



AETK NEWS



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April 1986

Association News

March 1986 Annual Meeting

Revision of the AETK Constitution and Bylaws and election of officers for 1986-87 were the main items of business at the 1986 Annual Meeting, which took place in Seoul on March 15 at the Yonsei University Foreign Language Institute. The most significant changes resulting from the revision of our governing documents at this meeting are (1) that the offices of Secretary and Treasurer are now combined and (2) that provision was made for a Nominating Committee to be established in order to provide a slate of candidates for office in future elections. In addition, the Coordinating Committee was renamed and is now called the Council, several provisions thought to be unnecessary were eliminated and some changes in wording were made to make the documents more readable. The Constitution and Bylaws as thus amended are reprinted in this issue of AETK News for your reference.

Officers elected to serve for the coming year are: Dwight Strawn (President), Ruth Fischer (Vice President) and Robert Wissmath (Secretary-Treasurer). Yong-Soon Kang was elected for a two-year term as Member-at-Large, joining In-Won Kim (continuing Member-at-Large) and Joe Gene Autry (Past President) as members of the Council along with the new officers. Young-Shik Lee and Robert Wissmath were chosen to be members of the newly established Nominating Committee, with the third member of this committee to be named by the Council later in the year.

April Meeting

"The University Pronunciation Course: Toward a Person-Centered Approach" was the topic at the AETK meeting on April 16, at which a panel led by Ann Conable of the Yonsei University English Department discussed issues related to the teaching of pronunciation. Other members of the panel included Lois Sauer and Ruth Fischer.

AETK Workshop Scheduled for May 10

AETK is sponsoring a workshop on approaches, techniques and materials for language teaching to be held in Seoul at the Yonsei University Conference Center (see map, page 2) on Saturday, May 10, from 9:00 AM to 6:00 PM. The all-day workshop will focus on practical techniques for "person-centered language teaching" and will feature talks by Michael Jackson of the British Council and Dwight Strawn of Yonsei University.

A number of sessions dealing with different topics have been scheduled throughout the day, some of them running concurrently. Presentations which have been arranged so far include the following.

The Silent Way

Some Things to Do When You and Your Students
Can't Stand Another Lesson

Teaching More Effective Communication
in the Classroom

A Personal Approach to Language Teaching

A New Approach to Writing

Approaches to Listening and Speaking

ESL Textbooks Available in Korea

Using Commercially Produced ESL Videotapes
in the Communicative Language Class

Presenters for the above sessions include Joe Gene Autry (Myongji University), Paul Cavanaugh (Yonsei University Foreign Language Institute), Ruth Fischer (Yonsei University Department of English), George Matthews (University of Maryland, Asian Division), Barbara Mintz (University of Maryland, Asian Division), Jungja Ha (Language Teaching Research Center) and Robert Wissmath (Sogang University Institute for English as an

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See back page for membership application.
AETK is an affiliate of TESOL International.

Effective Teaching Matches the Dynamics of Learning: Three Perspectives in the Provision of Language Instruction

by Peter Strevens
Bell Educational Trust

[Paper delivered to the International Symposium on Teaching English in the China Context, held at Guangzhou Institute of Foreign Languages, September 1985. Reprinted by permission. AETK expresses appreciation to the British Council for their kindness in arranging for Dr. Strevens to visit Korea and to speak at the February AETK meeting. The paper below, which Dr. Strevens left with us after his visit, is pertinent to the situation in Korea as well as to that in China.]

A realistic approach to the teaching of languages in China must take account of the complex circumstances of that vast nation. In order to do this, and to supply a comprehensive array of intellectual and practical solutions to the myriad problems, three distinct perspectives are necessary. These may be called a *social perspective*, a *conceptual perspective* and a *learning/teaching perspective* respectively.

- (1) A *social perspective* situates the needs and wishes of learners in relation to 'the public will', the allocation of national resources and the provision of a suitable administrative framework.
- (2) A *conceptual perspective* provides for the task of language teaching both an intellectual basis—i.e., the academic and educational ideas—and a basis of 'organising concepts' that between them produce well-designed courses, suitable materials, etc.
- (3) A *learning/teaching perspective* embraces the activities of teaching specifically as they impinge on the learner, together with an awareness of the processes of learning and of how teaching can best be a response on the part of the teacher to the learning progress of the learner, as well as a guide to its optimum continuance: in short, this perspective provides a model of learning and of teaching.

Given these three perspectives, China has the

opportunity of harnessing the necessary intellectual and organisational input to the service of the learners and teachers, within a realistic framework of social attitudes and administrative resources. But these are complex elements, and in order to make them comprehensible it is necessary to describe in greater detail what each consists of and how they link together.

A. A Social Perspective

It is an axiom that there is not (and could never be) a single 'best' method that would give success to learners and teachers in all circumstances. Similarly we must recognise that large-scale language learning and teaching is inevitably linked both to issues of national educational policy and to public attitudes towards learning languages in general and English (or any other language) in particular. Hence it follows that the degree of learning success achieved by the average learner will be strongly affected by social and national considerations. These are of three main kinds:

- (1) considerations of national policy, which at a given time favour one list of languages above another for inclusion in the state education system and which may deliberately foster or discourage the learning and teaching of a particular language;
- (2) considerations of public administration—the provision of school buildings, of equipment and books, of radio and television

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facilities, of a sufficient flow of teachers with appropriate training: in short, the governmental decisions necessary in order to put into practice the current national policy on languages;

- (3) considerations of community attitudes towards foreign language learning, including changing perceptions about the purposes of learning languages (to study literature? to follow Kathy Flower? to gain faster insights into science? etc.), public expectations as to whether they will be successful language learners or whether few people will learn much: these attitudes, whether or not they are justified by past experience, determine to a considerable extent the outcome of teaching and learning within that community.

