

AETK BULLETIN



Nos. 13-15

The Association of English Teachers in Korea

May-September 1989

Cultural Factors Affecting Korean Students and Their Study of English¹

by Jean Oggins and
Seok-Woo Kwon

From the TESOL EFS/E-SC Newsletter (English for Foreign Students in English-Speaking Countries Interest Section), Volume 7, No. 1 (Summer 1989). Jean Oggins is a doctoral candidate in psychology at the University of Michigan and has taught English in Japan. Seok-Woo Kwon is a graduate student in anthropology at the University of Chicago. He has been in the United States five years after growing up in Korea.

Relatively little work has been done on sociocultural factors affecting Korean students' learning of English. We suggest three broad factors that play a major role in Korean students' difficulty with English: a) Koreans have a strong sense of national and cultural identity, with norms and networks that promote allegiance to other Koreans; b) despite wishes to meet Americans, there may be social and cultural reasons that make this difficult or contribute to a sense of ambivalence about Americans; and c) adherence to social norms can hinder students' classroom performance.

Historically, Korea's contact with foreign powers has been unpleasant, resulting in the occupation and division of the country. Neighbor to countries like China, Japan, the U.S.S.R., and the U.S., Koreans have experienced the intrusions of these powers in their domestic affairs, and have felt themselves defined by these countries (Lee, 1963; Bridges, 1986). Even now, some

Korean intellectuals identify Koreans with Jews, as another group that has experienced repeated oppression in the past and survived. A sense of victimization has contributed to a compensating sense of national pride and identity that some find bolstered by Korea's recent economic success and its hosting of the Olympics (McBeth & Clifford, 1988).

A sense of Korean identity is also promoted through a highly moralistic sense of the importance of commitment to others in society. Ideally, people should put their loyalty to their group before their own advancement. Where people do succeed they should not

appear to do so for the sole reason that they have worked hard or because they have innate ability to succeed but because others have helped them reach that success. In return for this help, they should display proper gratitude and help others (Brandt, 1971). Expectations that others will show allegiance and reciprocity lead Koreans to turn to other Koreans for support, perpetuating group unity, while the person who makes it clear that he or she is working for personal success may be viewed as an egotist. This strong orientation to the Korean community continues even when students come to America.

(See **Cultural Factors**, page 16)

CONTENTS	
ANNOUNCEMENTS	19
ASSOCIATION NEWS	
1989 AETK Spring Conference	2
AETK Calendar	2
Constitution and Bylaws of the Association of English Teachers in Korea	3
New Group Formed in Taejon Area	4
FEATURE ARTICLES	
Cultural Factors Affecting Korean Students and Their Study of English	1
A Guide to Studying English	4
Report from Korea: "Land of the Morning Calm"	6
JOB NOTICES	17
LANGUAGE TESTING	
Basic English Skills Test Update	11
Observations on the Testing and Evaluation of Conversational English	11
The TOEFL Test of Written English: An Updated Overview	10
RESOURCES	
Information on ESOL Videos	17
REVIEWS	
Breaking Rules by John Fanselow	12
From Writing to Composing by Beverly Ingram and Carol King	13
TESOL INFORMATION	
New TESOL Address	14
New TESOL Affiliates	14
TESOL Seeks UN NGO Status	14
TRY THIS...	
The Fishbowl	8
Talking Students	9

ASSOCIATION NEWS

1989 AETK Spring Conference

The annual AETK Spring Conference took place on June 24, 1989 at the Chang Gi Won Memorial Hall on the Yonsei University campus in Seoul. About thirty people attended the conference to hear presentations and participate in discussions led by Andrew Grossman, Kim Nam Soon and R.A. Brown.

Mr. Grossman, Commercial Attache at the U.S. Embassy in Seoul, spoke about issues related to the copyright agreement between Korea and the United States as they affect language teachers.

Dr. Kim, of Han Nam University in Taejon, in a presentation entitled "Letter Writing Activities for the First Five Minutes of the English Class," described a variety of activities useful in both large and small classes.

Dr. Brown, of Ewha Womans University in Seoul, discussed the findings of his research on the topic "Changing Attitudes of 7th and 9th Grade Korean Students Toward Learning English."

Business Meeting

At the Business Meeting which followed these presentations the decision was made to postpone the election of new officers until fall. A temporary committee led by AETK Vice President Marie Fellbaum was appointed to manage the affairs of the Association in the meantime.

There was a discussion of matters related to the formation of chapters or affiliates within AETK and of the need for

revising the Constitution and Bylaws to accommodate such changes. This discussion is to be continued at the business meeting in the fall. (For members who may not be familiar with their contents, the present Constitution and Bylaws are included on page 3 of this issue of *AETK Bulletin*.)

The question of publishing a membership directory for AETK was also brought up during the Business Meeting and, although no vote was taken, those present expressed approval of the idea. In response to the comment that some members may not want to have their names listed in a directory, someone suggested adding a line in the membership application form to give members an opportunity to express their desires on this matter.

Finally, two articles which appeared in the June 1989 *TESOL Newsletter* were brought up for discussion. One was the article by Phyllis M. Liston (Taegu) entitled "Report from Korea: 'Land of the Morning Calm'" (which, for the benefit of AETK members who do not receive the *TESOL Newsletter*, is reprinted in this issue of *AETK Bulletin* beginning on page 6).

The other was the report by Alice Addison about the efforts of CATESOL (the TESOL affiliate in California, USA) to establish "sister affiliate" relationships with other TESOL affiliates. The report noted that AETK had not responded to CATESOL's inquiries, and the reasons for this were explained. Members present at the meeting expressed interest in pursuing the development of a "sister affiliate" relationship with CATESOL, if possible, after the new AETK officers are elected in the fall. ♦

This *AETK Bulletin* is an expanded issue for the period May to September, 1989 and includes No. 13 (May), No. 14 (July) and No. 15 (September). —The Editor

The Association of English Teachers in Korea (AETK), a TESOL affiliate, was formed in November 1981 to promote scholarship, strengthen instruction, foster research, disseminate information and facilitate cross-cultural understanding among professional persons concerned with foreign-language teaching and learning in Korea. Membership is open to all who support the Association's goals.

AETK Bulletin is published as a service to AETK members and may be obtained by joining the Association.

The *Bulletin* welcomes articles in English concerning all aspects of foreign language teaching and learning, especially those relevant to Korea. All material should be neatly typed and should follow the APA style used in the *TESOL Quarterly*. (The Editor reserves the right to make editorial changes to enhance clarity or style; authors will be consulted only when substantial editing is needed.)

Send material for *AETK Bulletin* to Dwight Strawn, 2-91 Shinchon-dong, Suhdaemoon-ku, Seoul 120-140. Deadlines for each issue are as follows:

January Issue:	Nov. 15
March Issue:	Jan. 15
May Issue:	Mar. 15
July Issue:	May 15
September Issue:	July 15
November Issue:	Sept. 15



AETK CALENDAR

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

Fall Plans are being made for a Book Fair and a Business Meeting for the election of new officers. Details to be announced.

For further information about AETK programs, contact Marie Fellbaum, c/o Yonsei University Foreign Language Institute, 134 Shinchon-dong, Suhdaemoon-ku, Seoul 120-749.

Constitution and Bylaws of the Associ- ation of English Teachers in Korea

Constitution

(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

(Revised May 28, 1988)

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

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

C. 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. ◇

New Group Formed in Taejon Area

The idea of starting a professional group for teachers of English as a foreign language in the Taejon area has been incubating for several months. On March 17, no connection with St. Patrick's Day, five persons set up a planning committee for the first meeting, which was held on April 8 at Han Nam University. There were 31 present, representing 12 different institutions. The meeting included two concurrent workshops, one on "Introductory Activities" and the other on "Time Fillers."

Although the group does not yet have a name or a constitution, the feeling was clearly expressed that there should be an executive committee, and on April 29 the second meeting was held, with 19 present, to elect officers. Margaret Elliott (Han Nam University) was chosen as President, Oryang Kwon (Chung Nam University) as Vice President, and Keith Holmes (Taejon Junior College) as Secretary, to act in a caretaker capacity until a constitution is drawn up.

The third meeting was on May 27, with 24 present. Colin Edgar, who teaches English at the Korea Telecommunications Training Center, presented a talk on "Objective Testing." Marie Fellbaum, AETK Vice President, came from Seoul to answer questions about the relationship of new chapters or affiliates with the existing group. No decisive action can be taken until a meeting of the AETK Council is held.

The Taejon group expressed interest in having some social programs during the summer, and a social committee was appointed. Four members-at-large were also appointed. A date was set, August 26, for a welcome back picnic. Some adventurous soul even suggested a barbecue! ◇

A Guide to Studying English

by Margaret I. Elliott

This article was first published in the June 5, 1989 issue of the Chungdae Post, the students' English language newspaper at Chung Nam National University. Although it is addressed to a student audience, teachers will perhaps identify with the author, as they recognize some common classroom situations. Margaret Elliott is a member of AETK who came to Korea from Canada, in 1981, after completing an M.A. (TESOL) at Michigan State University. She worked at Sogang Institute of English as an International Language for four years, and has been teaching in the Department of English Language and Literature at Han Nam University for the past three years.

