



NEWSLETTER OF THE ASSOCIATION OF ENGLISH TEACHERS IN KOREA  
VOLUME 4, NUMBER 3 SEPTEMBER 1985

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## ASSOCIATION NEWS

**June Meeting.** The June AETK meeting took place on Saturday, June 15 at the Korea Baptist Mission office building on Yoido Island in Seoul. AETK Secretary Lee Young-Shik of Sungdong Mechanical High School led a panel discussion on the topic Current Trends in English Language Teaching in Korea. During the discussion, panel member Kim Seon-Suk commented on problems related to teaching English pronunciation at the primary school level, Lee Young-Shik spoke about teaching at the high school level, Lee Won-Key of the Korea Educational Development Institute described the production of television programs for language teaching being done at KEDI, Pak Yak-Woo of KEDI discussed KEDI's role in the production of English textbooks, and Lee Kap-Hee of Seoul Theological Seminary spoke about problems in teaching English at the university level. A number of important issues were brought out including the overriding influence of entrance examinations, the shortage of qualified teachers, and lack of adequate facilities. Lively discussions continued long after the meeting came to a close.

**New Members.** Margaret A. Dunlap of Seoul Foreign School and Lee Won-Key of KEDI joined the Association at the June meeting. Welcome! Former members who returned were Chung Wol-Yong of the Korean National College of Physical Education and Nancy Nanney of Chongju University. Welcome back! Welcome also to new member Jane Hoelker of ELS International in Pusan, whose membership was received by mail after the June meeting.

**Committees.** The Coordinating Committee met on June 15 to discuss plans for an all-day workshop which is being proposed in connection with the March 1986 Annual Business Meeting. Members interested in contributing suggestions for the workshop or in presenting a paper or demonstration are urged to contact Vice President Ruth Fischer (who chairs the Program Committee), President Joe Autry, or any other member of the Coordinating Committee. The Committee at its June meeting also discussed matters related to proposals for revising the AETK Constitution and Bylaws (see the April 1985 issue of AETK News).

**September Meeting.** The next AETK meeting will be held on Saturday, September 21, at 2:00 PM, at which time there will be a presentation on The Use of Audiovisuals in Teaching English. The meeting will take place at the Sogang Institute for English as an International Language, located in the basement of K Building on the campus of Sogang University (from the front gate, bear to the right up and over the hill to the soccer field, then look to the right in that vicinity). Sogang is between Sinchon and Mapo, not far from the Sinchon Station of the Number 2 subway line. For further directions call Robert Wissmath at 718-5733 or Dwight Strawn at 392-3785.

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AETK News is the newsletter of the Association of English Teachers in Korea, a professional organization affiliated with TESOL International, and is available through membership in the Association. See back page for membership information. AETK News is published in April, June, September, November and February. News items, announcements, and articles related to language teaching are welcomed (see the TESOL Quarterly for guidelines on the preparation of manuscripts). Job openings for foreign teachers are advertised only for organizations which provide visa support. AETK News does not publish announcements by teachers seeking employment. Send name and address corrections and material for AETK News to Dwight Strawn, KPO Box 740, Seoul, Korea 110. Material for the November issue should be received by October 15.

## NOTES

### NEW ELLAK OFFICERS ELECTED AT SPRING MEETING

ELLAK (the English Language and Literature Association of Korea) elected new officers at its Spring Meeting on May 25, 1985. The new ELLAK President is Professor Lee Keun-Sup of Ewha Womans University, and the new Vice President is Professor Chun Sang-Beom of Seoul National University.

### NEW ASSOCIATION FOR KOREAN AS A FOREIGN LANGUAGE FORMED AFTER SUMMER SYMPOSIUM

A new association devoted to the teaching of Korean as a foreign language was formed by those who participated in the first International Symposium on Korean Language Teaching, held June 24 - July 5 on the campus of Yonsei University in Seoul. Approximately 50 scholars and teachers of Korean as a foreign language from Korea and the United States attended the Symposium. Sponsored by Yonsei's Korean Language Institute, it featured presentations on various topics including linguistics, teaching techniques, materials, testing, and goals and strategies for language teaching.

