei University's recent centennial celebrations, Professor Lee Young-Duk of Seoul National University said that one of the important qualities of educated persons is the ability to make choices for themselves. An educated person should be able "to select an occupation relevant to his or her aptitude and ability, to maintain excellence and to derive satisfaction from personal achievement." These words remind us of those of Albert Einstein, who said that the aim of education must be "the training of independently acting and thinking individuals." We believe that for students to develop their abilities to become thinking individuals capable of making good choices on their own, they must be given fair treatment and equal opportunity to learn without regard to race, sex, nationality, or social position. Attitudes and practices in education which discriminate on the basis of any of these characteristics unfairly lead to unequal opportunities and are both unjust and undemocratic.

There is another aspect to the question of fairness, however, which relates in a more subtle way to opportunities for learning. To become an educated person capable of independent thinking, one needs access to accurate data about the world the way it really is. When an educational system in any society presents distortions of reality as data for learning, then it deserts its fundamental purpose and becomes a system for propaganda not education.

In looking at the English textbooks approved for use in the middle and high schools of Korea, we noticed that the illustrations depicting Americans typically show only white Americans, ignoring both the significant black population and Americans of Asian descent as well. We also observed that persons of certain other nationalities and ethnic groups are portrayed in caricature in ways that would certainly bring offense. Women, moreover, are typically shown doing the traditional "women's things" in the home, while the men of the textbooks are the ones who go out to run the affairs of the world.

Not long ago, people in Korea were quite upset over alleged distortions of history in textbooks produced in Japan for use by Japanese students in Japanese schools. Efforts to persuade the Japanese authorities to change the data they decided to present to their youth in their country are still being made through various channels. In the meantime, Korean newspapers have also reported distortions in the way Korea is dealt with in textbooks used in America. Such expressions of concern may result in better education for the young people of Japan and America, but for the young people of Korea what can we say about the distortions in Korean textbooks?

For national survival and prosperity in today's world, Korean young people who will need English in the future must learn more than just English. They must learn to get along in a world which respects diversity as much as it cherishes uniqueness. This will require not merely an attitude of tolerance toward those who are in some ways different from themselves. Going beyond tolerance, it will require an attitude of acceptance which recognizes and rejoices in the fact that underneath our particular racial qualities and ethnic traditions we are, after all, fellow human beings created in the same basic image.

Can such an attitude be fostered by textbooks and teaching materials which continue to quietly reinforce racist and sexist views of the world we live in? And, at the level of international relations, can Korea expect fair representation in the textbooks used in other nations while not giving fair representation to the peoples of those nations in the textbooks used in Korea?

In a few short years those who are studying from today's textbooks will be making the decisions that will affect national survival and prosperity. Will they be able to see beyond what our limited vision has shown them? Can we hope that they will be responsible and responsive world citizens capable of making good choices for the betterment of all human societies, their own included? #

Joining AETK for the first time? Renewing your membership? Photocopy this page, complete the application, and return it with your membership dues to the Treasurer at the next AETK meeting.

ASSOCIATION OF ENGLISH TEACHERS IN KOREA
Membership Application

Name (Print): _____

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City _____ Province _____ Postal code _____

TEL (Office) _____ (Home:) _____

Position title _____

Institution _____

Application is for:

- New membership
 - Renewal: Current membership expires (YY/MM/DD) _____/_____/_____
- If you are renewing, please indicate the year you first joined AETK:
- 1981 1982 1983 1984 1985

Area or level of work:

- Primary school Middle school High school
- College/university University-related institute
- Private or commercial institute Other _____

Major interests:

- Fellowship and sharing with other teachers
- Teaching methods and techniques for classroom use
- Materials development
- Theory and research on language learning/teaching
- Language testing
- Other _____

AETK committees you would like to be considered for:

- Program Publications Other _____

Are you a member of TESOL? No Yes (Membership expires _____)

(Annual membership dues ₩10,000)

HELP WANTED

A Letter from the Editor:

You may have noticed that with the last issue (April 1985) this newsletter reappeared after a long absence and that with this issue it has grown from ten to sixteen pages.

Our objectives in producing the newsletter are:

1. to report news about AETK activities,
2. to report other events of interest to AETK members,
3. to provide a forum for sharing information and ideas about practical and theoretical issues related to language learning and language teaching, and
4. to get each issue to you while its contents are still fresh.

The Publications Committee needs the help of all members of AETK in order to accomplish these objectives.