Students often ask me, "How can I improve my English?" I wish I could hand out pills and say, "Take one after each meal and before going to bed." It is not that simple. In fact, learning a language requires an unbelievable amount of persistent hard work.

The very first step that language students must take is to realize that the responsibility for learning is theirs. The teacher has responsibilities as well, but the teacher is only one person, and is with the students for only a few hours a week. The teacher's main job is to show students how and what to study, and provide a friendly class atmosphere. In this article, I am going to give some suggestions on how students can take responsibility for improving their English. My primary focus is on improving conversation skills, but students will find that many things that I say will also apply to writing skills.

First of all, language students' general attitude makes a big difference to their progress in gaining language proficiency. Are you afraid of making mistakes? Do you fear ridicule from your teacher or fellow students? Do you feel embarrassed about speaking English? If your answer is "yes" to any of these, read on!

Naturally, we all have idealistic pictures of ourselves, and try very hard to make our performance match that rosy image, and hate to make mistakes. But in learning to speak, mistakes need not be bad.

What are mistakes, anyway? The definition for "mistake" in my dictionary is "misunderstood meaning or intention." This definition applies very aptly to the process of language learning. Did you ever stop to consider WHY we speak? There is always a reason. We may wish to get somebody to do something for us. We may want to agree or disagree, or to express our feelings. There are many other reasons for speaking. In other words, when we speak we have an INTENTION. If we cannot express our intentions as successfully as we would like, it should not be a reflection on ourselves. It is natural to feel frustrated if we cannot communicate. It is also natural to try to reduce our own frustration by casting the blame on the other person, and labelling them as inept. Perhaps one of the most important attributes for a good language learner is to have a sense of humor. So, instead of suffering waves of embarrassment and shame, or becoming angry at yourself or your listener, take a deep breath, smile, and try again. How? Read on!

Do not pretend that if you speak very quietly, preferably directing your remarks toward the book in front of you on your desk, that the problem will go away. If the teacher cannot hear you, the stress level mounts. Also, if you say nothing, the silence becomes insufferable, and stress reaches an explosive level. Speak loudly enough so that all the students in the class can hear you, even above the distracting noises that are all around—such as students chattering in the hall outside the classroom, students outside the windows practicing traditional Korean music, high ceilings and bare walls that play havoc with the

acoustic quality of the classroom. **SPEAK CLEARLY.**

You say, "But I don't know what to say." Well, **SAY** that you don't know. The teacher is not inhuman, and will gladly release you from your dilemma by helping you, or asking another student. But you have to indicate that you are in difficulty, and not just sleeping.

YOU FEEL THAT IT IS ABSOLUTELY IMPOSSIBLE TO GIVE AN ANSWER: Don't say "Yeah?", "Huh?", or worst of all, nothing. Instead, say "I'm sorry, I don't know": "I don't understand"; or "Please repeat the question".

YOU HAVE AN INCOMPLETE ANSWER BUT DO NOT KNOW SOME WORDS IN ENGLISH: Ask your classmates for help. But don't whisper furtively behind your hand—ask with confidence. The other students can offer you better help than a dictionary can: "How do you say (Korean words) in English?"

Remember that if you could speak perfectly, you would not be taking the class. All your friends and your teacher are sympathetic, sharing your suffering. Whether mistakes are a serious problem depends on your attitude. Mistakes

Your attitude toward learning English is the most important thing.

can help to build a stronger spirit of sharing and helping in a classroom. Don't be afraid of mistakes. Learn from them.

YOU UNDERSTAND THE QUESTION, AND WOULD LIKE TO TRY TO ANSWER: Say "Just a minute"; "Let me think a moment"; "Well, let me see...."

WHEN YOU ARE HAVING A GROUP DISCUSSION, ENCOURAGE THE SPEAKER: When you are speaking in Korean with your friends, you participate actively in the conversation. You do not listen with a blank, expressionless face. If you did, your friends would think you were bored, or not interested, and find someone else to talk with. It is the same when you are a listener in English. Show your interest and encouragement. At intervals say some of these words: "Really!"; "Is that true?"; "How interesting!"; "Uh Huh"; or, informally, "Wow!".

DON'T BE AFRAID TO INTERRUPT: Say "Excuse me. I have a question"; "Wait a minute!".

As I said above, when we speak, we have an intention. Language is for communicating. It is difficult for teachers to bring true intention and realistic communication into the classroom. We do our best, by introducing topics that **SIMULATE** real life. We ask you to give your opinion about a variety of things. We ask you to role play in dialogs that have some similarity to real life situations. These are often dull and uninteresting, and not tuned in to the interests of Korean students. But there is always, in every class, at every moment, the possibility for real life communication.

Let me explain what I mean.

Remember that I said that language is for getting people to do things. When you need to get something done in your English class, **SAY IT IN ENGLISH.** Here is an example: Often I ask students to form groups of various sizes, sometimes groups of three or four, or more, depending on the activity I am planning to introduce. Invariably, to get this arrangement of seating, my kind and diligent students **SPEAK IN KOREAN.** I stand at the front of the room, feeling sad and disappointed. What is a better way? Why not say it in **ENGLISH?** If you think about it, the words needed to get a task like this done are not very difficult: "We need two more people here"; "You move over there"; "We have too many"; "We have enough now"; "Make a circle"; "Are you in our group?"

There are no doubt other phrases that I have not suggested, but you can see what I mean. **YOU** have the power to use English for communicating. **YOU** have the power to create opportunities to use English naturally in real life situations.

There are many other situations where English can be used to get things done. You didn't hear what the teacher said? Ask the person beside you, in English. You don't understand the homework assignment? Ask somebody in English. You want your friend to give you a piece of paper, or an eraser, or lend you a pen? That's right: **ASK FOR IT IN ENGLISH.**

Your attitude toward learning English is the most important thing. Don't be ashamed to speak English. Students complain that in Korea it is hard to find a foreigner to speak English with. That is true. There are not very many foreigners in Korea and there are very many students studying English. You must take the responsibility for making your own opportunities to use English as a means of communication. Bring it out of the pages of your textbooks, and **USE** it to get things done. ◇

Report from Korea: "Land of the Morning Calm"

by Phyllis M. Liston

From TESOL Newsletter, Vol. XXIII, No. 3 (June 1989). Phyllis M. Liston, Director of the Writing Competency Program at Ball State University, Muncie, Indiana, USA, has been teaching at Jeungnam University in Taegu.

This traditional name for Korea always amuses me because our morning calm, here in the Jungwoo Mansion (a word that means 'western style apartment' in Korean), is broken before dawn every day by a determined rooster—I haven't found out which apartment he resides in—and next, by a garbage truck that plays electronically and loudly, "Home, Sweet Home," good-humor style.

From the boys' high school across the street comes the whoops and shrieks of pre-school scuffling, punctuated by silent bows to arriving teachers. Classes seem to be held fifteen hours a day, seven days a week. Uniformed little ones are soon out on the street, jostling off to school with huge backpacks of books and lunch parcels in both hands. The parking lot is full of men and women dusting off automobiles. Dust is constant (as in Illinois during plowing season) because Taegu City is in a bowl surrounded by mountains and suffers often from drought. The cars so lovingly tended usually have white, lace-edged covers on the seats, embroidered cushions, and bowls of fruit and baskets of flowers in the rear.

By this time, the cacophony of taxi horns and hucksters' calls blends with the dull roar of recitation from the wide-open windows of the unheated high school (even in February). An Irish friend of mine here asserts that when you drop a small child into water, he will come up swimming, but if you drop a boy into Korea, he will surface blowing a horn. Horn-blowing does seem to be evidence of a totally different philosophy of driving. Taxis screech and lurch down narrow streets and alleys, drivers frantically blowing their horns. Pedestrians calmly ignore them

and continue strolling on whatever section of the road they happen to be occupying. The cabs brake abruptly, squeeze through or rocket around without anyone getting the least ruffled. Cabs, motorcycles, and bikes all navigate the densely packed markets. No one pays any attention, but they do get through somehow. Clavell, the novelist, writing about Hong Kong, tells us that "the people were in the streets like a river of human ants." That description fits the cities of Korea only if we substitute "ocean" for "river" because a river has both banks and a clear direction.

This city, which has been my home since February, covers about the same area as Muncie, Indiana (home of Ball

times because there are fourteen articles I want to write—all at once. I think maybe the most insistent is about the experience of functioning in a culture. Writing about a newly-tasted culture, we like to think we are unprejudiced, neutral observers, especially we staid middle-aged museum goers and enthusiastic tourists. But we are never neutral observers—we are always examples of our own culture, history, philosophy, and upbringing. As we can only think in and report in our own language, so we can only see with our own eyes and hear with our own ears those things that those ears and eyes have been conditioned to perceive.

