

# AETK BULLETIN

No. 7 (April 1988)

The Association of English Teachers in Korea



## *Barcelona (Re)visited:*

SUMMER '88 IN BARCELONA TO HIGHLIGHT 'PROFESSIONALISM AND RESEARCH'

By Bob Oprandy

For the first time since the inception of TESOL's summer institutes in 1978 an institute has taken on a life of its own. The collaboration required to initiate the TESOL-IATEFL Mediterranean Institute in Barcelona last summer has resulted in a five-pronged attempt to continue what promises to be as fun and fruitful an event as the first.

ESADE will again host the event in its smart, modern facilities overlooking bustling, cosmopolitan, and art-laden Barcelona, site of the 1992 Olympics. Representatives from the University of London Institute of Education, from Teachers College, Columbia University, from the University of Barcelona, from the Catalanian Ministry of Education, and from ESADE will teach a range of two-week courses that will fill the July calendar. All courses offered in the Institute can be taken for graduate credit granted (where applied for) by Teachers College, Columbia University. Credit may be transferred to other universities that accept transfer credit for an M.A. or may count towards an M.A. in TESOL at Teachers College.

From July 4th through July 15th instructors and their courses, some of 12- and some of 24-hour duration, include: Gay Brookes (Connecting with Computers, Reading and Writing: Methods and Materials); Norman Coe (Maximizing the Learner's Contribution); Ken Cripwell (Classroom Observation, New Media); Ruth Gairns (Vocabulary Teaching, Communicative Methodology); C. Peter Hill (Literature Teaching; and with Ramon Ribe and Magi Casanas, Syllabus Design); Paul Meara (Psycholinguistics, Computing for Language Teachers); Bob Oprandy (Adaptation, Analysis and Creation of TESOL Materials, Listening); and Peter Skehan (Language Testing, The Language Learner).

The second-session courses, from July 18th to July 29th, will be: G. Brookes (Writing Practicum, Culture and the Language Learning Classroom); K. Cripwell (Classroom Management and Microteaching, Drama and Language Teaching); Roger Flavell (Pedagogic Grammar; and with Miguel Llobera, Teacher Training); B. Oprandy (Communicative Approach and Lesson Planning; The Comprehension-Communication Cycle; and with Maria-Teresa Turrell, Social Uses of Language and Discourse Analysis); Alan Reeves and Geoff Jordan (Aspects of Learner Autonomy); Peter

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Saturday, April 30

## *April AETK Meeting*

Susan Gaer, Academic Director of the English Training Center (ETC) in Seoul, will repeat her TESOL Convention presentation on "Creative Visualization in the Writing Process" for members and friends of AETK at the April AETK meeting, to be held on Saturday, April 30, 1988 at the Yonsei University Foreign Language Institute. The meeting will begin at 2:30 PM.

## *AETK 1988 Spring Conference*

The annual AETK Spring Conference, including a variety of presentations on topics related to language teaching in Korea and the AETK Annual Business Meeting, is scheduled for May again this year. Look for special announcements about the date and location of the Conference to be sent later in the month. Members interested in giving a presentation at the Spring Conference should contact one of the AETK Council members as soon as possible.

## *AETK Council Meeting*

The AETK Council will meet at 1:30 PM on April 30, 1988 at the Yonsei University Foreign Language Institute. All Council members are requested to attend, as there are urgent matters to be dealt with including the selection of a program committee for the Spring Conference and filling the vacancy created by Rosemary Lovely's resignation as Secretary-Treasurer. Other topics on the agenda for this meeting are membership renewal and international TESOL business matters.

*AETK Bulletin* is published monthly as a service to members of the Association of English Teachers in Korea and is available through membership in the Association. Please send notices and articles to be considered for publication to: AETK Bulletin, c/o Marie Fellbaum, Yonsei University Foreign Language Institute, 134 Shinchon-dong, Suhdaemoon-ku, Seoul 120-749.

## SOME IDEAS FOR PAIR WORK ACTIVITIES

By Mary Underwood

Many books on teaching methodology tell us what a good idea it is to include pair work in our lessons. It provides opportunities for real communication in the classroom and greatly increases the amount of oral practice each student gets. Some teachers, however, may still be hesitant about trying it, so here are four simple ideas for pair work activities that may encourage reluctant teachers to take the plunge.