We need you help, first, in evaluating the objectives themselves. Do they represent what you want this publication to be and to try to accomplish? What have we missed that is important to you? Should we have different priorities, and if so what should they be? Tell us what your interests and needs are, and we will try to accommodate them.

Second, we need your help in determining how well the newsletter meets the objectives set for it. Give us your reactions to each issue as you read it so that they can be helpful in the production of the next issue.

Third, we need your help in securing the information and ideas that go into the pages you read. Here are just a few suggestions of things you could do:

> When you hear about an upcoming meeting, workshop, conference or other program that you think would be of interest to AETK members, let us know so that we can include an announcement in the newsletter.

> When you attend or participate in programs related to the interests of AETK members, write a short report to share your reactions in these pages.

> What kinds of things do you find particularly useful, effective and satisfying in the classroom? We need ideas based on your experience about teaching techniques, materials, tests and grading, relationships with students and other teachers, problems you encounter and how you solve them.

> Have you discovered a good book or journal article worth recommending? Write a review for the newsletter. Are you engaged in research on language teaching? Tell us about it.

Fourth, we need your help in maintaining an accurate, up to date mailing list. Please check with us to make sure that we have your name and address recorded correctly and keep us advised of any future changes.

The newsletter is published in April, June, September, November and February. Material for publication should be received by the 15th of each preceding month if we are to meet the deadlines.

The AETK News is your newsletter. It needs your help. Contact us by telephone (Seoul 392-3785) or write to Dwight Strawn, KPO Box 740, Seoul 110.

EXCHANGE

An Authentic Writing Experience

by Mona Schreiber
Bar-Ilan University, Israel

[Reprinted from the TESOL Newsletter, Vol. 19, No. 2 (April 1985), page 14.]

To have the written assignments in an ESL composition class become more "authentic," it is necessary to give students tasks that resemble those required of them in their academic courses. It is also necessary to let them write for a real audience, fellow classmates. In Bar-Ilan's English Department we have recently found a way to combine these facets of authenticity into a successful writing project, which our students have responded to very enthusiastically.

The project spanned three class sessions and involved the following activities: reading a short story and summarizing it in class, reading and rating fellow students' summaries, and viewing a video-taped lecture on the story and summarizing it. The detailed procedure follows:

1. Choose a short story brief enough to be read and written about in class. Allot fifteen minutes in class for reading it. Dictionaries may be used as this is not an exam. The story's interest level should be high. We chose *The Open Window* by "Saki," as the surprise ending requires a high degree of understanding.

2. Have students write a summary of the story and copy their work onto a ditto master. Ask them also to comment on the meaning of the story and whether they like it or not. No names on the dittos are needed; titles are enough for future identification.

3. Run off copies of each summary for the whole class and distribute them the following session. Ask students to quietly read the summaries and rate each one according to whether or not the story was understood, and the main points and comments expressed clearly. Have them use a notation system to indicate if the paper is a) good, b) OK, or c) weak.

4. Record individual ratings of each summary on the board. Share your own ratings with the class as well. Discuss the results, especially cases of disagreement. Reasons for ratings should be discussed, too.

5. Use one or two of the generally agreed upon weak papers for an error analysis. Students can correct language mistakes together and point out examples of faulty comprehension. It should be noted that the weak papers always lacked personal comments on the story.

6. Time permitting, go over one or two of the better papers. Have students discuss what makes them good summaries.

7. In the third session, show students a video-taped lecture of about ten minutes delivered by one of their literature teachers at the university (preferably a cooperative one). In our case the lecturer discussed the story as she might have done in class, analyzing the literary technique used by the author.

8. Let students view the video twice, taking notes the second time. Give them about half an hour to write up a summary of the lecture.

9. Collect summaries, and time permitting, either continue the error analysis on the summaries of the story, or discuss the video and/or the whole writing project.

Interestingly enough, we found that while the first summaries of the short story were varied in ability, the summaries of the video-taped lecture were much more accurate, reflecting a higher degree of comprehension, even by those who had missed the point of the story the first time around. This may have been due to the valuable experience of sharing each other's work and getting feedback which was often eye-opening from fellow classmates. This system of evaluation is certainly less threatening than what the students are used to and far more motivating. Suddenly students are writing for a genuine audience, and most of our students wished to score high in the public rating. Moreover, during the rating, we noticed a transfer between the ability to write a good composition and the ability to judge one. #