Here in South Korea, where I am the stranger and very much a museum

The TESOL professional should put herself through the experience of many of her students by going to live, without a translator, where she can't make herself understood....

State University and 80,000 people) but has a population of well over two million. Instead of three high schools, it has over 40 large ones, all sex-segregated according to Confucian principles. The sociologists who make dire predictions about the results of such overcrowding from their studies of lab animals forget that people are not white mice.

A good pedagogical principle for those who teach composition is that a teacher should herself complete all the assignments she gives her students. By extension, the TESOL professional should put herself through the experience of many of her students by going to live, without a translator, where she can't make herself understood, where she can't read road signs or store names, where she can't ask simple questions or directions or understand the answers, where the alphabet, the gestures, the food, the manners, and the bus system are all equally incomprehensible.

That's what I'm doing in Korea. I think.

I've started this article fourteen

specimen, it is the custom here to stare directly and at length at anything curious or startling. I think of all the students I have known in Indiana from other corners of the earth, and how they must have felt in the US. American friends here who have returned for home visits speak of feeling disconcerted in American airports because no one is staring, children aren't hiding open-mouthed behind their mothers, strangers aren't coming up to finger in friendly curiosity their hair, clothes, eyeglasses, or jewelry. No matter how much we want to be polite guests, and neutral observers, we can't be. In a world so remote from our own, some things delight us and some things appall us. Some amuse, amaze, horrify, and/or fascinate us. Along with registering all these feelings, I've been trying to find out what there is about our culture that delights, appalls, amuses, amazes, horrifies, and fascinates Koreans. It's a full-time occupation and because some of the information is difficult to get from a polite people (who are very respectful to the aged), I've resorted

to sneaky composition assignments and a great deal of varied reading and conversation.

What delights? The old Buddhist temples tucked away in the mountains, the brilliant colors and beautiful embroidery of the traditional costumes worn by women and elderly men, the old swoop-roofed courtyard houses, the beautiful children, the great affection shown openly among the young—affection of girls for girls and boys for boys, the faculty bus where professors rise to bow deeply to one another, the strong, lithe, graceful people of great energy, and western suits, their hands clasped behind them.

What appalls? Probably the single most upsetting habit is that of hawking and spitting—a phenomenon of males only but apparently of all classes and

*Here... I am the stranger and
very much a museum
specimen,...*

educational levels—even the halls and stairwells of our modern university buildings are sometimes decorated, and the sound—well, it's not something you get used to. One author explains that the ancient Chinese believed that the spit god resided in the throat and was constantly trying to choke the man who wasn't careful to clear him out. (Lots of times I'm tempted to root for the god.) Curiously enough, spitting, like 'urinating on the street' or "taking clandestine courses in modern dance," is a legal misdemeanor but the law seems to have no effect whatsoever, though I'm not sure about the dance lessons. A gentle Mormon author says, "Bodily functions are not subjects of social embarrassment in Asia. Expectoration, urination and defecation...." One of the unusual things is that some Europeans who enjoy wearing dark glasses are informed that this is extremely rude and must not be done.

The other thing that forces me to recognize that our reactions cannot be culturally neutral is the fact that Koreans bump, push, and smack into one another

without taking notice or giving excuse. It is an extremely crowded existence, so some touching and jostling is unavoidable, but the interesting thing is that no one seems at all interested in avoiding collision. Walking on the street, we try to judge which way to move to get through. Young children, those not lugged about on their mothers' backs, seem to position themselves behind little bent grandmothers and push—using them as wedges through crowds. Not having a grandmother along, I sometimes follow directly behind my husband to cut down on the bruising. I was afraid it was only my imagination that more people walked between us than around us when I was holding his arm, but I was assured that no, that indeed was what they were supposed to do in a Confucian society. I am a little suspicious of this because Confucius is given credit for a great many things that he may not be responsible for, "credit" in the sense that a terrorist organization claims credit for an explosion.

One day, a colleague who shares an office with me on the fifth floor of the faculty and main library building, marched in elatedly claiming, "I've finally figured it out—I know the pattern." (He'd been climbing the stairs—the elevator begins on the fifth floor and goes up to the 24th.) "They don't walk on the right as we do, nor on the left like the Japanese who ruled here for so long, they alternate," he explained. American patterns of behavior are sometimes futile here, as well as strange. I often step back at the head of the narrow staircase at the university to allow students to emerge before I start down. Once, in the spirit of research, I counted and 86 emerged before I gave up and shouldered into the mass myself.

Anyway, the natives don't get upset at all, but I do. Last week, I was alone in a grocery aisle, peeking into my purse, and deciding that with only twenty thousand Won, I'd better not try to buy meat for the weekend when 'blam,' someone walked through me again and didn't notice even though he could easily have walked around. Rage arose in me to my dismay, unwanted and unwonted rage, and I thought in my

best Hoosier, "the next one what smacks into me, I'll whop him upside the haid." Now, if something that might have been innocent (I know it was) can so upset a sweet, grandmotherly type like me, who was trying very hard to be culturally appreciative, it must be proof that the expectations nurtured by our own civilizations can't be easily set aside.

What amuses? Small children, recognizing from blocks away that we're Americans, shout "hello" and when we answer, they follow us in mobs, calling us "meguk"; "hanguk" is Korean, "meguk" American. Bicycles are loaded beyond belief—I've seen some carrying three washing machines, or 10 cases of soft drink balanced on the back. It's usual to see cases of dishes, or toilet tissue, or milk bottles piled up and strapped on 10 or more feet high. Apparently, huge hogs are transported to the market the same way, tranquilized by the local rice wine.

What amazes? A February university graduation ceremony held outdoors in drenching winter rain. The faculty and officials sat in leather chairs, carefully dried by janitor women, on a platform while the students stood with their caps, gowns and flowers, in the freezing mud. No classroom, at any level has heat, no cold radiators, no radiators. December and January are vacation months. When I began teaching

It's a marvelous adventure,...

in early March, I said without thinking as I entered a dank, freezing classroom. "Why is it so cold in here?" A student explained patiently to the dense foreigner, "Because it's cold outside." Obviously.

What fascinates? Music, everywhere. Every fifth entryway in any alley, lane, or pathway seems to be a piano studio. I sang once through "April Showers," shakily, for my conversation students. They returned it, 64 strong, in four part harmony beautifully.

What horrifies? The touching, in

(See Report, page 19)

TRY THIS...

An idea from Greece—

The Fishbowl

by Mario Rinvolucri

From *TESOL Greece Newsletter*, 22 (April-June 1989). After work in Chile and Greece, Mario Rinvolucri joined Pilgrims in 1976 and works there as a teacher, trainer and writer. He is consultant to the forthcoming *Pilgrims-Longman list* (1990) and his two most recent books are *Dictation* (with Paul Davis), Cambridge University Press, 1988, and *The Q Book* (with John Morgan), Longman, 1988.

Caleb Gattegno, the inventor of the Silent Way, produced, in the late seventies, a seventy hour Silent Way video course in which a group of beginners learns English on the small screen. On these remarkable cassettes you see:

- the whole learning group
- the head of an individual student trying to get something right
- the teacher's hand or pointer
- a mixture of the above elements using split screen or oval insets for the heads of individual students

Gattegno proposed that the learning group should watch a half hour session of learning on the video and then complete the lesson by actively practising what the screen group had learnt. They would have a flesh-and-blood teacher in the room to help them.

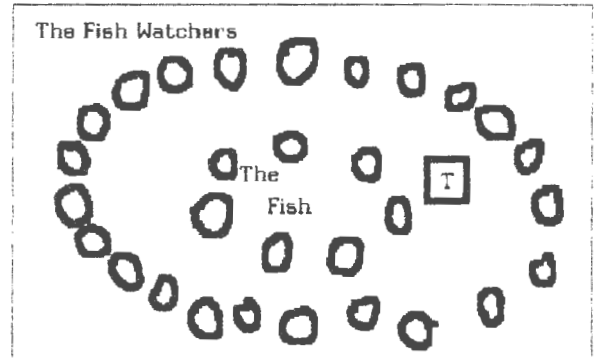
The extraordinary thing that happens when you watch a learning process on the screen is that you yourself often get sucked in. You find that you identify with one or another of the learners and you follow their process with attention and involvement. When that person loses concentration, so do you—when they come alive, so do you.

Another extraordinary fact is that quite often the people in the watching group understand things faster than the learning group on the screen. The spectators are in a state of relaxation and they are shielded from the teacher's attention, love, annoyance, pressure, demands. They are not being required to produce anything so they bubble with productive thoughts.

In making his seventy hour English course Dr. Gattegno has offered a brilliant model for all educational television programmes. The principle could be summarised thus:

- Don't show accomplished models on the screen (in the case of language programmes, native speakers with suave acting skills).
 - Show real learners grappling with the new subject, concepts, skills. Show the thrill, uncertainty, struggle. (Such programmes are both accessible and compelling viewing.)
- The same fish-bowl principle that Gattegno used in his

video teaching can be used in your class. All you need is an inner group working on something and an outer group observing, thinking, learning, benefiting. The rest of the class sit on chairs forming an outer circle.