The social perspective is, in a sense, obvious—so obvious that it is frequently taken for granted or ignored. Yet these considerations (of national policy, of public administration, of community attitudes) form part of the dynamics of language learning and teaching: they establish constraints—for example, if there is very little provision for the professional training of teachers; or alternatively they promote success—for example, when community attitudes are favourable. So the social perspective is not only obvious, it is also extremely important, since it supplies the framework within which language learning and teaching are actually provided. How are they provided? One crucial part of the answer concerns the conceptual perspective, within which ideas are made manifest for the teacher to interact with the learner.

B. A Conceptual Perspective

Providing foreign language teaching on a national scale is not just a matter of administrative decisions, bricks and mortar, teachers' salaries and pensions. It is also a question of professional educational decisions, coupled with the fact that language teaching in a given coun-

try does not take place in a vacuum: it has close and formative relationships with other aspects of education in that country, and it has less close but equally important relationships with language teaching in other countries.

Two sets of consequences flow from this perspective of language teaching as a global activity and a branch of education. To identify them briefly before discussing them, they are:

- (1) a number of *organising concepts* such as are now universally adopted for the design and planning of language teaching: these are of three kinds, relating to a *philosophy* of language teaching, to various aspects of *method*, and to the *training* or preparation of practitioners;
- (2) a large set of *intellectual sources* for the activity of language teaching, that is to say, the corpus of knowledge, the contributing academic disciplines, the accepted body of techniques, the traditions of research and publication—in short, a whole paradigm of professional ideas and activities.

These two sets of ideas are closely intertwined, but their elements can nevertheless be identified.¹

(1) *Organising concepts*. These are the professional activities by which large-scale language teaching is planned and put into action, and they comprise the following well-known concepts:

Approach: i.e., the overall philosophy, outlook or attitude towards the learning and teaching of languages.

Syllabus (American English: *curriculum*): i.e., the statement of aims, content, sequence (or lack of sequence), proficiency levels at start and finish, aids and equipment available, necessary standard of teachers, coursebooks and aids and equipment, preferred methodology, etc.

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Methodology: i.e., the range of teaching techniques, instructional procedures, pedagogical practices, which are used in order to present to the learner that which is to be learned, to ensure and maintain a willingness and 'intention to learn' and achieve maximum learning in the time available.

Materials: i.e., all the printed and other aids to methodology, such as coursebooks, reference books, flashcards, readers, recordings, video, computer programs, etc.

Evaluation: i.e., the various means, informal and formal, by which the teacher remains constantly aware of the learning progress of the learner, or assesses his/her achievement; these means include tests and examinations of many kinds.

Teacher training (also called 'teacher education', 'teacher preparation', etc.): i.e., giving to the intending teacher an understanding of the needs of the learner, skill in meeting those needs in the most effective way, and professionalism in his/her vocation.

It is essential to avoid some of the common misunderstandings concerning these organising concepts. Thus the concept of *syllabus* is independent of the concept of *methodology*, and both these are independent, as concepts, of the concept of *materials*. A given syllabus can be taught by different methods; a syllabus may be either flexible or rigid, depending on the circumstances of the teaching/learning; a syllabus may either prescribe a particular sequence in which the content is to be taught, or it may leave that to the professional judgement of the teacher--the actual printed document called 'the syllabus' for a particular course or programme may be an excellent and helpful guide to the

teacher, or (more often) it may be an inadequate, unhelpful source of irritation. Whatever the actual case may be, the *concept* of syllabus is both inescapable and potentially helpful.

Methodology and *materials* are sometimes thought of as a single idea. But there are a vast number of different methods of teaching, and only some of them have materials specifically designed to accompany them. Both of these concepts have a relationship to the degree of professional competence of the teacher: the lower the teacher's competence, the greater the reliance on materials to guide his classroom methodology; conversely, a really good teacher can produce his/her own materials to serve the desired methodology better than printed materials can do.

Confusion between these organising concepts can arise in the minds of some people because where professional standards are low it is common for the teacher simply to be given a coursebook and told to complete it with his/her class by a given date. In these conditions the coursebook effectively embodies the syllabus (and a rigid, inflexible syllabus at that), the methodology and the materials all in one, while evaluation and teacher training are weak or non-existent.

Those inadequate conditions exist in some places before educational and professional development combine to produce improvements. The fact of inadequate and ineffective teaching does not invalidate the existence of better, effective teaching such as arises when the organising concepts of syllabus, methodology, materials, evaluation and teacher training are exploited to their full effect.

(2) *Intellectual sources.* Organising concepts are of little use without a body of ideas, knowledge, principles, theory, information to guide them. Informed language teaching in all countries draws on a wide range of disciplines: general educational theory and practice; linguistics and other branches of language study (i.e., including dictionary-making, the description of writing/spelling systems, pedagogical grammar, pho-

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netics and speech training, studies of style, register and varieties, etc.); psychology as related to language (which includes not only psycholinguistics in its most recent forms but also a wide range of earlier work on language and mind); social theory (including not only sociolinguistics but also areas of social anthropology and sociology); and an open-ended list of other disciplines when they can offer assistance to the learning and teaching of languages.

Informed language teaching² requires its sophisticated organising concepts to be fed by a complex array of intellectual disciplines. In recent years the multi-disciplinary field called *applied linguistics* has developed the capacity to select and supply the appropriate parts of the contributing disciplines in the form of post-graduate courses, books, articles, research, conferences, and other academic activities, and to do so in ways that closely meet the needs of the language teaching profession.³ Applied linguistics is not the same thing as language teaching, nor is a language teacher necessarily an applied linguist, or vice versa—although they may be. Many experienced teachers take higher training in applied linguistics in order better to address the problems and difficulties which they have identified during their classroom career, or in order to specialise in, e.g., testing, methodology, course-design, materials-writing or teacher training. Although applied linguistics is an academic field in the sense that it is located in university departments, most applied linguists, in Britain at least, maintain close links with the needs and problems of language teaching, whether through supervising practice teaching, writing syllabuses and designing courses, conducting needs-analyses, or through classroom research, etc.

