AETK Bulletin

Listening Comprehension and Television: Towards self-instruction for the non-beginner ESL student

By Thomas Farrell

ESL Student: "How can I improve my English power? I have been studying English for nearly ten years now and I can speak a little, but I can't understand native speakers."

Teacher/Advisor: "Yes, I understand. You should watch television shows in English."

ESL Student: I have tried many times: the news, movies, dramas, etc., but it's no good. I can't understand them. They are too fast."

The dialogue shows a typical exchange between a language student and his/her teacher. The student has reached a stage where he/she is able to communicate in English. The problem is now listening comprehension and, more particularly, understanding television programs in English. The opening dialogue shows what is wrong with our (students and teachers) approach to listening to/understanding English. It is also the student's cry for help after having the television beam out incomprehensible jumbles of "English"--the student has come to the end of the line. He/she has felt like this for a long time, and after the teacher merely advises the student to watch television, the student's affective filter goes up and with it so does the pain and frustration of watching television programs in English.

The main idea of self-instruction and television offered by the advisor is a good one, but without initial guidance as to program suitability and a method of watching television, the student will be "swallowed in a sea of English." Students will need specific guidance if they are to be able to comprehend efficiently.

The purpose of this paper is to describe a method for listening to television that provides comprehensible input, is interesting, is not grammatically sequenced, and has a low affective filter. (Those criteria are based on work by Krashen, 1981). The student then will be encouraged to develop to the point of self-instruction with a

November AETK Meeting

William Burns of Sogang University will give a presentation on "Adapting Materials for Academic Use in Korea" at the November AETK meeting. The meeting will begin at 2:30 PM on Saturday, November 12, at the Yonsei University Foreign Language Institute. The presentation by Mr. Burns will include illustrations of the use of materials on videotape (see related articles in this issue of *AETK Bulletin*.)

Also at the November meeting, publishers' representatives are expected to be present with information about obtaining materials from their respective firms. Some representatives may be on hand earlier in the day to display their materials before the meeting begins. Watch for additional last-minute announcements in the local English-language newspapers. □

December AETK Meeting

John Nance of the British Council office in Seoul will speak at the December AETK meeting on the topic "The British Council and English Language Teaching." The British Council offers a variety of programs and services for students and teachers of English in Korea. Learn more about them by attending the AETK meeting on December 7. The meeting will be held at the Yonsei University Foreign Language Institute and will begin at 7:30 PM. □

The Association of English Teachers in Korea, an affiliate of TESOL (Teachers of English to Speakers of Other Languages), is a professional association of language teachers formed in November 1981 to promote scholarship, strengthen instruction, foster research, disseminate information and facilitate cross-cultural understanding among persons concerned with foreign-language teaching and learning in Korea. Meetings are held monthly except during the summer, and the Association occasionally sponsors other events of interest to language teachers. Membership is open to all persons who support the goals of the Association.

For information about membership, contact Susan Gaer, AETK Secretary-Treasurer, c/o English Training Center, 646-22 Yoksam-dong, Kangnam-ku, Seoul 135. For information about programs, contact Marie Fellbaum, AETK Vice President, c/o Yonsei University Foreign Language Institute, 134 Shinchon-dong, Suhdaemoon-ku, Seoul 120-749.

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AETK Bulletin, the Association's newsletter, is published as a service to AETK members and may be obtained by joining the Association and paying the annual membership dues (W10,000).

The Publications Committee welcomes articles in English for *AETK Bulletin* concerning all aspects of foreign language teaching and learning, especially those with relevance to Korea. All material should be typed, double-spaced, and should follow the APA style as used in the *TESOL Quarterly.*

Send all announcements and articles to be considered for publication to: AETK Bulletin, c/o Eric Strickland, Yonsei University Foreign Language Institute, 134 Shinchon-dong, Suhdaemoon-ku, Seoul 120-749. Deadlines for the receipt of material are as follows:

November 15	for the January issue
January 15	for the March issue
March 15	for the May issue
May 15	for the July issue
July 15	for the September issue
September 15	for the November issue

The AETK Calendar

A Schedule of Upcoming Events Sponsored by the Association of English Teachers in Korea

November   **Saturday, November 12, 2:30 PM.** November AETK meeting at the Yonsei University Foreign Language Institute. Presentation by William Burns (Sogang University) on "Adapting Materials for Academic Use in Korea." Publishers' representatives present to show materials before/after the meeting. (Note the change in time for Saturday meetings from 2:00 PM to 2:30 PM.)