Tell the outer people to be quiet, their turn will come. Say a time and ask someone in the inner circle to show it on the clock. If she does it wrong don't correct it yourself, let someone else in the inner circle help. After some practice like this have the inner fish exchange places with the outer watchers and continue the revision process.

Intermediate Discussion

Have everybody in one big seated circle. If the discussion topic is, say, *family life*, ask all the first-borns to form an inner circle on the floor and ask each other what it feels like to be the first one in the family. The outer circle listens.

Ask the first-borns to return to the outer circle and have a new inner circle formed of middle-born people. Give them four minutes to describe what their situation was/is like.

Repeat the process with the last born students. (Only-children are normally fairly rare and can be included with first-born).

Now ask the students to form groups of four or five with at least one person from each birth order group to continue the discussion.

The use of fish-bowling allows people to listen and think before they have to speak. It also divides the class group into psychologically powerful sub-sets which the fish-bowling format makes spatially clear.

Beginners' Conversation Class

Half the group sit in the inner circle on the floor round an audio-recorder. The rest of the class sit on chairs in the outer circle.

When a person in the inner circle wants to say something to another member of the inner group, he says it to the person and simultaneously records it on the recorder. If he can't say it in English he calls the teacher over and says it in the mother tongue. The teacher says the English translation into his ear. He then says the sentence in English to its addressee and into the audio-recorder.

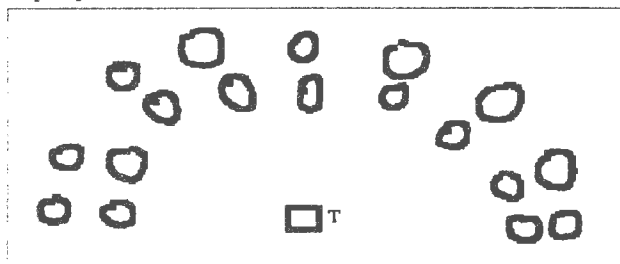
In this way the inner group produce a 5-10 minute conversation in the target language.

They change places with the outer group and the latter now try to exactly reproduce the conversation they have just witnessed. This is also recorded.

The above procedure is an adaptation of Charles Curran's Community Language Learning and is a useful way of getting students to really listen to each other. I learnt this development of CLL from Vincent Broderick, Osaka.

Shadow Dictation

Have people sit in two concentric semi-circles:



The people in the outer semi-circle are the *writers*. The people in the inner semi-circle are the *listeners*. During the dictation the task of the writers is to take the words down—the task of the listeners is simply to listen.

When you dictate maintain eye-contact with the inner circle people. Dictate to them. Encourage students to consult/help their partners in the outer circle as much as they can. Pause in the dictation long enough to make this possible.

At the end of the dictation the listeners should check their partner's text. (Pair your students carefully at the start of this exercise. It often works better to have louder students writing and the quieter students listening and helping.)

"Work is wonderful—I love watching it."

This sentence is a joke within a fierce, work-ethic focussed culture but it accurately captures a major intuition about learning: one needs to see it happening in others, to hear it, to sniff it, to freely hover over it before actively committing oneself to *practising*. This is the central intuition in Stephen Krashen's work and no amount of linguists niggling about him being sloppy as an academic is going to make the intuition evaporate. You see the self-same process at work when a mother is helping a five year old to read and the 3¹/₂ year old picks up the same skill with half the trouble. No one is focussing—forcing him to do it. It just happens because he independently wants to emulate the five year old. Maybe we can modify the above sentence a bit: *Learning is wonderful—watching it is doing it.* ♦

An idea from China—

Talking Students

by Tracy Mannon

From TESOL Newsletter, Vol. XXIII, No. 3 (June 1989). Tracy Mannon, formerly an instructor at the Universite de Neuchatel, is now teaching at the English Language Center in Beijing.

You know what it's like: your new students walk into your conversation class, and you see before you eager faces—eager, that is, for you to decide what to talk about. Sound familiar? If so, then next time try the following activity and watch the students take over.

Give the students a small questionnaire asking them to list ten topics to discuss and ten situations in which they need English. My group gave me 88 topics ranging from dreams to experiments on human beings; they also provided 45 situations, such as how to make reservations and how to start a conversation with a stranger.

Let the students choose the topic to discuss in the next lesson. Then have each student write three interesting and relevant questions to ask other students.

On the day of the discussion, give the students a handout of all the proposed questions. Questions are numbered. The handout should also have a list of vocabulary items useful for the discussion. Suppose there are 28 questions. Cut out 28 slips of paper, each with a number corresponding to the questions. Hand these out at random so that each student has a few questions. Students can now begin. The student with #1 is responsible for question #1. S/he asks the question, requests a response, asks for other opinions, makes sure everyone has a chance to speak, and so on. This process continues with question #2.

Sometime in the first few lessons, it is helpful to teach students some discourse skills for the discussion. For example, they can learn phrases such as: "Well, you have a point, but I feel that..." instead of "You're wrong!" Teach the students how to give their opinions, ask others for theirs, agree, disagree, and partly agree. Once they've learned the art of discussing a topic diplomatically, feelings can be spared, and students are more willing to express their thoughts.

You'll see students get more involved in the discussions if they can choose their own topics, ask their own questions, and lead the discussion themselves. Everyone is involved, and everyone is talking. Every now and then even the teacher gets a chance! ♦

LANGUAGE TESTING

The TOEFL Test of Written English: An Updated Overview

by Mare Adams Fallon

From the TESOL ESL in Higher Education Newsletter, Vol. 9, No. 1 (July-August 1989). Mare Adams Fallon is Assistant Director of the Test of Written English Division at the Educational Testing Service, Princeton, NJ, USA.

The Test of Written English (TWE) was introduced in July 1986 as the essay component of the TOEFL, the multiple-choice test used by more than 3,000 U.S. and Canadian educational institutions to evaluate the English proficiency of applicants for whom English is a second language. A direct, productive skills test offered at selected test administrations, TWE offers TOEFL candidates the opportunity to demonstrate their ability to write in English. The thirty-minute test provides a holistic measurement of the ability to organize ideas on paper, to support those ideas with examples or evidence, and to use the conventions of standard written English.

The TWE was developed in response to requests from TOEFL score users for a secure writing sample produced under standardized testing conditions. While TOEFL studies in the 1960s and 1970s had shown that performance on TOEFL's Section II correlated highly with scores on direct measures of writing ability, some score users had questioned the relationship between the recognition of correct written expression and the production of an organized essay or report. To address this concern, in the early 1980s the TOEFL program conducted extensive research to determine the potential usefulness of a TOEFL essay test for making preadmissions and placement decisions and the extent to which the multiple-choice TOEFL test is a valid indicator of the English writing skills required of college and university students in the United States and Canada.

Also studied were the nature and frequency of the writing tasks assigned to college freshmen and first-year graduate students, and the standards used to evaluate student writing.

These investigations led to the development of the TOEFL Test of Written English, during which an examinee composes a short, spontaneous sample of academically appropriate writing on an assigned topic.

Since the introduction of the TWE test, carefully controlled item development, pretesting, pretest analysis, test administration, and post-administration scoring procedures have helped to maintain the comparability of TWE topics within and across administrations.

TWE essay topics are developed by a group of college and university faculty who are experienced with the TOEFL population, with current writing assessment theory and practice, and with large-scale essay testing management. The topics require examinees to perform one of the exercises identified by research as typical writing tasks required of first-year college students. These are to express and support an opinion, to choose and defend a point of view, and to interpret information presented in a chart or graph.

Each topic is pretested on students similar to those who take the TOEFL, and the results of the pretesting are carefully analyzed to ensure the essay question's adherence to ETS and TWE item and test specifications. Only those items that perform well and meet all specifications are approved for use on the TWE test.

During a recent meeting of the topic development group, forty-seven essay topics were submitted for consideration. Following a thorough review of these forty-seven topics, only ten were developed to be pretested. Of the ten, perhaps four will survive the pretesting stage, and all four will most likely

be revised based on insights garnered from reading the pretest essays.

Each essay topic that survives this intensive testing and reviewing process becomes a TWE test item administered with TOEFL under carefully controlled conditions. Within three weeks after an administration, the essays are sent to a central location where each is scored holistically on a criterion-referenced, six point scale by two readers working independently. All TWE readers are secondary school or college teachers of English or ESL who have received special training in TWE scoring procedures. If the scores assigned by the two readers of an essay are no more than one point apart (for example, a score of 3 and a score of 4), the two scores are averaged and that score (in this case, 3.5) is reported to the examinee and the examinee's intended schools. If the scores are more than one point apart (for example, a score of 4 and a score of 6), the scores are discrepant and the essay is adjudicated by a senior member of the reading management team.