In short, this perspective of the organising concepts is where academic theory and principles connect with pedagogical practice and methodology.⁴ It makes language teaching operationally effective within the constraints and demands of

society. And it does so in harmony with a perspective on the individual learner and his/her teacher.

C. A Learning/Teaching Perspective

This perspective relates to the ways in which teaching impinges on the individual learner seen as a 'teachee', that is, as a person whose language learning abilities are directly addressed by deliberately-planned teaching.

Two sets of ideas come together in this perspective on the individual: one set concerns the teaching, the other concerns the learning. The perspective is based on these propositions:

- (1) Effective language learning can reliably be produced (and reproduced on other occasions) through informed teaching.
- (2) Informed teaching is a response to a growing awareness of the typical progress of language learning in individuals of various kinds.
- (3) Therefore we teach as we do because we have observed that thereby we can best help learners to learn.

In order to describe and discuss these ideas it is helpful to divide them into *basic language teaching activities* and a *dynamic model of the learning process*.⁵

(1) *Basic Language Teaching Activities*. On the scale of the individual learner, all language teaching can be reduced to one or another of four basic teaching activities:

- (a) shaping the input of language and other experience;
- (b) encouraging the learner's intention to learn;
- (c) managing the learner's processes of learning;
- (d) promoting language practice and use.

The relation between these teaching activities, seen as they affect the individual learner and the organising concepts referred to earlier,

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will be apparent if one takes as an example the concept of *syllabus*. In designing the syllabus of any course the teacher is making a judgement about what experience of the foreign language (and related experience of the world) the learner should receive as part of his course. The ways in which this experience is actually presented to the class so as to manage in the most effective manner his learning processes is the subject of decisions about *methodology*; and so forth. At the same time, these decisions reflect a view on the part of the teacher of how the learner will deal with the language input he receives, of the existence of an *intention to learn* which can be deliberately encouraged in some way, of an awareness of what are the processes of language learning, of the function of practice within a learning programme; and so on.

(2) *An Outline of the Learning Process.* A comprehensive description of the language learning process is very complex. For the purposes of the present discussion it can be reduced to four fundamental components:

(a) *Experience of language (and of life).* Without experiencing language, no learning of language is possible. Therefore experience of language is the fuel without which the engine cannot run, the source of electricity without which the television set cannot perform. But language experience alone is insufficient. The learner also needs to know what in life--what in his personal scheme of understanding the world--the language relates to. Hence the learner's experience must include as much as is possible of the meaning--semantic, social, cultural--of the language he sees and hears.

(b) *Qualities of the learner.* All human beings are potential learners of a foreign language and share a set of abilities that enable them to do this. But each human being is a different individual. The personal profile of the qualities which each learner brings to the learning process is complex, and it is as indi-

vidual as a finger-print. Among these qualities are: (i) those which reflect the learner's *identity* (age, sex, previous experience of languages, special language abilities--such as powers of auditory discrimination and of mimicry, and a quality of memory for language--and eye-ear preference, self-view as a learner, expectations of success, attitudes towards particular languages and towards teachers and being taught, and many others); (ii) qualities which reflect the learner's *volition*--his/her 'will to learn', both longterm and from moment to moment--as displayed in his/her *intention to learn* (the internal effects of external motivation), in giving sufficient *attention*, in being able when necessary to summon up *concentration* upon the language learning task; and (iii) qualities which reflect the learner's ability to engage effectively the *mental processes* which all human beings possess, that is to say, the processes of thinking, some of them conscious but most unconscious, by which we recognise language within the flow of data from our eyes and ears, lock on to the thread of meaning and try to 'track' it, processes by which, when the meaning eludes us, we store the immediate past experience in our memory and then engage a number of 'problem-solving' processes to try and fill the gap--by recalling previously-comprehended bits of language or by guessing or by analogy or inference, and so on--and by which we either fail to discover the meaning, and then give up the tracking process as too difficult, or else succeed and consign our comprehension to our store of memory. Here, too resides the internalised knowledge of what language is to be, the theory of grammar, however inchoate, which is present in the mind of every language learner. And in all these many sets of variable qualities that make up the contribution brought by the individual learner to the process of learning as a 'teachee' lie the variations of ability and competence which the informed teacher must recognise and respond to, in the most appropriate way.

(c) *Presentation of information for optimum learning.* In the first place, there are a great

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many alternative ways in which the teacher, by shaping the input of language experience and selecting techniques within his/her methodology, can present the material to the learner. Not all the different ways of presenting material to be learned are equally effective. Some learners will learn better from one technique, others from another. Some techniques are inherently more effective than others, or may be more effective on one occasion than another. And in the second place, almost all material needs to be presented more than once—many times, as a general rule—because learning is gradual and multiple. These two sets of considerations, the presentation of information, and the gradual-multiple nature of learning, very strongly affect the way in which the individual learner's abilities match the language experience to produce optimum learning. Responding to both sets of considerations forms part of the professional activity of the informed teacher.