December   **Wednesday, December 7, 7:30 PM.** December AETK meeting at the Yonsei University Foreign Language Institute with John Nance (British Council, Seoul) as the main speaker. Topic: "The British Council and English Language Teaching." (Note the change in time for Wednesday meetings from 7:00 PM to 7:30 PM.)

January   **Saturday, January 21, 1989, 2:30 PM.** January AETK meeting (location to be announced). Nancy Travis, Director of American Preparatory Institute, Pacific Far Eastern Campus, will speak on "Levels of English Language Proficiency" illustrated with video.

February   **Wednesday, February 15, 1989, 7:30 PM.** February AETK meeting (location to be announced). Susan Conrad, English Training Center, will speak on "Business Cases in Conversation."

March   Plans to be announced.

April   Plans to be announced.

May   Plans to be announced.

June   Plans to be announced.

Learners' Rights or Teachers' Responsibilities

By James McMullan

Reprinted from *TESOL Newsletter*, Vol. XXII, No. 4 (August 1988).

The issue of language rights has come to prominence in recent years with the controversy over the English-only initiative in the United States and with the increasing awareness of the political dimensions of teaching English to speakers of other languages (Judd, 1983). The year 1987 saw the passing of TESOL's Resolution on Language Rights reprinted in the June 1988 *TESOL Newsletter*, protecting 'the rights of all individuals to preserve and foster their linguistic and cultural origins," while Francisco De Gomes de Matos has been active for some years in calling for the recognition of the rights of second language learners (see Gomes de matos in this [August 1988] issue [of *TESOL Newsletter*]).

However, there are parts of the world where even the most basic human rights are not formally recognized, either owing to political oppression or because the whole notion of individual rights comes into conflict with social orders based primarily on collective or individual responsibility. In such settings, where the learning of a language of wider communication may be the means by which basic rights are acquired, the insistence by outsiders on the "rights" of learners of English may invite a backlash against any kind of language provision at all.

In these environments it may be more politic to shift the focus from the rights of learners to the responsibilities of teachers to learners. Some of these would correspond with Gomes de Matos' proposed learners' rights, while others might go some way toward counterbalancing the unequal power relationships specific to the ESL/EFL classroom in a world that runs on English. Such a list might include some of the following responsibilities:

- to state course objectives and outline how they are to be achieved
- to negotiate an appropriate methodology
- to protect learners from unwarranted intrusions into their personal lives, beliefs and values
- to eliminate personal bias from subjective assessments
- to report faithfully, regularly, and in detail on progress
- to conduct research following officially authorized procedures, seeking permission from subjects
- to submit to learner- and peer-evaluation of effectiveness
- to endeavor to learn the L1 of learners
- to provide a quality learning experience of English, conforming as far as possible to the values and apirations of learners.

Responsibilities inevitably entail some element of restriction, and some of those suggestions above would probably meet with opposition within the ESOL profession on the grounds that they represent limitations on the teacher's or the researcher's freedom to experiment. Nevertheless, if the notion of teachers' responsibilities is politically more acceptable than that of learners' rights and yet confers the same ultimate benefits on learners, then perhaps these are responsibilities we as a profession should be prepared to shoulder. □

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The author: James McMullan is Assistant Lecturer in the Language Center at Sultan Qaboos University, Muscat, Oman. He has taught English in West Germany, Nigeria, Qatar, California, USA, and Sultanate of Oman.

Student Democracy
By Donald R. Richardson

A rising concern is "student democracy." In other words, "self-rule by students." That is, in self-rule, students would dictate in college and university matters.

History tells us this was attempted in the middle ages. Also, most of us remember the 1960's in America when such was tried. The result there was better cooperation between administrators and students. Administrators began to deal with student concerns they had ignored

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Resources

A "Videography" of Some Commercially Produced Videotape Series for ESL

Compiled by Robert Wissmath

Reprinted from *AETK News*, Vol. 5, No. 2 (July 1986).

The Bellcrest Series: English for Business. London: BBC English by Television, 1973. A continuing story set in a British business; for advanced students with a business/electronics interest; accompanying text available through Oxford University Press.

Bid for Power: English for Commerce and Industry. London: BBC English by Television, 1983. Text & Teacher's Guide by A. Fitzpatrick & C. St. J. Yates, videoscript by John Tully; a continuing story in 13 episodes; international English is spoken--British, American & actors from other countries. Upper-intermediate.

