



Do We Have to Learn English?

by Cha Kyung-Whan

Cha Kyung-Whan is Assistant Professor of English Education at Chung Ang University in Seoul.

Yes, we positively do.

Last semester I taught English composition. The topic given for the last composition assignment was "Reasons Why People Learn English." From the students' compositions, I found that most students in the class thought learning English is boring. Some students even said they didn't know why they have been studying English so rigorously since seventh grade. Their lack of interest and motivation in learning English led me to write this article. In the article, I will show, based upon related literature, how many people speak English, and the current place of English in the world.

How many people speak English today? This is a hard question to answer precisely, but an approximation is possible. According to reference books, there are over 20,000 languages or dialects in the world, and these can be grouped into around 4,500 living languages. Of these, English is by far the most widespread language on Earth, and it is second only to Chinese, which has the highest number of native speakers. However, Chinese has six mutually unintelligible dialects and its geographic spread is relatively limited. According to David Crystal's *The Cambridge Encyclopedia of Language* (1987), mother-tongue speakers of English have reached around 300 million; a further 300 million use English as a second language; a further 100 million use it fluently as a foreign language. This is an increase of around 40 per cent since the 1950's. More radical

estimates, which include speakers with a lower level of language fluency, have suggested that the overall total exceeds 1.4 billion. In other words, more than one out of five people in the world can speak English at least in some degree. Therefore, these days we can hear English spoken with reasonable fluency in an Egyptian bazaar, in a Malaysian fishing port and on the streets of Jerusalem. In addition, in Copenhagen or Amsterdam, English is probably spoken with greater fluency than on the streets of New York.

What is the current place of English in the world? Little known beyond the southern parts of England and no more than a dialect 400 years ago, English has now become the major world language. It has made steady inroads upon French as the language of diplomacy and of other international intercourse, and upon German as the language of science. H.L. Mencken,

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October Book Fair

The Association of English Teachers in Korea, in cooperation with the Pusan Association of Language Teachers, will sponsor a Book Fair on October 21-22, 1989 in Pusan and Seoul. The Fair will start in Pusan on Saturday, October 21 at the English Speaking Society (ESS) auditorium, where publishers will exhibit materials for English language teaching from 10:00 AM to 7:00 PM. On Sunday, October 22 the Fair will continue from 10:00 AM to 8:00 PM at the Hilton Hotel in Seoul. Guest speakers will give presentations at both locations. The Seoul presentations will begin at 1:30 PM, with registration beginning at 1:00 PM. A fee of W2,500 for AETK members and W4,000 for non-members will be collected at the door to help defray room rental. There will be no registration fee in Pusan. The 1989 AETK Annual Meeting for election of officers will take place on Sunday afternoon, October 22 at the Hilton Hotel, following the Book Fair presentations. ♦

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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, published as a service to members and available through joining the Association, welcomes articles and announcements in English concerning all aspects of foreign language teaching and learning 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.) 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

From the Editor:

As previously announced, I cannot continue as editor beyond October. In leaving, I would like to thank you for your support during the past four years. Special thanks go to those who sent articles for publication, those who remembered the deadlines and faithfully supplied information for news items and announcements, those who helped with the mailing, and those who read the newsletters and sent comments. I trust you will continue your support as a new editor takes charge.

On November 6, AETK marks the eighth anniversary of its founding. As one of the founders, I find it encouraging to see that language teachers in several places in Korea are now forming new organizations, some led by AETK members. However, there are a number of questions about how—or whether—the new organizations will relate to AETK, and it is clear that AETK must change to adjust to the new situation.