- (i) *Presentation of information.* It is common experience in such occupations as the preparation of scientific reports and technical handbooks, advertising and marketing, as well as in teaching, that information can be presented in different ways; the best comprehension and retention of information presented can be achieved by suitably varying four parameters: *interest, variety, impact and organisation* (including sequence, density, etc.). In the organisation of language teaching these parameters are varied principally through *methodology* and *materials*, though the feature of organisation is also affected by syllabus design. In the perspective of the individual, the presentation of information is partly a matter of encouraging the learner's intention to learn and partly a matter of managing the learning processes: shaping the input also has an effect here.
- (ii) *Gradual-multiple learning.* It requires several presentations of language material

to achieve learning because learning is not a simple yes/no event. 'Learning an item' means gradually becoming more certain in one's grasp of it, gradually coming to recognise it more rapidly and certainly, knowing its different forms (e.g., singular-plural, different verb forms, connections like two/twice/twin, two/double/treble, two/too, 2/ii/II, two/two-stroke/two-faced, etc.). Besides learning gradually, we learn very many bits of language simultaneously. At any moment, a learner is in the course of learning (i.e., has not reached full and certain grasp of) a very large number of bits of language. And only a flow of further language experience, which includes fresh presentations and paraphrases of what he has already partly learned, can provide the opportunity for continuing to better learn the material already partly learned and to start learning fresh material.

In this connection there remains a further factor which teachers are aware of and continually seek to deal with, since it constantly affects all learners: that is the tendency to 'language loss', or attrition.

- (iii) *Attrition.* Human *memory* is a complex faculty. In addition to the ability to recall past experience—i.e., in this case to remember what has previously been learned—it is necessary for teachers to bear in mind that past experience may be partly or completely lost from accessible memory (from *recall*) through the type of forgetting known as *attrition*. Experience thus forgotten is not, as a rule, totally lost from memory: it is just that it cannot be deliberately recalled. Yet such material, if presented again, returns fairly quickly and easily. The importance of attrition for the individual language learner and for the teacher is that language material which has not yet been securely learned (hence the importance of knowing that learning occurs gradually)

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is particularly vulnerable to attrition. The nearer to being a beginner, the more serious is the loss from attrition. And attrition affects everyone, all the time, though it seems to be less severe with 'good learners'. Consequently teachers have found that it is necessary to provide a 'language-rich environment' with plenty of language, not simply to give opportunities for learning to consolidate itself, but also to counter the effects of attrition.

(d) *Comprehension, Learning and Use.* The discussion has centred thus far on language *learning*, because that is the shared goal of learners and teachers. Nevertheless before learning is achieved another, crucial step takes place: *comprehension*, that is to say, understanding the meaning. We noted the mental process of 'tracking the meaning' of the language experience: the purpose of this is to understand, to comprehend, to extract a continuous flow of meaning from what we experience through our eyes, ears and other senses. So in speaking of an 'intention to learn' on the part of the individual learner we should properly have called it an 'intention to comprehend and to learn'. Comprehension comes first: if not comprehended, not learned. But if comprehended (i.e., understood) and then forgotten, still not learned. Learning a language entails understanding and then subsequently being able to use that knowledge through not having forgotten it. The previous comprehension can be recalled. In fact, language learning can be characterised briefly as *comprehension in recall*.

But it is *receptive learning* only which occurs through recollectable comprehension. Before productive learning can occur the learner has to make a psychomotor effort to reproduce in speech or writing a representation of what he/she recalls having understood—to externalise the internal memory. The learner's first efforts at productive learning are almost always inferior—

mere simulacrum, not a close representation, though a few good mimics perform better than most learners. Yet these poor efforts can be improved by practice. Part of the function of the informed teacher is to give the learner opportunities (though without forcing unwelcome activity upon him or her) for additional practice in order, to improve the quality of his performance of what has been productively learned. Contrary to some recent beliefs, a learner *can* 'learn by doing': he can learn to read better, to speak better, to write better, to carry out all productive language activities better, by actually doing them. And teachers, when they 'promote practice and use', are responding to these aspects of the language learning process.

Conclusion

The combination of these three perspectives on learning and teaching, each with its own set of interlocking concepts, provides a sound basis for the planning of foreign language teaching in the context of China. The fact that in the past very few countries have achieved overall success is due, not to these concepts not working, but to their not having been adequately put into practice.

Informed language teaching can promote effective language learning. For success to be established with reliability it is essential that the teaching activities match the progress of the individual's learning, that the professional organising concepts are applied and are fed from the right intellectual sources, and that the whole operation is supported by a realistic social perspective.

Notes

1. The concepts and categories presented here are developed from those put forward in Strevens 1977 as eleven 'elements of the language learning/teaching process.' The model remains essentially the same but is, I trust, enhanced by subsequent insights.
2. The term 'informed language teaching' is used to

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denote language teaching imbued by professional excellence and putting into practice the concepts referred to in this paper, i.e., 'informed by' them. It is intended to contrast with *ad hoc* teaching, teaching without an acknowledged basis in principle and theory, i.e., 'uninformed teaching'. The term has nothing to do with the notion of 'teaching as the presentation of information', which I regard as an inadequate basis.

3. 'Applied linguistics' is used throughout the paper in its meaning of an independent field of enquiry, not as 'linguistics applied' and certainly not as 'the application of linguistic theory'. In particular, *applied linguistics* is multi-disciplinary and problem-oriented. No doubt the 'core' discipline is linguistics, since it is difficult to imagine an applied linguistics problem whose solution did not call upon a basis of understanding of the nature of language. But AL is not associated with any particular school of thought in linguistics. It is essentially eclectic in nature, in the European sense of the term, meaning that pragmatic considerations rather than dogmatic adherence to a particular theory, determine which aspects of linguistics and which parts of which other disciplines are of most relevance in a given case. AL can relate to many problems, such as speech communication research, speech pathology, artificial intelligence, etc.; when it relates to providing an intellectual basis for the study of language learning and teaching, AL serves the ends of education, not of theoretical linguistics, second language acquisition theory, etc.
4. A difference can be observed between British and American attitudes respectively concerning the role and importance of theory as against methodology, in planning the teaching of languages. In the United States, theory is commonly held to dominate practice and ideally to determine what is done in the classroom, with methodology being seen as a lower priority. In British usage, excellence in methodology is highly valued, while theory (which is also highly valued but is not a determiner of detailed practice) is derived from experience and research, and serves as a pointer to methodological improvement.