The Blind Detective: Language Learning by Video. Surrey, England: Nelson Filmscan, 1984. Seven mysteries solved by the blind detective; accompanying workbook, teacher's manual & script; British English; upper intermediate.

Follow Me to San Francisco. London: BBC English by Television, 1981. A soap opera in five-minute episodes; accompanying text and teacher's guide by Suzanne Griffin; American English; intermediate.

It's Your Turn to Speak. Surrey, England: Nelson Filmscan, 1982. Accompanying text by Saxon Menne; 20 lessons, some in British English, some in American English; for high beginners.

People You Meet. London: BBC English by Television, 1973. Twenty-six 15-minute films with accompanying text; graduated grammatical syllabus; low intermediate.

The Sadrina Project: English for Travel. London: BBC English by Radio and Television, 1979. A story about the travel business in Southeast Asia; twelve episodes; intermediate; British English.

Switch-on: The Mystery of Valley Forge. Surrey, England: Nelson Filmscan, 1982. A continuing story in ten units; for low beginners; accompanying text and teacher's handbook by Saxon Menne; American English.

Addresses

BBC English by Television
P.O. Box 76
London WCB 4PH
England

Nelson Filmscan Ltd.
Nelson House, Mayfield Road
Walton-on-Thames
Surrey KT12 5PL
England

The Compiler: Bob Wissmath, a member of AETK now living in California, formerly taught at the Sogang University Institute for English as an International Language. □

New Address?

Help us keep our records up to date. Send this form to AETK, c/o Susan Gaer, English Training Center, 646-22 Yoksam-dong, Kangnam-ku, Seoul 135.

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Compiled by Dwight J. Strawn

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Listening Comprehension

minimum of teacher involvement. We want the students to "develop to the point where they can learn without us" (Krashen, 1981). Various other methods of teaching listening comprehension are beyond the scope of this paper. Instead, I will focus on one method of watching and understanding soap operas/dramas (hereafter, "soaps") on television, a method that can be used with other types of programs without teacher help.

Why Focus on Soaps?

Soaps are useful for listening practice for the following reasons:

(1) Soaps usually have a sequential/continuing basis with either daily or weekly serials, with weekly serials being more useful for the ESL student because there are fewer time constraints. This also allows the student the space for self-correction, if necessary, and more importantly, self-pacing.

(2) Soaps offer a reasonable approximation of natural language as well as visual cues for the context missing from, e.g., a radio drama. It is now widely accepted that spontaneous spoken language does not sound at all like written language read aloud where constant rhythm is used because the words are organized in complete sentences. Since spontaneous spoken language is made up as the speaker speaks, it is less organized, has less information content, and contains a lot of stops and starts (Brown, 1987). Although soaps are not spontaneous in their language, they do offer the closest examples of "real" communication, or at least a close substitute, in a variety of settings. (3) Soaps usually last no more than fifty minutes. According to Sherrington (1973), anything over thirty minutes has difficulty retaining the student's attention however well motivated

the student. It is also important to remember that a student can absorb only a certain amount of information at any given time (Hubbard et. al., 1983). The fifty minute soap offers a format which provides enough variety not only to retain the viewer's attention, but uses meaningful language throughout. A fifty minute soap does not have one fifty minute story—trying to follow that might indeed be taxing for a student. Rather, the fifty minute soaps generally have two or three related stories taking place at the same time, giving the student the opportunity to try and follow at least one of them.

(4) Finally, with soaps, the student has to understand what the speaker is saying, how he or she is saying it, and why he or she is saying it. Students who have been trained largely on written language read aloud, or with tapes where speakers speak slowly for foreigners (most commercial tapes), are usually shocked when they hear two native speakers talking to each other. This final point also separates beginning from non-beginning students. As listening is not a simple skill easily mastered by immersion in a sea of sound, unless it is approached in a systematic way, students cannot learn the language faster or better in such situations (Nord, 1981). In fact, a mere immersion approach might be quite detrimental to their future progress in English.

Self-Instruction

The question "why adopt self-instruction?" is best answered by Dickinson (1987), who argues that a self-instructional mode is useful in solving practical problems of learners and in helping to achieve several educational aims with a major emphasis on the development of personal autonomy and the improvement of educational efficiency.