In 1981, when there were no language teacher associations in Korea which intentionally included foreign

Calendar of Events for Language Teachers in Korea	
October	<p>Saturday, October 14, 2:30 PM. Presentation by Diane Hoffman at ELS Chongno, Seoul.</p> <p>Saturday, October 14, 3:00 PM. Pusan Association of Language Teachers, Flying Angels Centre, Pusan.</p> <p>Saturday, October 21, 10:00 AM - 7:00 PM. Book Fair (First Day), English Speaking Society (ESS) Auditorium, Pusan. For more information phone Linda Crites at (051) 246-3251 or Jean Mainland at (051) 242-0890.</p> <p>Sunday, October 22, 10:00 AM - 8:00 PM. Book Fair (Second Day), Hilton Hotel, Seoul. For more information phone Marie Fellbaum at 362-1619 or Sarah Park at 393-5186.</p> <p>Sunday, October 22, 5:45 PM. AETK Annual Business Meeting, Hilton Hotel, Seoul.</p> <p>Saturday, October 28, 2:30 PM. Korea Association of Teachers of English, Han Nam University, Taejon.</p>
November	<p>Saturday, November 11, 3:00 PM. Pusan Association of Language Teachers, Flying Angels Centre, Pusan.</p> <p>Saturday, November 18, 2:30 PM. Presentation by Ronald and Suzanne Scollon, Sogang University Institute for English as an International Language, on "Intercultural Spoken and Written Discourse" at the Institute, located on the campus of Sogang University, Seoul.</p> <p>Saturday, November 25, 2:30 PM. Korea Association of Teachers of English, Han Nam University, Taejon.</p>
December	<p>Saturday, December 2, 3:00 PM. Pusan Association of Language Teachers, Flying Angels Centre, Pusan.</p>

teachers, AETK was started to provide opportunities for Korean and foreign teachers to participate together in programs for scholarly exchange and professional development. We anticipated that local or special-interest groups might emerge later as the association grew, and thought that they should be independent—not subdivisions but separate units linked in a network supported by AETK. In that event, we hoped AETK could provide a framework for unity by sponsoring occasional events (an annual conference and special programs of interest to all related groups), publications, and other joint

projects.

Efforts in these directions were unavoidably delayed during the early years, then AETK settled into a Seoul-centered routine of monthly meetings which largely ignored the needs of teachers—especially those outside Seoul—who could not participate.

For everyone's benefit, I hope that AETK and the new organizations can cooperate, perhaps along the above lines, and that the next editor of *AETK Bulletin* will have much to report about developments in that direction. My best wishes go with you as you move ahead. —*Dwight J. Strawn* ♦

Book Fair Presentations Pusan and Seoul October 21-22

Presentations in Pusan

Saturday, October 21, 1989

ESS F.L.I. Auditorium

10:00 AM—7:00 PM

- | | |
|-------------|---|
| 10:00—10:30 | Book Fair Registration |
| 10:30—12:00 | Dialogues: 1001 Ways on Side by Side
<i>Norman Harris</i> |
| 12:00—1:00 | Meet the Authors Brunch |
| 1:00—1:45 | A Bagful of Tricks for Teaching Pronunciation
<i>Thomas Robb</i> |
| 1:45—2:45 | Techniques that work: and Why They Do
<i>Stephen Ziolkowski</i> |
| 2:45—3:00 | Break |
| 3:00—4:15 | Current Trends in Methodology
<i>Thomas Robb</i> |
| 4:15—4:30 | Break |
| 4:30—6:00 | Uses and Abuses of Video
<i>Norman Harris</i> |

The Book Fair begins at 10:00 and continues throughout the day until 7:00.