5. It will have been noted that no reference is made throughout this paper to the theoretical ideas of Stephen Krashen, Heidi Dulay, Marina Burt and those associated with the Monitor Theory. I do not find it necessary to invoke that set of concepts, for these reasons: (i) the work of Krashen *et al* in second language acquisition (SLA) research belongs in a different paradigm from this paper: where SLA research is a branch of linguistics and seeks to contribute to the development of SLA theory, the present work is a branch of education and of applied linguistics and seeks to improve the effectiveness of language learning and teaching; (ii) I find it impossible on empirical and observational grounds to accept the fundamental Krashen distinction between 'acquisition' and 'learning' as a theoretical dichotomy, upon which great contrasts in subsequent language behaviour are said to hang: though of course as a metaphor for informal versus formal learning, without theoretical status, it is unexceptional; (iii) I follow Gregg (1984) and Long (1984) in questioning each of the various hypotheses put forward by Krashen—though again some of them would be acceptable as mild generalisations from teaching experience; (iv) most of Krashen's hypotheses conflict with experience. Thus the Natural Order Hypothesis implies that because certain items are said to be typically acquired in a particular sequence therefore learners should not be taught those items in a different sequence because they could not learn them. But it is at least equally tenable as a hypothesis that any good teacher could help any learner to learn any item at any point in the learner's progress; (v) the Krashen hypotheses over-simplify the nature of foreign language learning and ignore the associated techniques of language teaching; (vi) almost no reference is made to the enormous body of existing work on the learning and teaching of languages both prior and subsequent to the enunciation of the Monitor hypothesis; (vii) for all these reasons the Krashen work is of little relevance to the subject of this paper.

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**Constitution of the
Association of English Teachers in Korea
(Revised March 15, 1986)**

I. Name

The name of this organization shall be the Association of English Teachers in Korea, herein referred to as AETK or "the Association."

II. Purpose

AETK is a not-for-profit organization established to promote scholarship, strengthen instruction, foster research, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals the Association shall co-operate in appropriate ways with other groups having similar concerns.

III. Membership

Membership shall be open to any person interested in the teaching of English in Korea who supports the goals of the Association. Non-voting membership shall be open to institutions, agencies, and commercial organizations.

IV. Meetings

AETK shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Meeting and shall include a business session.

V. Officers and Elections

A. The officers of AETK shall be a President, a Vice-President, and a Secretary-Treasurer. Officers shall be elected annually. The term of office shall be from the close of one Annual Meeting until the close of the next Annual Meeting.

B. The Council shall consist of the officers, the immediate Past President, the chairpersons of all standing committees, and two members elected at large. The members-at-large shall serve for two years each, with one member elected each year. The Council shall conduct the business of

the Association under general policies determined at the Annual Meeting.

C. If the office of the President is vacated, the Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

VI. Amendments

This Constitution may be amended by a majority vote of members attending the business session of the Annual Meeting, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least sixty days prior to the Annual Meeting.

**Bylaws of the
Association of English Teachers in Korea
(Revised March 15, 1986)**

I. Language

The official language of AETK shall be English.

II. Membership and Dues

A. Qualified individuals who apply for membership and pay the annual dues of the Association shall be enrolled as members in good standing and shall be entitled to one vote in any AETK business meeting.

B. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the Association shall be recorded as "institutional members" without vote.

C. The dues for each category of membership shall be as determined by the Council, and the period of membership shall be for one year from the date of enrollment.

III. Duties of Officers

A. The President shall preside at the Annual Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President

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Bylaws

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shall also be an ex-officio member of all committees formed within the Association.

B. The Vice-President shall be the convener of the Program Committee and shall be responsible for planning, developing and coordinating activities for meetings sponsored by the Association.

C. The Secretary-Treasurer shall keep minutes of the Annual Meeting and other business meetings of the Association, keep a record of decisions made by the Council, maintain a list of Association members, and be the custodian of all funds belonging to the Association.

IV. The Council

A. All members of the Council must be members in good standing of any other organization with which the Association may establish an affiliate relationship.

B. Four members of the Council shall constitute a quorum for conducting business.

C. Minutes of the Council shall be available to the members of AETK.

D. The members of the Council to be elected each year shall be elected at the Annual Meeting.

V. Committees

A. There shall be a Nominating Committee consisting of three members. The Chairperson of the Nominating Committee shall be chosen by the Council from among the members of the retiring Nominating Committee. The remaining two members of the Nominating Committee shall be elected by nominations from the floor at the Annual Meeting. The Nominating Committee thus chosen shall provide the Council, by the following January, the names of two nominees each for the offices of President, Vice President and Secretary-Treasurer, and two nominees for member-at-large, together with relevant biographical information about each nominee.

B. There shall be a Program Committee chaired by the Vice-President which shall be responsible for planning and developing programs for meetings sponsored by the Association.

C. There shall be a Publications Committee responsible for regular dissemination of information to AETK members.

D. The Council shall authorize any other standing committees that may be needed to implement policies of the Association.

VI. Parliamentary Authority

The rules contained in *Robert's Rules of Order, Newly Revised* shall govern the Association in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

VII. Amendments

The Bylaws may be amended by a majority vote of members attending any properly announced business meeting of the Association provided that notice of the proposed change has been given to all members at least thirty days before the meeting. The Bylaws may be amended without such prior notice only at the Annual Meeting, and in that case the proposal shall require approval by three-fourths of the members present.