### CETA SUMMER MEETING

CETA (the College English Teachers Association) held its annual Summer Meeting on July 6 on the campus of Dongguk University in Seoul. The meeting included a business session, discussions of the situation of English language teaching in the schools and presentation of papers related to language testing and the teaching of composition.

### KYOTO JALT CONFERENCE

The Japan Association of Language Teachers is holding 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 include a number of workshops, demonstrations and papers dealing with a wide range of topics.

### 1986 TESOL CONVENTION

The twentieth annual convention of Teachers of English to Speakers of Other Languages will be held in Anaheim, California from March 3 - 7, 1986. The program will include papers, demonstrations, poster sessions, workshops and colloquia dealing with classroom practices and research in language learning and teaching.

## AETK PROGRAM SCHEDULE

- SEPTEMBER** 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 campus of Sogang University in Seoul. 2:00 PM.
- OCTOBER** 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** November 16, 1985 (Saturday): Presentation by Barbara Mintz on Teaching Writing from Process to Product. (Meeting place to be announced.) 2:00 PM.
- DECEMBER** 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** January 18, 1986 (Saturday): Panel discussion on the topic Assessing Spoken English (Meeting place to be announced.) 2:00 PM.
- FEBRUARY** 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** March 1986: Annual business meeting and election of officers (Date and meeting place to be announced).

Look for additional announcements.

If you don't know where the meetings will be held, call someone and ask.

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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-Won Kim, Member at Large

A Communicative Approach to Teaching Pronunciation

by Margaret I. Elliott  
Sogang Institute for English

When should pronunciation be taught? Can pronunciation be taught? If so, how? And, finally, what is the communicative approach?

To answer the first question, I will quote Krashen and Terrell (The Natural Approach, The Alemany Press, San Francisco, 1983). They have found that formal teaching has a limited effect on pronunciation performance, and that phonological competence develops in step with all the other language skills. The best way a language teacher can help is, "simply provide an environment where acquisition of phonology can take place...and where students can feel comfortable, and where they will be more prone to perform their competence." Krashen and Terrell conclude by advising teachers not to worry about perfection in students' pronunciation in the early stages, but rather to concentrate on providing a good model with large amounts of comprehensible input.

Another well-known figure in the field, Marianne Celce-Murcia, in the ESL Department at the University of California at Berkeley, admitted, in the introduction to her presentation at the 1983 TESOL Conference, that after many years teaching pronunciation skills, using the traditional methods (for example, listen and repeat; minimal pairs), she had reached the conclusion that these methods were ineffective in changing students' pronunciation except during the exercises. She described several activities that focus on meaning, and bring better results.

The answer to the final introductory question can be found in John Harvey's article "A Communicational Approach, Games II" (in Robert W. Blair, Ed., Innovative Approaches to Language Teaching, Rowley, Mass., Newbury House, 1982). According to Harvey, the communicative approach to language learning is "learning language by doing". The speaker and hearer are linked together by "feedforward". That is, they share intentions and expectations when they communicate. They also need "feedback". There must be reference to the source of information, so they can check if the result of what was said or done reflects the information given. If this is not done, Harvey continues, communication will break down.

Harvey continues the description of the communication model by giving three features that are inherent in communication: reference, intention and uncertainty. The first, reference, means that for communication to develop, there must be a situation described with enough information to permit agreement, disagreement (i.e., feedback) between speaker and hearer.

The second feature, intention, recognizes that for communication to take place, there must be some purpose. Harvey admits that it is difficult in the classroom to have a real purpose for communicating, and we often have to be satisfied with less than real-life intention. Perhaps the completion of an assigned goal, in the interest of language learning, will lend authenticity to a contrived purpose, built into a classroom activity.

Finally, the uncertainty feature. If communication is the resolving of uncertainty, then there must be some uncertainty to resolve! Harvey explains that one way in which this feature can be built into an activity is by sharing the total information among the participants, so that each knows only part. Everybody has to talk with everyone else to gain access to all the information.