Students can be involved in self-instruction to various degrees:

total autonomy—no teacher—or the more usual situation where the self-instruction will be part of a package involving both conventional teaching and self-instruction. This paper adopts the latter notion of self-instruction and assumes that the student, with gentle encouragement from the teacher, has the necessary motivation to follow each stage of the program until the end.

The Role of the Teacher

The teacher has three main jobs in this method. (1) *To organize*: to set up the whole listening task and to get the students organized by explaining the various stages and selecting a drama. (2) *To monitor*: the teacher needs to monitor the various stages and intervene, but only if necessary, when some student really has no idea about the content of the drama. It may be a good idea for this type of student to stop this method of listening because it may raise the student's affective filter, thus defeating the purpose of this listening program. (3) *To provide feedback* at the end of stage five. The feedback may be in the form of explaining new language arising from the program, correcting any misinformation obtained in the first five stages, and giving information on the transfer of this method to other programs.

The Method

Schedule of activity:
Week 1: Fun
Week 2: Names and Faces
Week 3: Relationships
Week 4: Personalities :::Week 5: Summary; Teacher directed discussion; Fun
Week 6: Fun (Return to Week 1)

A checklist for activities. To set up this method, Joan Morley's (1972) guidelines, based on her work in speech perception and her classroom experience, were used as a checklist.

Listening Comprehension

(1) Listening comprehension must have definite goals which are stated.

(2) Construct a step by step approach: what to listen for, where to listen, when to listen, and how to listen.

(3) Listening comprehension demands active, overt student participation.

(4) Listening comprehension should provide a communicative urgency for remembering in order to develop concentration.

(5) Listening comprehension lessons should stress conscious memory work.

(6) Listening comprehension should teach, not test.

Week 1: FUN. Initially, the students may not be too motivated or trusting of using television for English instruction, especially self-instruction. After all, they have tried before, unsuccessfully, causing a lot of frustration. They will have to be assured that the first stage should be similar to its title: "Fun." They will not be pressured to produce anything after watching the show, and so should be totally relaxed while watching. Students should also be assured that failure to comprehend any of the show is quite normal at this stage. Lowering the affective filter is most important at this stage in order to stimulate interest for the next stages.

Week 2: NAMES AND FACES. After all the "fun" of not understanding anything in stage 1, the students should be reminded that they are now on the road to ultimate self-instruction in listening comprehension, without the direct control of a teacher. At this stage, the student has only one specific task, and that is to focus on all the names he or she hears during the show and write them down. Also a mental picture should be drawn to match the corresponding face to a name. The story should not be focused on but relegated to a secondary mental task.

Week 3: RELATIONSHIPS. Now that the students have a feel for the names and the faces of the individual characters, the next stage is to establish the relationships between these individuals. This is an important step, for not only will it reinforce the names and faces but it will also make the story a little clearer without actually concentrating on it as an exercise. This stage will produce answers to such questions as: "Who is married to whom?, divorced?, brothers, sisters?, half-brothers?" etc. The soaps have an endless variety of relationships which can surely generate a lot of discussion.

Week 4: PERSONALITIES. At this stage the students should be taught, if they do not already know it, the vocabulary necessary to describe the personalities so that they can write a personality description of each character in the show. Each personality description should include the student's opinion of the character, a reason for the opinion, and justification for the reason. This can be based on such things as speech behavior and inferences/feelings. Cultural differences can be focused on more at this stage leading to discussion later.

Week 5: SUMMARY. The first four stages, fun --> names and faces --> relationships --> personalities, were steps in a process leading up to an understanding of the story and thus improvement in listening comprehension. In stage 5, the students are now ready to focus on the story by producing a written summary in their own words in English. The first four stages have given the necessary background such as the setting, the characters, the mood of the drama. The summary may be as detailed as the student feels necessary, but a general outline is also useful. As students continue to watch the show they will find the story becoming more detailed as week by week more facts, details, and characters are disclosed or introduced.

Week 6: FUN. This particular method is trying to hook the learner into wanting to watch each week, not necessarily to improve listening, which will occur, but to find out what will happen in the story. Thus, self-instruction, interest, motivation, and improving listening comprehension, can all be combined into "fun"--surely a most desirable factor in any educational process! From Week 6 to infinity, the student can continue self-directed without even trying, that is, practicing authentic listening comprehension. The students now have complete control of pacing the sequence and should now have the necessary tools to transfer this method to another program. Class discussion can also be designed to focus not only on the story but also on the language used (idioms, metaphors, etc.), cultural differences, morals (or the lack of!) and on any other points of interest. The teacher should only play a monitor role here and give his or her opinion only if asked.