As a result of TWE's careful reader training and quality control procedures, discrepancy rates for the TWE readings have been extremely low, ranging from .02 to .05. Test reliability for the TWE is calculated through a measurement of the extent to which readers agree on the ratings assigned to each essay. The measurement of interrater reliability used for TWE is coefficient alpha. To date, coefficient alpha values by administration range from .85 to .88. As further evidence of the statistical soundness of the test, correlations between TWE scores and the total TOEFL scaled scores by administration are also considered. These correlations have ranged from .65 to .74, indicating that for the almost 500,000 TOEFL examinees who have taken the TWE, the essay test measures abilities distinct

from and in addition to those measured by the TOEFL test.

Originally offered at three TOEFL administrations in 1986 (available to about 27% of all TOEFL examinees), the test has been so well received by admissions, placement, and teaching professionals that it is now offered at four administrations each year (available to almost 49% of all TOEFL examinees). As many as 75,000 essays are written on a single date.

Additional information about the history, development, performance, appropriate usage of, and continuing research on the TWE is contained in the recently published *Test of Written English Guide*. Copies of the Guide can be obtained free of charge by writing to the Program Director's Office, Test of Written English, TOEFL Programs and Services, P.O. Box 6155, Princeton, NJ 08541, USA.

References

- Bridgeman, B., & Carlson, S. (1983). Survey of academic writing tasks required of graduate and undergraduate foreign students. TOEFL Research Report No. 19. Princeton, NJ: Educational Testing Service.
- Educational Testing Service (1989). *The Test of Written English Guide*. Princeton, NJ: Educational Testing Service. ♦

Basic English Skills Test Update

The Basic English Skills Test (BEST) is designed to test listening comprehension, speaking, reading, and writing skills at an elementary level; it is designed for use with limited-English-speaking adults for whom information on the attainment of basic functional language skills is needed.

The BEST was originally used to test the English language proficiency of Southeast Asian refugees. The BEST was distributed by the Refugee Materials Center in St. Louis, Missouri, until it was closed at the end of 1987.

Upon learning of the Materials Center's closing, the Center for Applied Linguistics (CAL) decided to reprint the BEST and make it available through

Observations on the Testing and Evaluation of Conversational English

by Gilbert Boutroix

Gilbert Boutroix is a member of AETK who teaches in the English Department of Yonsei University.

Conversational English might seem easy to teach, but the testing and evaluation of that subject can prove to be a problem. A major difficulty appears to arise out of questions such as, "How should one really test conversation?" and "What constitutes an A, a B or a C for any given utterance?" Such questions underscore the observation that single, spoken sentences, each lasting only a few seconds at the most, can be difficult to evaluate. Unless a recording device is used, a spoken statement is gone forever after being uttered, thus making it hard for the evaluator to form a general picture of the overall quality of the statement.

This is a different situation, of course, from that in which written work is being evaluated. It seems that the eye can comprehend a greater amount of information, and in less time, than the ear, thus enabling the evaluator to more easily form a general picture of the quality of a statement. Moreover,

it is easier to review written work on a page than to constantly wind and rewind a recording device in order to listen to spoken utterances over and over again for evaluation purposes. Likewise, an evaluator can have the papers of several students visible at once, but it would be rather awkward to manipulate several recording devices simultaneously in order to be able to compare utterances of different students.

There are other drawbacks to using a recording device as well: (1) Not all student voices record with equal clarity (I have found, for example, that female voices are often harder to understand than male voices); (2) the performance of some students might be adversely affected as a result of nervousness over the fact that they are being recorded; (3) the electricity can suddenly go off or there could be other problems with the machine; and (4) an instructor can spend an *enormous* amount of time listening to the recordings over and over again, trying to compare them in order to ascertain who will get what grade.

In this type of situation, I have found it a problem to compare voices, using one machine as most people do. As soon as I finish listening to one voice, I rewind or fast-forward the machine to hear another voice, with only a memory of the previous voice. I can't listen to two voices at the same time.

Despite such problems, it truly can be useful to record student utterances for future evaluation and re-evaluation. For one thing, the recording of spoken utterances can give an instructor a certain amount of confidence, for while giving an oral test there is a certain amount of relief in knowing that what might be missed while listening to a student is being recorded for all time.

Let us turn to the matter of oral interviews which are frequently used as testing devices by conversation

(See **Observations**, page 18)

REVIEWS

Breaking Rules

by John Fanselow

(Longman, 1987)

Reviewed by Ken Sheppard

From Idiom, Vol. 19, No. 1 (Spring 1989). Idiom is the newsletter of NYS TESOL (New York State Teachers of English to Speakers of Other Languages).

Have you ever tried to teach a group of students to use correction symbols? At some point in your exposition of these symbols—your definitions and examples—you ask yourself, “What the hell am I doing? I’m supposed to be teaching English, but what I’m teaching here is only a *means* to that end.” In short, mechanics can be exasperating. This is the feeling I get from reading *Breaking Rules*, John Fanselow’s long-awaited book on FOCUS.

FOCUS is a taxonomy for the description of teaching/learning behaviors in the classroom. The observer encodes these behaviors, or their parameters, while watching a class of herself on video. The major categories include the speaker, her interlocutor, the purpose of the communication (structuring, soliciting, responding, and reacting), the “medium,” the medium’s use (attend, characterize, present, relate, reproduce and set) and the message’s content. There is a lot of speech act theory in all of this, but the book is refreshingly free of jargon.

FOCUS helps the teacher see herself with a measure of objectivity. Through this process, the teacher actually gets a snapshot or imprint of what she is doing in the classroom. Once she has seen her snapshot, she can begin to explore ways of altering her teaching by including more of the categories, by making it more comprehensive. If this process makes the teacher more self-aware, FOCUS can have a good effect, and many teachers

who undergo the somewhat laborious process find it useful. As a taxonomy for observation of classrooms, FOCUS is probably the best we have.

The book also contains good ideas for varying techniques. Some are now familiar: “read and look up,” substitution tables, sector analysis, the use of realia. Others are more novel: using various mediums to communicate feedback, storytelling, etc. Fanselow is not exactly endorsing these techniques; indeed, he is trying to get people to *think about* what they are doing and to see what is really going on regardless of the techniques they use.

Breaking Rules also overflows with anecdotes about teachers and learners. These have the effect of reminding us all that what we do as learners and teachers is sometimes ridiculous. They reassure the experienced teacher that she is not alone; they encourage less experienced teachers to take risks; and they remind us all that teaching is a delicate art that depends as much on mood and personal chemistry as it does on technical mastery.

On the whole, however, the book is a little disappointing. First, it is not a book about good teaching. As Fanselow says, “Because the purpose of my observation system is to describe communications in order to discover rules, and *not* to improve teaching, the descriptions need not be concerned with either implicit or explicit judgments.” In short, this is a book about doing things differently, about extending yourself, about negative images. It avoids committing itself to any larger definition of the teaching process.

Second, the book does not provide a thorough discussion of related research literature. Fanselow makes it clear that he’s not “coming from...the

two fields often considered central to language teaching: psychology and linguistics.” Rather, he casts a wider net “by exploring people on a lot of different wave lengths” such as Arnheim, Gallwey, Koch, Kuhn, McLuhan, Papert, Persig, Postman, Sagan, Vygotsky. (All of these sources are listed in a great lump, about two-thirds of the way through the book.) Fanselow has attached a little bird symbol to the titles that have influenced him most, but he rarely makes that influence explicit. And he ignores the work of many researchers in the field of teacher training. You will find the book stimulating to the extent that you share Fanselow’s values and his preference for allusion, analogy, anecdote, and metaphor, rather than research.

Ultimately, I suspect, people learn to teach by watching others teach. We know a lot from having been taught ourselves, from examining the behavior of our teachers and from making holistic judgments about what they did. In the end, this book is reductionist and agnostic, because it unabashedly breaks teaching up into little bits and pieces and consistently refuses to define any notion of effective teaching (except possibly by indirection), or even state its theoretical orientation.

Here’s a modest proposal for you. Take what you can see in your teaching (by means of FOCUS or whatever) and evaluate it in the light of what we know about how people learn languages and other things. Start with *Breaking Rules*, then break out into the banished world of psychology and linguistics and beyond. In other words, work on integrating your knowledge of language, human cognition and language processing, and your personality as a teacher.

◇

From Writing to Composing

by Beverly Ingram and Carol King

(Cambridge University Press, 1988)

Reviewed by Audrae Coury

From the TESOL SSIS Newsletter (Secondary School Interest Section), Vol. 12, No. 1 (May 1989).

From the green, pink and purple cover to the Teachers' Notes in the back, *From Writing to Composing* is an innovative, activity-filled writing book for beginning and intermediate adult, university and secondary ESL students. Through activities ranging from structured writing to free composing, clear and interesting drawings, diagrams and examples provide a framework for authentic written communication in an ESL classroom setting.