Presentations in Seoul

Sunday, October 22, 1989

Seoul Hilton Hotel

10:00 AM—8:00 PM

- | | |
|------------|---|
| 11:00—1:00 | Meet the Authors Brunch |
| 1:00—1:30 | Book Fair Registration
(W2,500 for AETK members,
W4,000 for others) |
| 1:30—2:00 | An Investigation of Listening Micro-Skills of Korean Students
<i>Cha Kyung-Whan</i> |
| 2:00—2:30 | Variables Affecting Language Learning Attitudes in Korean Middle School Students: Specifically English Language Learning Attitudes
<i>R.A. Brown</i> |
| 2:30—3:15 | A Bagful of Tricks for Teaching Pronunciation
<i>Thomas Robb</i> |
| 3:15—3:30 | Break |
| 3:30—4:30 | Uses and Abuses of Video
<i>Norman Harris</i> |
| 4:30—5:30 | Techniques that work: and Why They Do
<i>Stephen Ziolkowski</i> |
| 5:30—5:45 | Break |
| 5:45—6:45 | AETK Annual Meeting |

The Book Fair begins at 10:00 and continues throughout the day until 8:00. Oxford University Press Reception 6:00—7:30.

The Speakers:

R.A. Brown is Assistant Professor of English at Ewha Womans University, Seoul. Previously he taught in the Department of Education at Korea University, Seoul, and worked in computer translation for Japan Bravick International in Japan. He received his M.A. from the University of California, Berkeley, and his Ph.D. from the University of Texas, Austin. His research interests include ethnolinguistics, sociolinguistics, and language interaction with other non-linguistic areas.

Cha Kyung-Whan is Assistant Professor of English Education at Chung Ang University, Seoul. He received his

M.A. and his Ph.D. from the University of Kansas, Lawrence. His research interests include error analysis in composition and listening in the teaching of English.

Norman Harris is the regional manager for ELT in Asia for Prentice Hall Regents. Previously he taught English for fourteen years in Afghanistan and Japan.

Thomas Robb is Assistant Professor of English at Kyoto Sangyo University in Kyoto, Japan. He is also the Executive Director of JALT (Japan Association of Language Teachers) and Chair of the Teaching English Internationally Interest Section (TEI-IS) of

TESOL. He received his M.A. from the University of Hawaii where he is now a Ph.D. candidate.

Stephen Ziolkowski is ELT manager for Oxford University Press in Tokyo, Japan. He received his M.A. in TESOL from the School for International Training in Brattleboro, Vermont. In the past eleven years he has taught English and designed materials in Canada, done teacher training, directed language schools and taught English at universities in Japan and Taiwan. ♦

Book Fair Planners: Marie Fellbaum, John Harvey, Jean Mainland, Sarah Park, Woo Min-Hee, Andy Merzenich, Jake Aler and Jim Kahny.

New Associations Formed in Taejon and Pusan

On September 23, English teachers from Taejon and the surrounding area met to formally organize the Korea Association of Teachers of English (KATE). This step was taken after several preliminary meetings held at Han Nam University during the spring and summer. The new association is currently a regional organization and is open to affiliation with other organizations in Korea which share the goal of a free exchange of ideas on the improvement of English teaching. The program at the September 23 meeting included discussion of Krashen's Natural Approach and its applicability in Korean classrooms, and a display by Moon Jin Publishing Company of books from Longman and Oxford University Press.

For further information about KATE contact Margaret Elliott, En-

glish Department, Han Nam University, Taejon.

The Pusan Association of Language Teachers (PALT), organized in May, has held several meetings since then and sponsored workshops on tips for new teachers, using video in the classroom and ways to increase student motivation. The officers are Javier Algara, President; Mike Duffy, Vice President; and Jean Mainland, Secretary-Treasurer. Meetings are usually held on the first Saturday of each month at the Flying Angels Centre across the street from piers five and six. All foreign language teachers are invited to participate.

For further information about PALT contact Javier Algara at (051) 626-2148, Mike Duffy at (051) 414-2807 or Jean Mainland at (051) 242-0890. ◇

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. ◇

Until a new editor is appointed, please send all material for *AETK Bulletin* to the new AETK President to be elected at the Annual Meeting on October 22.

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" (LULTAC). 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. ◇

Georgia State University Symposium

The Department of Applied Linguistics and ESL at Georgia State University will sponsor a symposium on Culture, Writing and Related Issues in Language Teaching in Atlanta, Georgia, USA on December 8-9, 1989 featuring presentations by Dr. Shirley Brice Heath, Stanford University, and Dr. Barbara Kroll, California State University at Northridge.