Now we will look at several activities that follow the guidelines of Krashen and Terrell, and Celce-Murcia, and include the features of the communicative approach, as set out by Harvey.

The English words for the colors offer a rich source of contrastive phonemes, for example /r/ and /l/ appear frequently. Celce-Murcia likes to give out a small box of crayons to each group of five students, and have them practice the color names again and again by asking questions (e.g., What is your favorite color? Guess what color I have. What does the color blue make you think of?).

Also, using crayons or colored geometric shapes, students can work in pairs, taking turns to be the "construction engineer". One student designs a model using colored shapes, and gives instructions to another student as to how to construct a similar model. The two are separated by a screen, so following the instructions successfully must depend on listening comprehension. (Draw a yellow circle; put a red square inside the yellow circle; put a green triangle on the left side of the yellow circle;...).

English names are another good source of vowel and consonant contrasts. The family is always an interesting topic, and a communication activity (CA) based on a family tree provides lively discussion. Select names that have the sounds you want your students to practice.

The next time you plan a CA using a shared information map, change some of the street names to include the contrasting phonemes that your students need to practice (First/Fourth; Pine/Vine).

Another CA that can be used in this way is restaurant role-play. The menu can include phonetic contrasts (e.g., liver/veal, spinach/peas, tea/milk).

In summary, teaching pronunciation communicatively follows this pattern:

1. Identify the sounds that interfere with effective communication for your students.
2. Select activities that include, at least to some degree, the three features of the communicative approach. Modify the vocabulary to give many natural occurrences of the problem sounds.
3. Develop a repertoire of CA's to give maximum opportunity for practice in a variety of contexts.

Students are surprised when they realize for the first time that their pronunciation of, for example, racket/rocket interferes with the exchange of information needed to resolve a problem or (in a map activity) if a student cannot find a building located on First Street because what the student's partner said sounded like Fourth Street instead. Becoming aware of such problems makes students more sensitive to the sound contrasts. Self motivation is more effective than anything the teacher can do.

Learning Theory from Another Angle

by Ruth E. Fischer  
Yonsei University

Have you ever noticed how pleasant it is when you discover that some bit of truth you have supported in one area of your life is not only applicable to but justified by another area? My "discovery" this summer had to do with learning. Learning is learning wherever we find it happening and the theory that attempts to explain what happens when learners learn can be validated wherever and whenever that learning takes place.

The "wherever" of the learning phenomena I observed this summer happened to be a swimming pool. Not the usual place for a symposium on the nature of learning, I'll admit, but the insights I had poolside about the interrelatedness of learning are no less valuable. I had the opportunity to coach a swim team. Because of the nature of the program which stressed participation we had a number of swimmers whose initial ability to swim was minimal and experience in competitive swimming non-existent. I was responsible for their lane so in addition to coaching, I did a lot of outright teaching.

What does this have to do with language teachers? Let me share my observations with you. First, my swimmers came to me as individuals, each with their own physical aptitudes and mental attitudes about swimming and the water. Before we could work on strokes and kicks, they had to trust me and believe that I was working with them. In that way, when I asked them to participate in a drill or some other activity, they knew it was because I thought the activity would be helpful to them. I also had to discern a little bit about them and their attitude toward swimming and our program. Were they coming to the pool at 6:15 each morning because they wanted to or was it their parents' idea? Were there secret fears of the water that must first be overcome? Did they have any physical impairments that would influence their ability to do a stroke correctly? When they told me they were cold or tired or sick (or any number of excuses to keep from executing the workout), were they actually cold, tired or sick or were they needing a push from me to complete the workout--or, more serious yet, expressing a fear that must first be dealt with? All of these questions affected their motivation and my approach to them.