Organized around six "theme" units, teachers and students can select from a variety of related sections with activities that reinforce targeted writing skills. Teachers are encouraged to select activities from different sections on any given day. Sections need not be assigned

sequentially and some may even be omitted if they do not fit the needs of a particular class. An activity can be chosen without doing ten before it to make it meaningful. The "Comprehensive Teachers' Notes," located in the last fifty pages of the book, provide materials, ideas, suggestions and exercises that relate to the activities in the student pages.

Each unit contains writing activities for two long-range projects: The Family History Project and the Class Newspaper Project. Both provide reasons for the students to write well and share their work, and both give them an audience for their writing. Appendix 1 gives numerous suggestions on "Creating a Class Newspaper," emphasizing process and not a polished product. Also useful is Appendix 2, "Editing Symbols" and the numerous editing activities throughout the book.

The authors have designed the book so that 10 to 15 hours of class time could be spent on each unit, and 12

to 15 weeks to complete the book. With less time available, it would not be necessary to do everything in a unit, but once begun they suggest doing the Class Newspaper and Family History Projects in their entirety. With such flexible book organization, many teachers will find this a useful writing book. It also includes many writing activities that previously could be found only by incorporating material from several different writing books. Many writing books repeat the activity format throughout the book, so that it may become stale after doing only several units. With picture compositions, dictations, sample texts, editing activities, revising activities, and the ongoing projects, students will find new and interesting activities in each unit. *From Writing to Composing* will be an appropriate composition textbook for a wide variety of ESL students. ◇

Do you have something to say about:

- teaching composition and writing?
- teaching reading?
- teaching pronunciation?
- what to do in a conversation class?
- language testing?
- research on language learning and language teaching?
- using computers in language teaching?
- resources for language teaching available in Korea?
- programs or projects that AETK should undertake?
- professional, social or ethical issues related to language teaching?
- any other aspect of language teaching of interest to AETK members?

If you can answer "yes" to any of the above questions, then put your ideas on paper and send them to *AETK Bulletin* so they can be shared with other members of AETK. See page 2 for information about where to send material and the publication deadlines for each issue.

TESOL INFORMATION



New TESOL Affiliates

Paraguay TESOL

Paraguay TESOL, founded in November 1987, has been working on governing rules and developing a membership base in order to affiliate with TESOL. There are currently 75 members, most of whom are based in Asuncion. Plans are under way to hold the first annual conference in December 1989. Newly-elected officers were waiting to learn that the organization had been accepted as an affiliate of TESOL. Now that the organization is an affiliate, there will be monthly meetings to develop membership, plan for a newsletter and organize the upcoming conference.

Society for Pakistan English Language Teachers

The Society for Pakistan English Language Teachers (SPELT), founded in 1984, has initiated four major projects: monthly academic sessions on late Wednesday afternoons at the Pakistan American Cultural Centre (PACC); an annual conference each December, co-sponsored by PACC; a quarterly newsletter/journal; in-service training courses, Practical Teacher Training Course (PTTC) jointly sponsored by SPELT, the British Council, the Asia Foundation, the United States Information Service and PACC. There are about 2,000 members throughout Pakistan, though the majority of the mem-

bership is based in Karachi. Founding leaders have been working with airline companies and sponsoring organizations to locate funds to send a representative to forthcoming TESOL conventions (a requirement for maintaining affiliate status in TESOL). It was fortunate that the new affiliate was officially represented at the 1989 Convention because its newsletter editor/secretary attended the Convention as part of a study tour in the United States.

Uruguay TESOL

Uruguay TESOL (URUTESOL), founded in 1987, held its first election of officers in October 1988. A steering committee had spent a year finalizing governing rules and establishing committees and a mailing list, and had met with Susan Bayley, TESOL Director of Field Services, at the 1988 Convention in Chicago, Illinois to review its organizational development. The application for TESOL affiliate status was completed at the 1989 Convention in San Antonio, Texas. URUTESOL is also affiliated with IATEFL (International Association of Teachers of English as a Foreign Language). Leaders believe that affiliating with two international organizations (IATEFL and TESOL) enhances organizational development, especially during the early stages of membership outreach. There are about 500 members in Uruguay TESOL, most of whom are based in Montevideo.

Ecuador TESOL

Federacion Nacional de Profesores de Ingles de Universidades y Politecnicas del Ecuador (FENAPIUPE), established in November 1987, has become the 70th affiliate of TESOL. The affiliate president, treasurer, secretary and newsletter editor (also spokesperson for the affiliate, an elected position on the governing board) attended the 1989 TESOL Convention and later met with Susan Bayley at the TESOL Central Office in Washington, DC to finalize

the affiliation process. The new organization has more than 100 members and plans to hold its second annual conference in Quito in November 1989. The affiliate established two goals for the year: outreach to secondary school teachers and affiliation with TESOL. The first goal is an integral part of membership recruitment while the second has just been met. Asked why they wanted to affiliate with TESOL, the spokesperson stated that professionals in Ecuador "did not want to feel alone" and value a relationship to the larger, international organization.

National Association of Teachers of Modern Languages (Sweden)

Lärarna I Moderna Sprak - Sweden, or the National Association of Teachers of Modern Languages (LMS-Sweden), has become the 71st affiliate of TESOL. Founded in 1938, it is the oldest organization in the family of TESOL affiliates. The association has about 4,500 members. It is managed by a national board consisting of a chairman, treasurer and secretary (the presiding committee), together with the editor of the journal, *LMS-Lingua*, and four members representing English, French, German and other modern languages that are taught in Sweden. The English representative on the board is the Liaison Officer to TESOL for the association. This new affiliate is an example of how foreign language associations, not just those dealing with English language education, can become a part of the world of TESOL. ◇

TESOL Seeks UN NGO Status

The Executive Board of TESOL International, meeting at the TESOL Convention in San Antonio, Texas last March, approved a motion seeking Non Governmental Organization (NGO) status with the United Nations. NGO status, if attained, would provide more public recognition of TESOL and its affiliates, as well as provide access to materials and publications for TESOL members. ◇

New TESOL Address

The TESOL Central Office has moved from its old location in downtown Washington, DC to new quarters in Alexandria, Virginia. The new address is: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314, USA. TEL: 703-836-0774. ◇

TESOL MEMBERSHIP APPLICATION

Name (*Print*) _____
 Mailing Address _____
 City _____
 Province/State _____
 Country _____ Postal Code _____

Please make check in U.S. funds drawn on a U.S. bank payable to TESOL or provide the appropriate credit card information and mail to: TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314, USA.

Check enclosed _____ Visa _____ Master Card _____
 Card number: _____ Exp. date: _____
 Cardholder's signature _____

MEMBERSHIP CATEGORIES

Membership includes subscription to TESOL QUARTERLY and TESOL NEWSLETTER. Check appropriate box:

- INDIVIDUAL.....US\$42.00
- STUDENT (*for those engaged in at least half-time study*)*.....US\$22.00
- JOINT (*two-member household*).....US\$60.00
- INSTITUTIONAL/LIBRARY.....US\$75.00

**Student members are required to provide faculty signature, address, and telephone number to verify minimum half-time status:*

Faculty Signature/Title _____
 Institution/Address _____ Telephone _____

ALL MEMBERS OUTSIDE THE U.S. must add one of the following postage fees to their membership dues:

- (1) FOREIGN SURFACE MAIL—All countries outside the U.S.US\$ 6.00 _____
- (2) NEWSLETTER BY AIR, QUARTERLY BY SURFACE.....US\$15.00 _____
- (3) BOTH QUARTERLY AND NEWSLETTER BY AIR
 - Canada and Mexico.....US\$ 8.50 _____
 - Caribbean, South America, Europe, and the MediterraneanUS\$20.00 _____
 - Africa, Asia, and the Pacific.....US\$26.00 _____

INTEREST SECTIONS

MARK with (1) the Interest Section in which you wish to be active and vote.

MARK with (2) not more than two additional Interest Sections in which you have a secondary interest.

- ___ Teaching English Internationally
- ___ English as a Foreign Language for Foreign Students in English-Speaking Countries
- ___ English to Speakers of Other Languages in Elementary Education
- ___ English as a Second Language in Secondary Schools
- ___ English as a Second Language in Higher Education
- ___ English as a Second Language in Bilingual Education
- ___ English as a Second Language in Adult Education
- ___ Standard English as a Second Dialect
- ___ Applied Linguistics
- ___ Research
- ___ Refugee Concerns
- ___ Teacher Education
- ___ Computer-Assisted Language Learning
- ___ Program Administration
- ___ Materials Writers
- ___ Teaching English to Deaf Students

I wish to receive more information about TESOL:

___ publications, ___ conventions, ___ awards and grants, ___ summer institutes, ___ affiliates, ___ interest sections, ___ Employment Information Service

Cultural Factors

(Continued from page 1)

Generally, students who come to the U.S. anticipate returning to Korea. Studying at prestigious American schools can further their careers back home; those high in Korean government often have graduate degrees from the U.S. (Kim, 1987), as do many in university teaching. Thus, it is in the course of pursuing a career more than for experience with America or the sake of learning English that Koreans tend to come to the U.S. Where other foreign students may feel freer to immerse themselves in American life, Koreans are probably most strongly motivated to concentrate on their professional study in order better to compete for jobs back home. With the anticipation of finishing their degrees as quickly as possible, Korean students are probably less motivated to make American friends than those foreign students who anticipate being in the U.S. longer.