* * *

Your AETK officers are:

Dwight Strawn, President
Ruth Fischer, Vice President
Robert Wissmath, Secretary-Treasurer
In-Won Kim, Member-at-Large
Yong-Soon Kang, Member-at-Large
Joe Gene Austry, Past President

1985-86 Program Committee Report

The programs presented at AETK meetings during the past year have reflected a diversity of interests to broaden any member's professional horizons. Dwight Strawn opened the world of Harold Palmer up for us at our April 1985 meeting. Ruth Fischer spoke and led a discussion at the May 1985 meeting on the topic of spoken English from production to conversation. Then at the June 1985 meeting, Young-Shik Lee chaired a panel of Korean English language teachers and researchers who enlightened us as to the current trends in English education in Korea. Fall programs included a program in September on the uses of videotapes in the classroom led by Margaret Elliott of the Sogang University Institute for English. In October, John Byrd of Seoul Foreign School shared word games for teaching vocabulary, while in November Barbara Mintz of the University of Maryland explored process-oriented ways of teaching writing. The December meeting was the scene of our second annual Swap Meet where members attending shared classroom ideas. At the January 1986 meeting, Young-Shik Lee brought us up to date on current EFL trends in Great Britain. Finally, thanks to the generosity of the British Council our last program of the year was truly special, for at the February meeting we were privileged to have Dr. Peter Strevens, noted English language teacher and teacher trainer, speak to us about a model of English language teaching.

As I look back over the year, it is apparent than many of our members have spent time and effort in presenting ideas and information designed to stimulate our professional growth. Our heartfelt thanks to them all.

At our March 1986 Annual Business Meeting, I was re-elected as Vice President and Program Chair. As such, I am looking for members to work with me and to volunteer their time and talents in presenting a program or two. If nothing in last year's list of programs matched your interests, get involved so your needs are met, too. To paraphrase the late John Kennedy, ask not what

your organization can do for you; ask what you can do for your organization. You can get in touch with me in care of the English Department at Yonsei University or by calling 7904-4418.

---Ruth Fischer

* * *

1985-86 Treasurer's Report

Balance on hand March 20, 1985		W411,710
Receipts		
Membership dues	470,000	
Bank interest	15,966	

Total receipts		485,966
Expenditures		
Newsletter	158,540	
Refreshments/publicity	79,750	
Hall rental	19,500	
Honoraria	130,000	
Miscellaneous	4,680	

Total expenditures		392,470
Balance on hand March 16, 1986		505,206

---Robert Wissmath

* * *

A Note of Appreciation

AETK extends its appreciation to the Korea Baptist Mission, the Yonsei University Foreign Language Institute, and the Sogang University Institute for English as an International Language for providing meeting places during the past year and to the staff at the Korea Baptist Mission office for their assistance in sending out notices of our meetings.

Reviews

Teaching English as a Second or Foreign Language

Marianne Celce-Murcia and Lois McIntosh (Eds).
Rowley, Massachusetts: Newbury House Publishers, 1979.
(Available in Seoul at the Kyobo Bookstore)

Teaching English as a Second or Foreign Language is a textbook that can be profitably used by the beginner in TESOL, by the experienced teacher in TESOL, and by the TESOL teacher trainer. The text is divided into four major sections: I. Teaching Methods, II. Language Skills, III. Students, IV. Teachers. Each section is a collection of articles by various practitioners in the field, and each article is followed by discussion questions, suggested activities, and a list of references.

The beginner in TESOL will probably find the last section directed to teachers most valuable. It provides guidance on preparing lesson plans, selecting and evaluating a textbook, language teaching aids, classroom skills for ESL teachers, second language testing, and keeping up to date as an ESL teacher. Each of these topics is thoroughly discussed by a different writer, each knowledgeable and skilled in the area. For example, Daoud and Celce-Murcia offer an extensive checklist of questions to answer before choosing a textbook for classroom use (304-305).

Even, perhaps especially, the experienced TESOL teacher will find the book thought provoking. Section II, Language Skills, offers a multitude of specific classroom procedures, methods, hints to deal with teaching listening, speaking, reading, writing, and grammar and vocabulary. For example, in his article "Teaching Reading at the Advanced Level," Thomas P. Gorman first discusses the issues--the reasons for the problems advanced students encounter when they and their teachers report dissatisfaction with their progress in reading speed and comprehension. Gorman believes blaming their difficulties on their lack of vocabulary or lack of syntactic control of English is an inadequate explanation

for their problems. Rather, he cites research that indicates that native speakers (readers) of a language vary their reading strategies according to the purpose for which they are reading. He then briefly outlines a reading course he developed for university students in Africa and the United States that intended to "[provide] an opportunity for advanced TESL students to develop for themselves learning strategies that would enable them to extract information from using simplified texts in accordance with the purposes for which the text was being read" (159). Any experienced teacher faced with similar problems with advanced student readers would certainly benefit not only from trying out Gorman's approach in the classroom but particularly from thinking about the issues Gorman raises and from reading the research he cites.

Since each article (a total of thirty appear in the book) is followed by discussion questions, suggested activities, and references, the TESOL teacher trainer's job is much eased. If a teacher trainer is faced with a full semester course, he could base the entire course on this book. If the trainer is in charge of only a brief one-month or two-week in-service training session, the book contains so much material that he can choose whatever would be relevant to those particular students.