Once we had established a trust relationship, I had to assess their needs as far as swimming skills were concerned. I knew what the program required to be on the swim team as well as what correct and legal strokes were supposed to look like. With that background, I had to assess where each of my swimmers were against those standards. Then came the decision as to how to best set up instruction. I could not expect one explanation and/or demonstration to suffice. Within my swimmers was the possibility of as many learning styles as there were swimmers. I took as my starting point what the group as a whole swam the best, the crawl stroke. With this and each of the subsequent competitive strokes, I broke the stroke and kick into smaller, more easily understood and executed segments. After giving them the opportunity to work with the "pieces", I gave them the opportunity to put the pieces together. That often took the most time because rather than focussing on one particular aspect of the stroke/kick, they had to divide their attention between the various parts. And often the execution of the individual parts suffered until the coordination was complete.

When they felt comfortable with the coordination of stroke, breathing, and kick and could swim the complete stroke for several hundred meters, I added another factor: speed. With this added stress I could tell how well the stroke had been, to use Krashen's term, acquired (or, at least, taken to a subconscious level). If their stroke held up and remained correct, then I felt that they had internalized it enough to test it out in a Saturday swim meet. If not, I slowed them down and gave them more time to focus on their movements without the stress of speed.

Again, you may be asking what this has to do with language teachers? Actually, it was because of my work as English language teacher that I was able to take a new body of knowledge, swimming, and apply it to a new group of learners, swimmers, with any degree of confidence. I guess I was presuming that what I had come to know about learning and learning theory was basically true. I hope the parallels are apparent.

First, we teachers need to get to know our students and to establish a mutual relationship of trust and respect. This, I know, can be a very difficult task. Huge class sizes, curriculum demands, student (and even our own) attitudes combine to keep this ideal from being realized. But I maintain that to the degree that this relationship exists, class learning time is more effectively used. Students who have a fear of English and/or a negative picture of themselves as participators in English (regardless of skill) cannot progress until these fears are at least recognized.

Second, we need to try to assess our students' ability in English, a standard which, of course, will vary with the level and nature of the English taught. This, again, seems an almost impossible task but I, for example, can hardly expect my conversation group to discuss an abstract like "democracy" (without parroting someone else's ideas, that is) until they can construct basic sentences about more concrete reality.

Unless we can diagnose our students' needs to some degree we cannot set up instructional situations to meet those needs. Still we must try and, in doing so, realize that we may not reach all students through one explanation or demonstration. We may need to have another ready or, better yet, to defer them to another student who has understood for help.

And so, you see, from the swimming pool to the classroom, the distance really is not so great after all. #

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

**Fundamental Concepts of Language Teaching**  
H. H. Stern. Oxford: Oxford University Press, 1983.

Readers interested in going beyond introductory works such as McArthur's (1983) foundation course (reviewed in the June 1985 issue of AETK News), and who wish to explore in depth the streams of thought which have contributed to the development of foreign-language teaching as a professional field, will find Stern's book to be an invaluable guide and reference.

If the mere size of the book could be taken as a standard, then the number of its pages (nearly 600) would certainly qualify it as a book not to be ignored. Hardly any issue of significance misses comment at some point or another in these pages, but more important than the range of issues dealt with is the framework the book presents for pegging one concept in relation to another. Organized in terms of concepts related to language, to society, to language learning and to language teaching, the book gives its readers (1) a clear statement of where we are (Part One) and where we have been (Part Two); (2) a brief but thorough and well documented introduction to linguistics (Part Three), sociolinguistics (Part Four), psycholinguistics (Part Five) and education (Part Six) as they relate to language teaching; and (3) an insightful statement of present priorities (Conclusion).

No book which includes so many topics can develop all of them fully, and fortunately this book does not attempt to do so. It does, however, provide enough detail and enough background information for readers to gain not only an appreciation for the basic concerns of the disciplines that contribute to language teaching but also plentiful guidance for further study. With the extensive bibliography that is included, the book points the way for almost any topic a language teacher would wish to pursue.

Other books come and go. This one has permanent value and is likely to remain as a steady companion. Readers will not find its contents easy to assimilate, however, for there is too much to deal with all at once. Understanding the book will take time and effort, but this is as it should be and one's investment will be well rewarded. #

## REFERENCES

McArthur, Tom. 1983. A foundation course for language teachers. Cambridge: Cambridge University Press.