Conclusion

According to some current language theorists, language acquisition occurs when we are not focused on the language used but when we are focused on understanding spoken and written messages. This article on listening comprehension and television soaps tries to focus on the story and vocabulary in context, leaving language and grammatical structures used as a secondary concern. Enjoyment or fun is of primary concern in this method for the student who has had his or her fill of language labs, tapes, and listen/repeat exercises. Television soaps provide a situation with comprehensible input while eventually providing

the student with the tools to get input on his [her] own" (Krashen, 1981). This method provides a guide in sequential steps which do not overwhelm the student and can actually be a "fun" way to improve listening comprehension. Self-instruction in listening comprehension is desirable and possible. □

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The author: Thomas Farrell is an Instructor in the English Department of Duksung Women's University in Seoul, Korea.

A Note on Mr. Farrell's Article
By Paul J. Cavanaugh

When I first heard Mr. Farrell talk about his use of TV in class, or rather his use of TV not in class, I wondered if it were possible to do the same in my evening beginning class (Level 2) at Yonsei University's FLI. Well, it truly works, and it seems to have given the students a bit of confidence in their own ability to listen to and understand a television program aimed at native speakers of English.

I basically followed the method in the article. I decided to use *Knot's Landing* (which I had seen only once) because it was on Sunday evening and so did not conflict with the evening class and kept TV out of the classroom. It seemed that watching a program in class would make it too much like a class exercise rather than a fun, (ultimately) self-directed activity. During the week I broached the topic of watching TV several times, and the students responded that they thought watching TV was quite difficult and frustrating. I agreed with them. That Friday, I suggested that we all watch *Knot's Landing* on Sunday and gave them as an assignment the "names" of WEEK 2. I stressed that they should simply get as many names as possible and that the story was not important.

On Monday I was quite surprised. Most of the students had collected quite a few names and linked them with the proper people in the show. Further, they had incidentally come up with a few relationships and part of one of the convoluted story lines.

For the next week, the class concentrated on names again and we added

relationships to the list of things to find out. The following Monday the class constructed a "family tree" or relationship tree. We identified all the holes in our knowledge about the characters (names and relationships) and agreed that the next task was to fill in the tree completely. We (meaning the class and I) also decided that more emphasis on faces was needed--in order to connect some of the names and relationships we needed to know the color of Gary Ewing's wife's and secretary's hair: which woman was the secretary and which was the wife. Again, more of the story lines were picked up by the students--but that still was not the focus of the class tasks.

The students have continued to watch *Knot's Landing.* Every week they learn more about the characters and the story. The story has not yet become the task. In terms of Mr. Farrell's schema, we are dividing each WEEK into several smaller and sometimes continuing tasks. The result has been that the students have been able to watch the TV program successfully because they have small, more or less easily achievable goals when they watch. Thus they are able to succeed, and know that they have succeeded, when they watch the soap opera. Further, several of the students are now interested in watching the program because it is becoming fun. □

The author: Paul Cavanaugh is Academic Director of the Yonsei University Foreign Language Institute and President of AETK.

Language Testing

Interpreting Test Scores

By Paul J. Cavanaugh

Testing is an important part of a language class. It provides the teacher and the student with information about progress or lack of progress, about strong or weak areas in language development. Because most of us must make decisions about the promotion or failure of a student or must assign grades to the performance of a student, a test provides us with some justification for those decisions.

Although testing is important, most language teachers seem to dislike testing. As classes become more person centered (rather than language or message centered), it somehow strikes one as "unpersonable" to give a test. Tests also seem to get in the way of what we are doing, namely, teaching. Further, deep in our hearts we have a suspicion that tests are not really accurate, that they measure the wrong things about language learning achievement, that they do not account for creativity in language. And many of us wonder about the correlation between test scores and communicative ability.

Although testing seems dehumanizing at times, it can also become in end in itself. Designing, scoring, and evaluating test results and tests can be seductive, pulling one away from the teaching of language.

In this issue, I would like to briefly discuss the evaluation of test scores. In other words, I will not consider at all how the scores are produced; rather, I will look at some of the things we can do with them once they are produced. Discussion of validity, reliability, and other such matters will wait.