### Matching

Give each pair of students a list of about six to eight people, with a brief note about each one (e.g., Nishiwaki Midori, age 24, a secretary in a large company, fond of cooking, does not like rock music). Also give each pair a list of about ten presents that they could buy (e.g., a camera, a book about gardening, a vase, a purse). Ask each pair to decide which present they think would be most suitable for each of the people on the list.

The lists can be written on the blackboard (or on an overhead projector transparency) if it is not possible to provide each pair with their own copy, but it is far better to provide separate copies, as examining the lists together draws the pair together and gives the partners a sense of mutual interest in the task.

A variation on this activity is to ask half the pairs to provide the notes about the people, and the other half to provide a list of presents (or places to visit, or books to read) and then pairs of pairs (i.e., groups of four) can do the matching part of the exercise.

### Listen and Draw

Pair activities based on drawing are especially good because they encourage students to concentrate on the need to communicate and not to worry unduly about the way they get their messages over to their partners.

A simple but effective activity is to ask one of the pair to describe something which the other one must draw. It may be necessary to explain to the students that their artistic skills are not important; rather, the important thing is to carry out the instructions given by the partner. A good topic for this is a room, perhaps one in the speaker's house. The listener is required to draw a plan of the room, filling in in the right places all the items described by the speaker. Other suitable topics for this might be: a simple plan of a town known to the speaker, an animal (and then the listener must guess which animal he/she is drawing), or any picture that the speaker has access to but the listener does not.

The activity can be made more difficult by asking the students to sit back to back, so that the

speaker cannot see what the listener is drawing, and the listener is then forced to seek clarification when he/she needs it, rather than perhaps depending on the speaker re-stating points that he/she sees have not been understood. However, sitting back to back tends to cause everybody to speak more loudly, and you might decide to leave this arrangement until the pair work habit is well established and your students appreciate the importance of keeping their voices down.

### Ask and Draw

Another straightforward activity consists of giving one of the pair a picture, which must be kept hidden from the partner. The one who cannot see the picture (the listener) must ask questions and try to work out what is in the picture. The other partner, the speaker, must only answer questions. He/she must not volunteer any additional information. The listener can be asked to draw (roughly) what the picture shows, so that a comparison with the original can be made at the end of the activity. It is not necessary for every pair to have the same picture, so the teacher can easily provide a selection by cutting illustrations out of old magazines or newspapers.

### Questionnaires

Producing and completing questionnaires are other good activities for pairs. At first, it is best to produce a small questionnaire yourself and simply ask the students to complete it for a partner, or even a series of partners. On the first few occasions, particularly if you think your students may not be very willing to talk, you might suggest that each pair look at the questions together and then complete the responses for one of the partners. In this way, you will draw the students' attention away from the necessity to talk (which is what they do *not* want to do), but some talk will occur naturally as they consider the questions, decide how to deal with the task, and agree on what responses should be written down. Quite soon, you should be able to give a questionnaire to just one of the pair, and that one should ask his/her partner the questions. Clearly, it is better if only one student looks at the questions and then asks them, as then both partners get more oral practice, particularly in question asking, which tends to get little attention in a traditionally run lesson.

When your students have had a bit of experience of questionnaire completion, they may be ready to design questionnaires, in pairs, which they can then complete for a number of other students. This exercise is made more "real" if the information collected from the questionnaires can be used in some way, or at least made known to others (by entering it on a chart displayed in the classroom, for example).

Questionnaires can be designed to find out about such things as favourite foods and when they are eaten; choices in music; views on discipline in the home; travel and holiday preferences; part-time jobs; shopping habits; and so on.

The author: Mary Underwood has many years of experience in teaching English and training teachers. She is an established author of ELT books and is perhaps best known for her listening materials. Her most recent publication is *Effective Class Management* (Longman, 1987).

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### 1988 TESOL Summer Institute

The 1988 TESOL Summer Institute, offering courses for graduates and undergraduates taught by distinguished faculty from around the world, will be held in Arizona, USA, in two sessions (June 13-July 11 and July 9-August 8). For information, write to TSI '88 Co-Director, Joan Jamieson at Box 6032, Northern Arizona University, Flagstaff, AZ 86011, USA.

### JALT '88 International Conference on Language Teaching/Learning

The Japan Association of Language Teachers (JALT) will sponsor the 14th JALT International Conference on Language Teaching/Learning at the International Conference Center, Kobe, on October 8-10, 1988. The Conference will feature presentations dealing with all aspects of language teaching and learning, a job information center, and book exhibits by major ELT publishers.