(Reviewed by Dwight J. Strawn, Yonsei University)



## EXCHANGE

## That's Debatable

by Susan Rosenfeld  
Fulbright Lecturer, University of Burundi

[Reprinted from Teaching English Abroad Newsletter, Vol. 5, No. 2 (October 1984), pp. 4-5.]

What better activity in an advanced oral expression/conversation class than a debate? Perhaps none, but if the teacher imposes the activity on his/her class or undertakes debates without adequate preparation, the chances for success are limited. If properly handled, however, debating can be a valuable classroom activity, providing an opportunity for many important elements of language learning: student-directed activity; teacher "withdrawal"; real communication; and practice in the language of persuasion, disagreement, agreement, and question formation.

The following suggestions for conducting debates are the result of my own experience in teaching "Listening Comprehension and Oral Expression" to first- and second-year students in the English Department at the University of Burundi, 1981-1982.

In my second year at the university, when the subject of debates was mentioned in the first class session, I decided to proceed in a different, hopefully more productive, manner. Sensing a general interest, I told the students that for homework they were to write down at least one topic to debate, which I would collect the next time the class met. The results were rewarding--lots of suggestions, many of them excellent. These suggestions were stenciled, duplicated, and distributed to the students. It is from this list that weekly debate topics are chosen.

I then took the better part of an hour to explain a fairly formal debate format. Students had a lot of questions. They wanted to "do it right."

For our first debate we chose the subject that seemed to elicit the greatest mixed reaction from the students: "Nowadays it is better to stay single than to get married." There was no problem getting five students to form the first debating group (two pros, two cons, and a moderator).

At the beginning of every debate class, before we begin the debate, we choose the following session's topic for debate. Thus, once business is out of the way, the rest of the class time can be devoted to the debate itself. Although the format suggested below is for 62 minutes, we generally use an hour and a half by allotting more time to Questions and Comments from the Floor.

Some unexpected results have been observed. First of all, students who in the past have been silent or mediocre in oral expression suddenly become eloquent because they take an impassioned stand on a topic near and dear to their hearts. Students who have largely been and still are passive during other activities are among the most active during debates. Although our debates take place at the most unpopular hour of the week (Saturday, 8 A.M.), there are no unexplained absences.

I was hesitant to use debates as an activity for an Oral Expression class with more than forty students because I foresaw the problem of five people talking and thirty-five people listening. The opening statements and rebuttal by the debaters, however, have served as a springboard to bring the topic before the entire class. Usually at least twenty other students take the opportunity to speak after the rebuttal. And the students listen to each other with undivided attention.

Perhaps the greatest personal gain for me has been a chance to learn more about my students. These debates have provided me with an opportunity to better understand and appreciate the culture of Burundi and have given me exposure to the values and priorities of the educated elite (university students). I was, for example, amazed at how conservative most students were on the issue of abortion.

I usually do not offer my "two cents" during the actual debate because here the teacher speaks with the "vox dei" and I do not want the students to attribute more weight to my comments than they would to those of their peers. Often, after the debate, however, the students will

ask for my opinion or perhaps something more general, such as "Would American university students have voted they way we did?" So there is ample room for a two-way cultural exchange.

Winning and losing has not been stressed in my class, but I have pointed out to students that by voting both before and after the debate, they can see not only which side is more popular, but also which side influenced the voters more during the debate, although it may not have gotten a plurality of votes.

Examples:

	Pro	Con	Abstain
Before	6	15	10
After	14	17	0

Comment: The cons still have more votes in absolute terms, but after the debate the pros gained eight votes while the cons only gained two, so it appears that the pro argument was more persuasive even though they still have fewer votes.

It might be useful to point out to students, and stress with examples, that "pro" means in favor of the resolution. Thus for the resolution "Abortion should be abolished," the pro team is for the resolution, that is, in favor of abolishing abortion, therefore against abortion. Failure to make this point clear might result in both the pros and the cons preparing the same side of the argument!

Below is a list of suggestions that might be useful if you are planning to hold debates in your class. This is followed by the initial list of debate topics my students came up with.