Assume that we have a class with five students. There are two tests (I and II). Here are the scores:

Student	I	II
A	67	70
B	81	83
C	93	98
D	77	86
E	83	79

Can we draw any conclusions from these raw scores? Not really. Did people improve in test II? It's hard to tell. Even when we figure out the mean (average) of the two tests, we do not have much justification for comparing the two. What we really should do is find some way to judge the magnitude of the difference in the scores away from the mean of the tests. That is, if someone scored above average on test I, how much above average was it? And how does that compare with test II? For all of the statistics below, we should assume that there are more than 30 students, or that the scores are distributed normally (a bell-like curve).

What we need is a standard score which we can use in place of the raw scores. To get the standard score we need to find the variance and the standard deviation in the two tests. In this age of pocket calculators -- many of which have these functions-- much of the drudgery is gone from this. The mean tells us where the algebraic center of the scores is; the variance tells us how much the scores differ from the mean; the standard deviation is the difference from the mean in the units of measurement (such as points, pounds, gallons). The standard score will have a mean of zero and a standard deviation of 1.

Computing the variance (V), standard deviation (SD), and standard score (z):

Σ = the summation sign
N = number of students
X = scores
M = mean of scores

$$V = (N\Sigma X^2 - (\Sigma X)^2) / N(N-1)$$

$$SD = \sqrt{V}$$

$$z = (X - M) / SD$$

Thus, for test I:

Stu-dent	X	X^2	(X - M)	z
A	67	4489	-13.2	-1.4
B	81	6561	0.8	0.08
C	93	8649	12.8	1.35
D	77	5929	-3.2	-0.3
E	83	6889	2.8	0.29

N = 5
Mean = 80.2
Sum of scores:
  $(\Sigma X) = 401$
Square of the sum of scores:
  $(\Sigma X)^2 = 160810$
Sum of the squared scores:
  $(\Sigma X^2) = 32517$

$V = (5 \times 32517 - 160810)/(5 \times 4)$, or
  = 1775 / 20, or
  = 88.75

And,
SD = 9.42

Finally, because it is inconvenient and depressing to work with negative numbers, convert the z-scores to 4z + 13 (the mean is now 13 rather than

0, and the standard deviation is now 4).

Student Standard Scores for tests I and II:

Stu-dent	I	II
A	7.4	7.8
B	13.32	12.92
C	18.4	18.6
D	11.8	14.08
E	14.16	11.36

Here, if nothing else, we find that student B, went down, not up as the raw scores (81, 83) would seem to indicate. There are many more things to do with standard scores, but it does seem useful to use a score that is based on variation from the mean rather than purely raw scores.

But it is still too soon to draw any conclusions at all about the test. We cannot treat the scores as if they were perfect reflections or instances of reality. The raw scores (and to some extent the z-scores) are simply the obtained scores. Because tests are not perfect, because students are not perfect, there is always the possibility that on any given day someone might answer a question on a test differently. What we really want to find is the student's true score, the score the student would get if the test and condition of the student were

ideal.

The true score is considered to be composed of the sum of the obtained score and en error component. We want to find the average discrepancy of the obtained scores from the true score. We should note that we cannot find the true score. (If you have seen the results of public opinion polls, you have noticed that there is always a "plus or minus" value along with the results. We want that "plus or minus" value.) The average discrepancy is the "standard error of measurement."

The standard error of measurement (Se) is equal to the standard deviation times the square root of 1 minus the reliability of the test (Rtt).

$$Se = SD (\sqrt{(1- Rtt)})$$

$$Rtt = \{n/(n-1)\} \{(V - \Sigma pq)/V)\}$$

Where:

n = the number of test items,
p = the proportion of students passing an item;
$q = p - 1$
Σpq = the sum of (pq) of each item.

If we let Xi be any student's score on the test, then we can be 95 percent confident that the true score of that student is:

A:
True score = $Xi \pm (1.96 \times Se)$

If one doesn't like to figure out the p's and q's, another method of deriving a standard error of measurement is this:

B·
$$Se(Xi) = \sqrt{((Xi(n - Xi))/(n -1))}$$

Where Xi and n are the same as before.

Note that the first formula (A) gives an average Se for the whole group of scores; the second formula (B) must be applied to each student's score. Without going through the calculations, we can see that some of the differences in scores do not tell us anything about improvement or the lack of it. The error measurement range wipes out some of the perceived differences.