There are other reasons Koreans tend not to immerse themselves in American life. From the moment they get here, Korean students know they can count on other Koreans for help, even when they do not know them very well. For example, a student admitted to a U.S. university could write to the Korean community at that university and ask to be met at the airport, and could reasonably expect his request to be granted. Not only may students sympathize with another student's being new at a university but they may also be concerned about their reputations if they don't help. Korean student communities are often tightly knit, with members keeping close track of one another and remaining aware of one another's behavior. Students also know that the connections they are making here in the U.S. might later be valuable in Korea, so they are likely to develop and maintain close relations with their Korean peers.

Not only are there reasons to maintain contacts with other Koreans but Korean students also complain that it can be difficult to get to know Americans. Although they find American students warm and friendly

at first meeting—generally kinder than Koreans met the first time, high expectations of Americans may soon be disappointed (see also Kim, 1987). Americans' friendliness can seem superficial and confusing; Korean students may be puzzled when people who are warm one day pass them by without recognizing them the next. On the other hand, while Korean relationships begin more coolly, students feel they build to warmer, more trustworthy relationships. Further, in Korea, where the general outlook on life has a strong tint of resignation, people tend to share their problems and sense of resignation as they become friends, and it need not take long to share those feelings. But in the U.S. students discover that they can meet someone several times without sharing inner feelings or being too serious about anything (cf. Kim, 1987). Where Koreans see themselves as honest and straightforward, they can be frustrated by the pleasantly non-committal responses and lack of self-disclosure they consider typical of Americans. This may lead Korean students to feel that when it comes to making friends and sharing deep needs, they must turn to other Koreans. Korean students can also find it uncomfortable trying to maintain the same bright tone they feel Americans bring to conversation; maintaining that tone regardless of one's own feelings can feel insincere.

Finally, there can be drawbacks to making American friends. Koreans who socialize too frequently with Americans are relatively rare and more likely to be noticed and commented upon by others; often they are perceived as eccentric. It is only the most independent-minded who will try to maintain friendships with Americans.

This sense of being noticed by others and corresponding fear of censure (cf. Brandt, 1971) also affects people's performance in the classroom. First, a student who talks a lot in or outside class may be considered insincere or superficial. If you want people to think of you as someone who is profound and trustworthy, it is better to be reticent than talkative. If you have to talk at all, it is better to say a few things that are important than a

number of things that are trivial. However, Korean students may not know enough about their classmates to know what it is they consider important, and thus may choose not to talk at all.

Further, Korean students may be unwilling to speak because they fear they will take too much classroom time from others. Teachers can alleviate this fear by going around the room and asking students to speak, so that Koreans need not feel they are voluntarily taking classroom time.

Yet another reason for students' not speaking is that students who speak too fluently may be perceived as self-promoting. On the other hand, a student who doesn't speak well may feel shame. In particular, older students—who are supposed to know more than those who are younger—may hesitate to display weakness in English. Thus, if paired for language exercises, Koreans may prefer to lapse into Korean in order to save face. They may be more likely to continue speaking in English if paired with non-Koreans. Further, teachers should not necessarily expect Koreans to continue informal language practice with other Koreans outside class. Because Koreans generally socialize only with other Koreans, they may have almost no chance to practice English outside the classroom.

In short, Koreans are eager to learn English well but feel bounded in their attempts by their strong identity as Koreans. If Koreans soon seem to plateau in their study of English, it may be both because they overestimate the importance of formal linguistic study and because they do not feel comfortable entering the social situations that would help them learn the language informally.

What implications does this have for language teaching? We might make these few suggestions. First, students will feel more comfortable where they perceive their teachers or fellow students to know something about Korean culture and to be interested in learning more; students may respond well to requests to write about or present aspects of their culture. Just as Korean students will probably present their own

material with humility, they will respond best to teachers' presenting their materials with humility, also. Koreans can be somewhat ambivalent about authority and will respond to an authority best when he or she is perceived to be acting in the interest of others.

Because students will probably feel self-conscious speaking English with other Koreans, we suggest separating Korean students either by having students work apart in small groups or by pairing Korean and non-Korean students.² Korean students may feel they do not have much in common with non-Korean students but may be pleasantly surprised if teachers can manage to survey students and pair those with similar majors or interests. One-on-one interaction with the teacher can also provide a valued chance to speak informally as well as a much-needed chance to ask questions.

We also feel that classroom discussion pertaining to American norms for conversation and friendship may help Koreans understand the conditions under which Americans too share warm feelings, strong opinions, and problems. Whether Koreans better understand American culture or Americans better understand Korean culture, an understanding of culture is vital in the learning and teaching of language.

References

- Brandt, V.S.R. (1971). *A Korean village: Between farm and sea*. Cambridge, MA: Harvard University Press.
- Bridges, B. (1986). *Korea and the west*. London: Routledge and Kegan Paul.
- Kim, E. (1987). Assimilation patterns of Koreans in the United States. In S.M. Morgan & E. Colson (Eds.), *People in upheaval*. N.Y.: Center for Migration Studies.
- Lee, C. (1963). *The politics of Korean nationalism*. Berkeley, CA: University of California Press.
- McBeth, J., & Clifford, M. (1988, September 8). Now the peaceful invasion. *Far Eastern Economic Review*, pp. 51-56.

Author notes

We acknowledge the helpful questions and comments of John Swales and the staff of the English Language Institute at the University of Michigan where an early version of this paper was first presented. We also thank Byung-Ho Lee for his perceptive comments.

Footnotes

¹At the same that we are making generalizations we also want to qualify these generalizations with the reminder that individuals in Korean culture can be as different from one another as individuals here. We hope to give the idea of a general frame of mind without stereotyping. The discussion that follows concerns factors affecting Korean students studying in the U.S. but not necessarily those in Korea.

²Pairing students on the basis of their seating arrangements may not be as helpful in promoting conversation, since Korean students often feel obligated to sit next to other Korean students in order to appear social. ◇

RESOURCES

Information on ESOL Videos

Are you looking for information about currently available ESOL videos for use in your program? Have you produced ESOL videos available for purchase or loan? The *ESOL Video Materials Directory*, a database of existing videos for ESOL teaching and teacher training, has been created by the TESOL Video Interest Section as an on-going project and service to TESOL members.

Information about videos currently available worldwide may be obtained, or submitted for inclusion in the database, by contacting: Peter Thomas, English Language Programs, Extension X-001, University of California - San Diego, La Jolla, CA 92093 USA. TEL: 619-534-0425. ◇

JOB NOTICES

The **English Training Center (ETC)** in Seoul invites applications from qualified teachers with a BA or MA in TESOL or a related field. Salaries start at W1,000,000 per month. Assistance is provided for housing, transportation and health insurance. For further information contact: Tom Ehrhart, Assistant Director, English Training Center, 646-22 Yoksam 1-dong, Kangnam-ku, Seoul 135-081. TEL: 555-7771. ◇

Job notices are accepted from institutional members of AETK (or an individual member employed by and representing an institution). Send notices to the address given on page 2. Notices of openings for foreign teachers are accepted only for institutions which provide visa support. *AETK Bulletin* does not publish announcements by teachers seeking employment.

Observations

(Continued from page 11)

teachers. If one uses a recording machine during such interviews, one can give marks both during the interviews and after them—while reviewing the recordings—and then average the two sets of marks. To be fair in grading practices, the same procedure must of course be followed with *all* the students. If one decides not to use a recording machine, then only the evaluations made during the interviews will be available, so in that case one should take even greater care in making the evaluations.

Before conducting interviews, I tell the students that no two of them will be asked the same set of questions. I do this to discourage my students from becoming testwise by learning from other, previously interviewed students what specific questions to prepare for.

While all the students, as a group, are waiting outside the classroom, I call in four or five students at a time. Having seated them around me, I write each name on a list in the order of seating. I find that I can easily keep track of names this way, knowing, for example, that a student by the name of Lee Sang-ho is seated second from the left because his name is second from the top on my list.

I ask each student three or four questions and then grade the answers for fluency, pronunciation, grammar/syntax, comprehension, and appropriateness of utterance. For example, question 1 could be evaluated for student 1 in this manner:

Student 1: Kim Eun-mi

fluency B+

pronunciation B+

grammar/syntax C

comprehension A

appropriateness of utterance A

I record evaluations for the other students in the group in the same way, and as the interview proceeds, the marks for the remaining questions are added to the right as follows:

Student 1: Kim Eun-mi

fluency B+ B B B+

pronunciation B+ A A- B+

grammar/syntax C C+ C+ C+

comprehension A A A A

appropriateness of utterance A A A A

Thus, my grade for the student's overall performance could be the average of the twenty letter grades cited above.