I must say, however, that as I browsed through this book I was struck with a kind of nostalgia. If you, like me, was brought up in AL methodology (although at the same time we were exploring Chomsky in a graduate seminar), if you, like me, then tried this and that to see what worked, and if you, like me, fetched up with at least some of Gattegno with a nod to Asher and Curran (but not yet Lozanov), then you, like me, will find the book's first section on teaching methods particularly nostalgic, especially the first four articles. Such a feeling is partly a measure of how long some of us have been in the field; it is certainly a measure of how much the

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Teaching English

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field has undergone in thirty years of change. However, the overwhelming message nearly every article in the book either explicitly or implicitly states is that all of us need to know much more. This message is hardly new. We need the co-operative work of linguistic theory, learning theory, and classroom application to move us further down the road. Surely we have gained insights since the structuralists, Skinner and AL; surely there are many more insights to come.

We must, however, remember that teaching is more than theory and application. Anne C. Newton in "Current Trends in Language Teaching" reminds us, "teaching involves much more than a knowledge of methods. However well versed a teacher may be in psychological and linguistic theories, in techniques and methodologies, this knowledge alone will not assure success. An even more basic ingredient of all good teaching is the teacher's attitude toward his or her students and work" (24). She quotes Richard Via who stated, "You must love your students. Or you must love the subject you are teaching. It's best if you can love them both." Let us hope that anyone who is guided through this book or who takes himself through it develops both attitudes.

Reviewed by Barbara R. Mints (University of Maryland, Asian Division)

* * *

English Today

Quarterly Magazine

Cambridge University Press

32 East 57th Street

New York, NY 10022 USA

(Annual subscription price US\$18.50)

English Today, a new British quarterly magazine, was first published in January 1985. Intrigued by an ad I received in the mail, I

subscribed and have since been informed, entertained and charmed with each issue. The quarterly's intent is not to provide yet more "useful techniques for the classroom" à la *English Teaching Forum*, but rather to consider English as the medium of communication among the peoples of the world today. For instance, the first four issues includes a series titled "An ABC of World English" which is described as a "gazetteer of history, usage, fact, fashion and fallacy among the main geopolitical terms of the language." The gazetteer has so far considered English as it is used from America to Australia (January 1985), Brit to Creole (April), England to Ireland (July-September), and Kenya to Zimbabwe (October-December). From this series, we learn, for example, that "the first recorded use of the word 'America' was in Martin Waldseemüller's map of the world in 1507, labelling the area now called Brazil"; that the word 'Aussie,' "usually pronounced with a 'z' but sometimes with an 's'...serves to typify...the Australian love of the truncated term"; and that Scotland "is both obviously a nation and obviously not a nation, a condition which accounts for the psychological discomfort of many Scots."

The January issue also explores the extent that English is used around the world today. In "How Many Millions? The Statistics of English Today," David Crystal counts a total of more than 316,015,000 persons who speak English as a first language and a total of more than 1,336,845,000 who speak it as a second language in countries "where English has official status as a medium of communication, and where people have learned it—usually in school—as a second language." An accompanying chart breaks these down by country. Since Crystal gives no figures for "people who have learned English as a foreign language, in countries where the language has no official status," Korea is not listed. Here, we may have a problem of definition. Nevertheless, the figures he does give are impressive indeed.

English Today is not merely concerned with the statistics of English; it is also con-

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English Today

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cerned with the shape of the language. Three articles in the January, April and July issues demonstrate this concern: "How 'English' is English Literature?" "How 'American' is American Literature?" and "How 'Canadian' is Canadian Literature?" Such concern is not just geographic. "A Question of Masculine Bias" (January) considers feminists' arguments about the male bias in the language and "The Language of High Technology" (July) offers a glossary of terminology from the worlds of computers and electronics. (Did you know that although it is *programme* in British spelling usually, in British computer usage it is *program*, as it is *disk* and not *disc*? Ah, that American influence!)

Of course the quarterly is rightly concerned with the British/American similarities and differences. The October issue's lead article "Diversity in Unity: American & British English" by Robert Ilson, an American lexicographer who lives in Britain, considers those differences and similarities of pronunciation, spelling, grammar, vocabulary, and attitudes. The article is illustrated by drawings of two kitchens, one British, one American, with articles in each labeled. The reader is asked which is the American kitchen, which the British, and how they compare or contrast. Who uses the word *colander*, who the phrase *fish slice*? A teapot is apparently a teapot for both. It's an interesting exercise that serves to point Ilson's thesis that the two major varieties of English are at least as similar as they are different.

The magazine has regular columns which discuss usage and etymology, review new books, offer crossword puzzles for which prizes are given for correct solutions, keep us up to date on new developments in the language, and the like. The usage column is of course particularly interesting. Let me quote from the column's first appearance: "ET will naturally and rightly serve as a forum for the discussion of 'good', 'bad', 'correct', 'incorrect', 'standard', 'non-standard',

'substandard', and other kinds of usage. Because we have to open the discussion somewhere, David Crystal has agreed to boldly go where many have gone before--and afterwards wished they hadn't." Such is the spirit of the entire magazine and the source of its charm.

I hope these snippets from *English Today* serve to pique the interest of anyone concerned with English as a world language--its distribution, its varieties, its future, its fun. As you read the magazine, you will have the double rather rare benefit of learning provocative pieces of information and of being entertained.

Reviewed by Barbara R. Mints (University of Maryland, Asian Division)

* * *

Common Problems in Korean English

David Kosofsky.

Seoul: Sogang University Press, 1986.

Those of us who have been teaching English by giving our students practice in the communicative use of the language; providing them with "comprehensible input," and acting as facilitators for their learning have nevertheless often found ourselves perplexed by their desire to learn something about English grammar. Yet we know that talking *about* language in the classroom is less efficient than giving our students opportunities to really *use* the language. Nevertheless, many of our students want grammar and might benefit from outside-of-class study of some rules of thumb that would help them to use the language more smoothly and accurately.