Next month, I plan to write a short note on reliability and validity, and present a new idea in using dictation for testing developed by Gary Cziko. I hope readers will send in comments, articles, experiences, etc., dealing with testing. You do not have to develop your thoughts into an article if you do not have time (who has?); that can be taken care of here. Even notes jotted down on the backs of envelopes . . . □

The author: Paul Cavanaugh is Academic Director of the the Yonsei University Foreign Language Institute and President of AETK.

TESOL Information

TESOL '89

23rd Annual Convention
March 7-11, 1989
San Antonio, Texas, USA

UPCOMING TESOL AFFILIATE MEETINGS

Nov 3-5	Rocky Mountain Regional Conference, Salt Lake City, Utah, USA
Nov 4-5	Carolina TESOL, Greensboro, North Carolina, USA
Nov 4-5	Ohio TESOL, Akron, Ohio, USA
Nov 4-5	Texas TESOL I, El Paso, Texas, USA
Nov 10-12	TESL Ontario, Toronto, Ontario, Canada
Nov 11-12	Washington State TESOL, Bellevue, Washington, USA
Nov 11-13	New York State TESOL, Tarrytown, New York, USA
Nov 17-19	Colorado TESOL, Denver, Colorado, USA
Nov 18-19	Puerto Rico TESOL, San Juan, Puerto Rico
Jan 16-20	Association of TESOL, Canberra, Australia

For more information, write to Susan Bayley, Field Services Director, TESOL, Suite 205, 1118 22nd Street, NW, Washington, DC 20037 USA. Telephone 202-872-1271.

TESOL Newsletter Introductory Offer

Since AETK is an affiliate of TESOL, members of AETK may subscribe to the *TESOL Newsletter* for one year (6 issues) at the reduced rate of US$5.00 plus postage. The *TESOL Newsletter* contains articles about language teaching, book reviews, job notices, and much more information of interest to ESL/EFL professionals. To take advantage of the offer, send this form with your payment to: *Susan Bayley, TESOL, Suite 205, 1118 22nd Street NW, Washington, DC 20037, USA.* YOU MUST SIGN THIS FORM TO INDICATE THAT YOU ARE A MEMBER OF AETK. *Payment must be in the form of an International Postal Money Order or a check in US funds drawn on a US bank, and made payable to TESOL.*

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Job Notices

Han Nam University, Taejon. The Department of English Education at Han Nam University is looking for a qualified teacher who is a native speaker of English for a full time position beginning March 1, 1989. 10-12 hours teaching per week, won salary equivalent to US$1,000 or more per month, off-campus apartment provided. For more details, contact Lee Young Shik, Department of English Education, College of Education, Han Nam University, Dong-ku, Taejon   300-791. □

In-Ha University, Inchon. A position is available for an American English conversation instructor to begin teaching in March 1989. For details, contact: Director, Audio-Visual Education Institute, Building 5, In-Ha University, Inchon 402-751. □

Pronunciation Articles

(Continued from page 6)

Language Learning, 12, 231-240. [Reprinted in K. Croft (Ed.), *Readings on English as a second language* (pp. 71-79). Cambridge, Mass.: Winthrop Publishers, 1972.]

Strevens, P. (1974). A rationale for teaching pronunciation: The rival virtues of innocence and sophistication. *English Language Teaching Journal, 28,* 182-189.

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Wardhaugh, R. (1970). An evaluative comparison of present methods for teaching English phonology. *TESOL Quarterly, 4,* 63-72.

The compiler: Dwight Strawn is Professor of English at Yonsei University. □

Student Democracy

(Continued from page 3)

before and students later returned to "the business of study." Currently, however, there are groups in America which say the American campus has been quiet too long.

Within a recent two-day period, I heard two comments. Each came from a different source. Both told me that "student democracy" may be a current concern here in the Republic of Korea. If such should develop, students will be the "dictator"--the very thing they declare they despise. Life is like that.

In view of this (and, even if this does not prove true), faculty members should examine their practices and their plans. Students should be involved in curriculum planning. They should be invited to take part in the selection of textbooks. Invitations should be extended to students to participate in faculty extra-curricular activities. Student views on evaluation and grading methods should be welcomed. Faculty members should become more involved in student activities. "Working together" should be promoted.

All faculty members, faculty committees, faculty organizations, and faculty groups of any kind which relate to students should address this issue in future planning sessions. □

The author: Donald Richardson teaches at Han Nam University in Taejon.