Proposals for papers, demonstrations, workshops or colloquia relevant to the teaching and learning of foreign languages are warmly welcomed. Guidelines for submission and further details may be obtained from the JALT Central Office, c/o Kyoto English Center, Sumitomo Seimei Bldg 8F, Shijo Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600, Japan. TEL: 81-75-221-2376; FAX: 81-75-231-3767. The deadline for proposal consideration is June 1, 1988.

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Silcock (Language Planning); P. Skehan (Second Language Acquisition, Statistics and Computing for Applied Linguistics).

Courses will run all weekdays except Wednesdays, which will be free for a mixture of social and professional activities, including lectures, workshops, poster displays, publishers exhibitions, panel discussions, research presentations, and chat.

While last summer's institute, co-hosted by TESOL and IATEFL, attracted some 450 participants from 43 countries, the Barcelona continuation is shooting for fewer than 200 participants to keep the event more intimate and allow for more fun at the several social events that will punctuate the month-long gathering. Barcelona, the capital of Catalonia, is one of Europe's oldest capitals and a leading cultural and industrial center. Tourist attractions within the city are the Picasso Museum, the Miro Foundation, the Gothic Quarter, numerous works by Gaudi and other major twentieth century architects (Mies van der Roewe, for example) and a host of theatrical and film events. Attractions within easy reach of Barcelona include the Costa Brava, the Pyrennes, the Monastery of Montserrat, Tarragona, Gerona, and the Dali Museum.

E. Pat Mills and Alan Reeves of ESADE, who will again administer the institute they so smoothly ran last summer, or their assistant, David Block, can be contacted for application forms and further information about accommodation, course and credit fees, etc. at:

ESADE  
Av. de Pedralbes, 60  
08034 Barcelona, Spain  
(Tel. 93 - 203 64 04)

The contact person at the University of London Institute of Education is Peter Skehan (Tel. 01-636-1500). At Teachers College, call Bob Oprandy at (212) 678-3936/3799 or write to Box 66E, Teachers College, Columbia University, New York, NY 10027, USA, especially for information about registering for graduate credits from Teachers College. Skehan and Oprandy will also serve as the academic directors of the institute.

TESOL along with IATEFL began what promises to be an annual transatlantic meeting in Barcelona if anywhere near the plaudits of last summer translate into a renewal of registrations this summer. Word of mouth indicates they will.

[Editor's Note: The above article was sent to us from Teachers College, Columbia University.]

Is it time to renew your AETK membership for 1988?

### *Hong Kong Conference on Language Education*

The Institute of Language in Education (ILE) in Hong Kong has announced its Fourth International Conference to be held December 13-15, 1988 at the Hong Kong Convention and Exhibition Centre. The theme of the Conference is "Teaching and Learning Styles Within and Across Cultures: Implications for Language Pedagogy".

The Conference objectives are to provide opportunities for curriculum developers, teacher trainers, language teachers, applied linguists and educational planners to (1) identify concepts of language and language learning in different societies and cultures and their implications for language pedagogy; (2) examine the feasibility of adapting language teaching styles employed in one culture for use in other cultures; (3) explore the issues involved in using language teaching styles across cultures; (4) compare

teacher-centered and pupil-centered approaches to language teaching in different cultural contexts; (5) examine current issues in the social psychology of learning styles; (6) explore aspects of school-focussed curriculum development within and across cultures; and (7) examine differences in the reception by pupils, teachers, educational administrators and the public at large to teacher-centered and pupil-centered approaches to language teaching in different cultural contexts.

Proposals for paper and workshop presentations are due by June 30, 1988. Registration for those who do not wish to present papers is due by September 30, 1988. The registration fee is US\$150 for participants who do not wish to present papers and US\$120 for paper presenters. For further information write to Dr. Verner Bickley, Director, Institute of Language in Education, 56 Dundas Street, 21/F., Park-In Commercial Centre, Kowloon, Hong Kong.

ASSOCIATION OF ENGLISH TEACHERS IN KOREA  
Membership Application (Annual Dues ₩10,000)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_  
Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_  
Institution: \_\_\_\_\_ Position: \_\_\_\_\_  
Telephone: (Office) \_\_\_\_\_ (Home) \_\_\_\_\_

Application is for:     New membership     Renewal

(Send membership applications with dues payment to AETK, c/o Paul Cavanaugh, Yonsei University Foreign Language Institute, 134 Shinchon-dong, Suhdaemoon-ku, Seoul 120-749.)