Common Problems in Korean English is a volume which may fill that need, especially for intermediate and advanced students in Korea who, despite more than ten years of English language study, persist in misusing the language in the same ways time and again. The author addresses

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Common Problems

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specific problems which have been observed among many Korean speakers of English. The book is a remedial text which can also serve as a supplement in communicative language classes. As the author states in the introduction:

This book is meant as a home study aid to provide direct remedies to specific language problems. It is not a reference grammar, nor is it a classroom text. When it presents grammatical explanations, they are offered not as exhaustive treatments of linguistic structures, but rather as immediately useful clarifications of the confusions behind some frequently encountered problems.

The book addresses twenty-seven problems in grammar (Part I), thirteen problems in meaning (Part II), and eight instances of awkward or inappropriate usage (Part III). Each problem is covered in considerable depth.

The approach with which the usage of *most/most of* is presented is illustrative of the way the book is organized. The author begins the chapter by citing some "typical error sentences":

- *Most of Koreans work on Saturday.
- *Most of students in this class like the teacher.
- *Most his friends are businessmen.

The error sentences are then followed with a helpful generalization and some rules of thumb:

Koreans speaking English often have some problems deciding whether to use "most" or "most of" when they want to express the idea of 'the majority', 'nearly', 'but not quite all'. But these mistakes are easy to avoid. English has a very clear pattern for selecting between "most" and "most of". We use "most" or "most of" DEPENDING ON THE WORD THAT IMMEDIATELY FOLLOWS. . . .

We use "MOST OF" if the word following is a PRONOUN ('it', 'those', 'my', 'that', 'you', etc.) or an ARTICLE ('a', 'an', 'the') or a proper noun used as a possessive ('Mr. Kim's', 'Daniel's', 'Italy's').

Then, numerous example sentences are provided as illustrations of the rule. One of the examples in this chapter is the following:

MOST OF *her* friends are older than she is.
(Because 'her' is a pronoun)

The next section consists of an explanation of

"most", following a similar procedure, and the chapter concludes with the correct versions of the initial error sentences:

- Most* Koreans work on Saturdays.
- Most* students in this class like the teacher.
- Most of* his friends are businessmen.

Some exercises and answers to the exercises are also included. Each of the almost fifty "common problems" cited in the book is treated in a similar way.

Some of the other problems addressed in the book are exemplified by the following "typical error sentences":

Part I (Grammar)

**Until now* old men in the countryside wear traditional clothes.

**Almost* Koreans eat rice for breakfast.

*In my spare time I *like to see* a movie.

Part II (Meaning)

*Their house is *too* beautiful and elegant.

Part III (Awkward)

*Do you *have a plan* to travel this summer?

As you can see, many of these items are things that most teachers of adult Koreans have observed and would like to correct, but don't have the time and resources to do so successfully. We have such difficulty perhaps, in part, because our students are not aware of their "mistakes", partly because these mistakes are reflections of what our students have learned in their middle and high-school English classes but failed to learn how to use appropriately, and partly because the errors are based on some Korean way of saying things (native language interference). But for whatever reason, Korean speakers of English, Korean teachers and students of English and native English-speaking teachers of English, especially to Koreans, would learn and profit from reading this book. There is "something for everybody" here, and it is interesting and well written. Advanced students might enjoy reading it from cover to cover. Teachers of English might find concise and explicit ways to answer some of the questions their students ask about English,

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Common Problems

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and the materials can be targeted to students of any level.

Commissioned as a research project by the Sogang Institute for English at Sogang University, *Common Problems* is available through the Institute in a pre-publication edition. In this version, the value of the book is weakened by a rather unpolished format. However, a revised and expanded version—hopefully with an improved format—is due to be published by the end of the year.

The book is commendable because it addresses errors that Korean students frequently make and is organized in such a way that a teacher familiar with the book can quickly refer students to sections of the book that would be helpful to them. In other words, it may help with individualization of instruction.

Reviewed by Robert G. Wissmath (Sogang University Institute for English)

* * *

Some Organizations Referred to in this Issue:

CETA--
The College English Teachers Association of Korea

ELLAK--
The English Language and Literature Association of Korea

JALT--
The Japan Association of Language Teachers

TESOL--
Teachers of English to Speakers of Other Languages

AETK Workshop

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International Language).

The workshop, which is under the direction of Secretary-Treasurer Robert Wissmath in conjunction with Vice President Ruth Fischer and the Program Committee, is open to all members of AETK. Others who are interested in the teaching of English as a foreign language are invited to participate as well. There will be no registration fee.

Council Meeting

The first meeting of the 1986-87 AETK Council took place on April 16 with all members present. Among the items discussed:

- Correspondence with representatives of JALT and TESOL regarding a JALT proposal for a visit by one of the officers of TESOL.

- AETK goals for 1986-87. A list of suggestions was circulated to Council members, with discussion to continue at the next Council meeting.

- Nominating Committee. The role of the Nominating Committee and the naming of an additional member were discussed, but no action was taken.

- Publications Committee. The search continues for someone to head this committee.

- Renewal Notices. Notices were sent on a trial basis along with the announcements of the April meeting to AETK members whose membership had expired. This will be continued on a regular basis in the future.



ASSOCIATION OF ENGLISH TEACHERS IN KOREA
Membership Application
(Annual Dues W10,000)

Name Date

Mailing address

City Province Postal code

TEL (Office) (Home)

Position title Institution

Application is for:

- New membership Renewal

Area or level of work:

- Primary school College/university
 Middle school Language institute
 High school 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 News is published five times yearly in April, June, September, November and February and is available through membership in the Association of English Teachers in Korea. News items, announcements, and articles related to language teaching and learning are welcomed. Send name and address corrections and material for publication to Dwight Strawn, KPO Box 740, Seoul, Korea 110. Announcements of job openings for foreign teachers are accepted only from organisations which provide visa support. AETK News does not publish announcements by teachers seeking employment.