Of course, it is not necessary to use the letters of the alphabet for recording the grades. I have found it desirable to use some type of coding system that students are highly unlikely to figure out. I do this because the use of familiar marks such as *A's*, *B's*, *C's*, and percentage scores might make students unduly nervous. I always assure my students that they cannot understand my coding system. In this way, I minimize any tendency for students to pay too much attention to the marks that I make during the interviews. It might also be wise for an instructor who uses codes to change a code now and then during interviews so that students will not have time to become code-wise.

One final, but very important, matter to deal with is what constitutes *A*, *B*, *C*, etc.? I have found it expedient to use five categories for judging student utterances: excellent, very good, good, fair, poor. Students who receive the mark of "excellent" have often resided abroad—in English-speaking areas where they have acquired native or near-native proficiency. I prefer to equate "excellent" with *A+*, as far as letter grades are concerned, and 99-100%, as far as percentage grades are concerned. Only the highest caliber of performance should receive the mark of "excellent." I consider the category "very good" also an *A* but of a lower kind—somewhat equivalent to a 94-95%. Students in this category speak English fluently but with noticeable accents or perhaps with a few oddities of pronunciation. The category "good" is in the *B* range. Students who deserve a "good" rating are above average but are not as fluent as the *A* students. *B*

students make a few mistakes in grammar and syntax and might have to have a question repeated once. Their English can be well understood but not as well as the English spoken by *A* students. The category of "fair" is equivalent to *C*. *C* students make several mistakes in grammar and syntax and can often be a bit difficult to understand. They should be considered as neither good nor poor speakers of English. The category of "poor" speaks for itself. This is the *D* range. Students in this group can hardly be understood, and they make numerous mistakes in grammar, syntax, and appropriateness of utterances. Often they will need to have a question repeated several times, but at least they deserve some kind of minimal passing mark for their efforts.

It seems that most students receive an *A* grade as far as "appropriateness of utterance" is concerned. But words used that don't seem to be suitable for the reply or which do not seem to make too much sense to the interviewer might be examples of a faulty sense of "appropriateness of utterance" on the student's part.

Experienced teachers have established certain standards and already have a good idea as to what *A+*, *A*, *B*, *C* and *D* students sound like. On the other hand, the not-so-experienced teacher would do well to practice listening to non-native speakers in order to establish who the *A's*, *B's*, *C's* and *D's* will be when it comes time for oral interviews. Perhaps the not-so-experienced teacher could make a collection of cassette recordings of various non-native speakers of English and listen to these recordings over and over again in order to establish criteria about grading.

The testing and evaluation of conversational English is not an easy task, but it can be done successfully with continued, conscientious practice on the part of the teacher. ◊

ANNOUNCEMENTS

1989 JALT Conference on Language Teaching/Learning

The Japan Association of Language Teachers (JALT) will sponsor its Fifteenth Annual International Conference on Language Teaching and Learning under the theme "Bridging the Gap: Theory and Practice" at Notre Dame Seishin University, Okayama, Japan from November 3rd through 5th, 1989.

The Conference will feature over 250 presentations dealing with all aspects of language teaching, learning and acquisition; a 1,000m² Publisher's Display; various social events; and a Job Information Center. Over 2,000 people are expected to participate.

Further information and pre-registration materials are available from: JALT, Lions Mansion Kawaramachi #111, Kawaramachi Matsubara-Agaru, Shimogyo-ku, Kyoto 600, Japan. TEL: 81-75-361-5428. FAX: 81-75-361-5429. ◇

TESOL '90

The 24th Annual TESOL Convention will be held March 6-10, 1990 in San Francisco, California, USA. For details contact: TESOL Central Office, 1600 Cameron Street, Suite 300, Alexandria, VA 22314, USA. ◇

Hong Kong ILE 5th International Conference

The Hong Kong Institute of Language in Education (ILE) will hold its Fifth International Conference December 13-15, 1989 at the Hong Kong Convention and Exhibition Centre. The Conference theme is "Language Use, Language Teaching and the Curriculum" (LUL-TAC). For further information contact: Dr. Verner Bickley, Director, Institute of Language in Education, 21st Floor, Park-In Commercial Centre, 56 Dundas Street, Mongkok, Kowloon, Hong Kong. ◇

Report

(Continued from page 7)

the marketplace, of children by strangers who are checking to see if they're much-prized males or not. Not too long ago, a Korean student in California was arrested for child molestation for asking toddlers to display themselves. I'm sure he thought us odd. Photographers' windows are filled with beautiful women in traditional costume, pompous business types, and the strangest baby pictures imaginable. Family pride in the male offspring is recorded in full frontal nudity, the "penile portrait" of tiny, enormously fat little boys who look like sumo wrestlers.

"I mirror myself till I satisfy:" One of my students wrote that on an essay; it seems a good title for the more difficult question, "How do Koreans view Americans?" One of our most appalling habits is the barbaric one of piercing our food, attacking it with

blade and prong at the table instead of holding it gently between chopsticks as civilized people do. Related to this barbarism is our disgusting habit of eating on the street, and touching food with our hands. Here, in the markets and bakeries, food is lifted to the mouth by tongs (shared by everyone without washing, of course), or it's held in a napkin. I saw one family eating the edges of a hamburger while holding it aloft on a fork.

The biggest complaint my student essayists had is that Americans don't respect or care for the old. Many complained about our divorce rate, our racial tensions, and the lack of formality in our language, or degrees of formality. The first question asked here, always, is "How old are you?" In each class, after I explained schedules, texts, and exams and asked, "Are there any questions?" the first question and apparently the only important one was, "How old are you?" (I told them I was 200.) It's not only curiosity but necessary from

their point of view; they needed to know exactly how much respect I was owed and what form of honorific in speech was required. At least six different levels of language are in common use.

The list of other complaints is long and fun. The strongest complaint was about "young disorder of sex." Americans kiss—"unsanitary and disgusting" (I'd not noticed until then that Koreans don't). The strangest complaint to me was about America "having big bombs," not strange in itself, but the reason was that so "no one will be allowed to commit aggression anywhere."

Another general complaint about American culture is that we are "impure, we have too many races, too much mixture." We are not a pure culture such as the Koreans. Racism is alive and well here in many forms but again, that's another article.

(See Report, page 20)

Report

(Continued from page 19)

Fortunately, there is also a long list of items that the students thought they liked about us. The most often mentioned was that Americans have a sense of order, keep their word, and come on time (one paper said "Korean time is very bashfulness"). We're also seen as good-humored, good-mannered, positive, cheerful, honest, active, jolly, spiritual, decent, practical, independent, dynamic, enthusiastic, witty, many-gestured, and responsive. They like our do-it-yourself attitude and pioneer spirit. A few of the girls believe that "American men are kind to ladies." One explained, "The Korean man doesn't anything [do] except his errand." Some were pleased that western brides smile at weddings. Neither bride nor

groom dare smile here or they would be doomed to have daughters.

Quite a few think "pop music is enchanting." We are rated highly for taking "careful use of public things." The most surprising is that seven mentioned that Americans are "frugal" and "dress simply." At first I thought it was a comment about my wardrobe, but then I realized that the few Americans they've seen are school-teachers, missionaries, or perhaps off-duty soldiers. "When they dress, they do not care a bit about others' eyes."

Fourteen approved of our "individualism" but twelve complained about it: "it makes that I can't feel warm in the heart."

Students continue to troop into the office of an elegant, black, American woman to say, "We feel so sorry for you. We have seen *Roots*." They, like us, will continue to form opinions from

movies and TV shows until they encounter a few live human beings. One changed her mind about Americans because "Our an American instructor, who is much have humorous...."

It's a marvelous adventure, and I'd like to write forever, but as my students would say, "because of the feeling of lating to school, I must be hurry." Like them (and maybe Beowulf) I'll say, "I stride, side-street along."

Many here have a sort of stoic acceptance of what fate holds for them. It's illustrated by the woman I saw this morning pulling a plow in a rice paddy, by small children playing at the very edge of screeching traffic, but perhaps best of all by a paragraph from a college freshman's composition:

When I lie in my bed, I think my boyfriend. He is ugly, small, black, and hot-tempered man, but he is my boyfriend. Oh! ◇

ASSOCIATION OF ENGLISH TEACHERS IN KOREA

Membership Application (Annual Dues W10,000)



Name (Print) _____
 Address _____
 City _____ Province _____ Postal Code _____
 Institution _____ Position _____
 Telephone (Work) _____ (Home) _____

Please check one box:

New Membership Application Membership Renewal Application Change of Address Notice

Please check one box:

I do do not want my name included in a published directory of AETK members.

Date _____ Amt enclosed: _____ Signature _____

(Membership applications and change of address notices should be sent to the AETK Secretary-Treasurer. Since that position is vacant they may temporarily—until November 1, 1989 but not after that—be sent to: Dwight Strawn, 2-91 Shinchon-dong, Suhdaemoon-ku, Seoul 120-140. Please use registered mail.)