Announcements

Hong Kong Institute of Language in Education Fourth International Conference

The Hong Kong Institute of Language in Education (ILE) will hold its Fourth International Conference December 13-15. 1988 at Hong Kong's new Convention and Exhibition Centre. The Conference theme is "Teaching and Learning Styles Within and Across Cultures: Implications for Language Pedagogy". The Conference objectives are:

- To examine the feasibility of adapting language teaching styles employed in one culture for use in other cultures
- To explore the issues involved in using language teaching styles across cultures
- To compare pupil-centered and teacher-centered approaches to language teaching in different cultural contexts
- To explore aspects of school-focussed curriculum development within and across cultures

For further information write to Dr. Verner Bickley, Director, Institute of Language in Education, 21/F, Park-In Commercial Centre, 56 Dundas Street, Kowloon, Hong Kong. ❑

1989 CETA Winter Conference

The College English Teachers Association of Korea (CETA) has announced that its next annual Winter Conference will take place on Friday, February 24, 1989 at the Language Research Center of Cheon Nam University in Kwangju. The Conference will include a number of presentations related to practical aspects of English language teaching in Korea and a panel discussion concerning in-service training for English teachers. Further details are to be announced later. ❑

The 55th Linguistic Institute

Cosponsored by the Linguistic Society of America (LSA) and the Modern Language Association (MLA), the 55th Linguistic Institute will be held at the University of Arizona in Tucson, Arizona, USA, from June 26 to August 4, 1989. The Institute theme, Bridges: Cross-Linguistic, Cross-Cultural, and Cross-Disciplinary Approaches to Language, emphasizes the breadth of linguistic investigation and the strengthening of the ties between linguistics and other disciplines.

The Institute courses divide into four major groups: (1) introductory linguistic courses; (2) courses on language and literature, with particular emphasis on the languages of the Southwest, including Spanish and Native American languages; (3) courses on issues in foreign and second language teaching; and (4) advanced linguistic courses. The faculty includes Glyn Holmes (Computer-Assisted Language Learning); Tracy Terrell (Recent Trends in Communicative Language Teaching); Sally Magnan (Teaching Interactive Skills); Renate Schulz (Current Issues in Foreign Language Teaching); Robert Ariew (Introduction to Authoring Systems); Lyle Bachman (Language Testing); Bill VanPatten (Second-Language Acquisition and its Implications for Language Teaching); Claire Kramsch and Yvonne Ozzello (Literature in Language Teaching).

Courses are of two-, four-, or six-week duration and are offered for graduate credit. Fees are expected to range from US$740 for three units to US$980 for six units. Student scholarships are available. The MLA is also offering special fellowships on a competitive basis to two groups of professionals: (1) full-time elementary-school or secondary-school personnel responsible for supervision of foreign language instruction in schools, school systems, or districts; and (2) full-time college or university faculty members responsible for supervision or coordination of elementary or intermediate level foreign language instruction. Interested faculty members are also encouraged to attend as Visiting Scholars. The Visiting Scholar fee, which provides access to all Institute activities and facilities, is US$500. Further information may be obtained from the Institute Director, Susan Steele, Department of Linguistics, University of Arizona, Tucson, AZ 85721 USA or STEELE@ARIZRVAX on BITNET. ❑

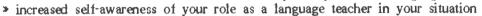## Second International Language Testing Conference

Sponsored by JALT (Japan Association of Language Teachers), Thursday and Friday, March 30-31, 1989, Foreign Language Center, The University of Tsukuba, Tsukuba, Japan. The complete conference schedule will be published in the February issue of JALT's magazine *The Language Teacher*. For further information, contact H. Asano, Foreign Language Center, The University of Tsukuba, Tsukuba-shi, Ibaraki ken 305, Japan. ❑

New Ph.D. Program in Second Language Acquisition

The University of Hawaii is pleased to announce the establishment of a Ph.D. program in Second Language Acquisition. Candidates for the doctoral degree will concentrate in one of four areas: pedagogy, use, acquisition, or analysis. The program, which is scheduled to begin Fall 1989, is administratively attached to the Department of English as a Second Language. For information write to: Dr. Richard Schmidt, Chair, Program in Second Language Acquisition, Dept. of ESL, University of Hawaii, 1890 East-West Road, Honolulu, Hawaii 96822, USA. ❑

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