Suggestions for holding debates

1. Explain the debating procedure fully before the first debate.
  - a. Participants: Two pro (for the resolution); two con (against the resolution); one moderator.
  - b. Job of each participant:
    - Pro and con: opening statement; rebuttal; answer questions from the floor.
    - Moderator: introduce topic and participants; keep time (watch the clock); keep order; call on participants from the floor; put the resolution to a vote (before the debate, after the debate).
2. Require students to submit (written) topics for debate on a given day as an assignment.
3. Distribute duplicated list of topics to all students.
4. Select topics by vote and choose debaters at least a week before the debate.
5. Set time limits for each part of the debate and stick to these limits.

For example:

Introduction and First Vote (moderator)	5 min.
Opening Statements	20 min.
Pro 1 - 5 min.	
Con 1 - 5 min.	
Pro 2 - 5 min.	
Con 2 - 5 min.	
Rebuttal	12 min.
Pro 1 - 3 min.	
Con 1 - 3 min.	
Pro 2 - 3 min.	
Con 2 - 3 min.	
Questions and Comments from the Floor	20 min.
Closing Statement and Second Vote (moderator)	5 min.
Total Time	62 min.

6. Let students volunteer to debate as much as possible. If you can't get enough students to form two teams, chances are the topic doesn't really interest the class.

7. It is not necessary that the debater actually believe in the side he is debating on. In fact, it can even be fun to try to convince listeners of the "righteousness of the case," and after the debate say, "Well, I don't really believe that either; I was only debating."

8. Keep a list of student errors (especially for the debaters and the moderator) and (a) give each student a slip of paper with notes, corrections, and/or suggestions for improvements; (b) bring to the attention of the entire class those errors that seem fairly common. (I have found that there usually isn't time to do this the day of the debate and it is anticlimactic as well, so we do this the following class session.)

9. Keep a record of who debates when, so that everyone gets a chance to debate once before students volunteer a second time.

### Debate Topics

The following are debate topics suggested by first- and second-year students in the English Department at the University:

- o Girls should be as independent as boys.
- o Getting married is better than staying single.
- o Life in Bujumbura is better than life upcountry.
- o It is better to be rich without children than poor with children.
- o The richer you become, the fewer friends you have.
- o Men and women should have equal rights.
- o Atomic (or nuclear) weapons should be abolished.
- o Cigarette production should be stopped.
- o When parents are divorced, children are better off with their father than with their mother.
- o Co-education is better than single-sex school education.
- o A capitalist system is better than a socialist system.
- o Capital punishment should be abolished.
- o Polygamy is better than monogamy.
- o The dowry should be abolished.
- o In Burundi families should be ordered to have no more than three children.
- o It is better to give birth to a boy than to give birth to a girl.
- o In Burundi a traditional education is better than a modern one.
- o Females should be prohibited from wearing pants.
- o A friend is better than a brother.
- o Missionaries are no longer needed in Burundi.
- o Modern education causes young people to refuse their traditions.
- o Money doesn't make happiness.
- o Men will never be equal (Marxist idea).
- o It's not crazy to believe in ghosts.
- o National traditions and customs should be abolished and replaced by international ones.
- o Women should replace men in social roles.
- o It is better to be poor and pay your debts than rich without paying them.
- o It is better to be a poor but free man than a rich bound one.
- o Studying in Bujumbura is better than studying upcountry.
- o Abortion should be legalized.
- o The communist system is better than the capitalist system.
- o Private transportation should be abolished.
- o Science has done more harm than good.
- o Studying science is more useful than studying literature.
- o It is better to marry a country wife than a city wife.
- o In marriage the husband and wife should keep their property separately.

Joining AETK for the first time? Renewing your membership? Photocopy this page, complete the application, and send it with your membership dues (W10,000) to the Treasurer or bring it with you to the next meeting.

ASSOCIATION OF ENGLISH TEACHERS IN KOREA  
Membership Application

Name (Print): \_\_\_\_\_

Mailing address \_\_\_\_\_

\_\_\_\_\_

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 \_\_\_\_\_)