On December 8, Dr. Brice Heath will present a workshop for ESOL teachers who work with children. This workshop is free of charge, but participants must register ahead of time.

Registration for the symposium is US\$30 for members of TESOL or any TESOL affiliate and US\$35 for others. Participants are invited to join the symposium speakers for lunch on Saturday (US\$10). Deadline for registration is November 28, 1989. For more information contact Dr. Patricia Byrd, Chair, Department of Applied Linguistics & ESL, Georgia State University, Atlanta, GA 30303, USA. TEL: 404-651-3650. FAX: 404-651-2737. BITNET: ESLHPB@GSUVM1. ◇

TESOL '90

The 24th Annual TESOL Convention will be held March 6-11, 1990 in San Francisco, California, USA. For details contact: TESOL Central Office, 1600 Cameron Street, Suite 300, Alexandria, VA 22314, USA. ◇

TEACHING POSITIONS

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). 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.

English as a Foreign Language Teaching in China

by Zhongwen Cheng

From TEI Newsletter, Vol. 10, No. 1 (Summer 1989). TEI Newsletter is published by Teaching English Internationally, a TESOL Interest Section. Zhongwen Cheng is Department Chair for Foreign Languages at Central-South University of Technology in Changsha, Hunan, P.R.C.

After investigation and study, linguists and psychologists have found that the best age for beginning foreign language study is 12-13. Accordingly, Chinese students begin learning a foreign language in middle school (at 12 or 13) as a required course. Since English is so widely used in the world, about 90% of Chinese students choose English as their second language.

The Motivation of Chinese Students Studying English

Students in middle school study English four to five hours per week and will have studied it for six years by the time they reach university. According to the Teaching Syllabus designed by the National Committee of Education, they should have mastered 1,600 English words and the fundamental grammar rules.

While at university (four to five years), they are required to take two more years of essential language training, stressing the four skills and translation. They then undergo reading training using technical books from their field of study written in the target language. Therefore, a university graduate will have studied a target language for 9½ years (over 1,600 hours). By this point the student should have mastered 5,000 words (4,000 of which are 'essential' words) and should be competent in the four skills and translation, as determined by the Teaching Syllabus.

Why do Chinese students spend so much time studying English? For middle- and high-school students, it is a required course. They must pass the exams, the most important of which is the nationwide exam for university acceptance (27.7% of high-school grad-

uates went on to university in 1988; 25.5% in 1987). For university students, the reasons vary. Some wish to obtain college credits; some to pass exams for graduate degrees in the future; some seek a promotion in their profession and still others hope to attend international meetings in the future; but most students continue language study in order to read technical books in their field successfully.

The Grammar-Translation Method in China

Since the goal of most Chinese students studying English is to read technical books in their field, the teaching method decided upon has been the Grammar-Translation Method, used now in China for many years. Its application has these characteristics:

1. Its focus is English-Chinese and Chinese-English translation, and in particular on the grammatical analysis and translation of long and complicated sentences. Students who can translate from one language to another are considered successful language learners.
2. Materials in standard textbooks are carefully selected and arranged by the editors, and give many typical grammar phenomena and language points.
3. Most examples given by teachers in class are standard English examples selected from grammar books or collected in their own reading.
4. Various kinds of exercises are attached to the text. Students are encouraged to put the grammar, vocabulary, expressions and idioms to use through these exercises. Teachers correct mistakes.
5. Written tests asking students to make sentences using the given words, or to translate, are often used. The ability to communicate well verbally in English is not a major goal.

Weaknesses of the Grammar-Translation Method

The Grammar-Translation Method possesses strong advantages in training students' reading and translation. However, it also has several weaknesses.

1. Most students, after they graduate from a university, cannot understand what a native English speaker says, nor can they express themselves well.
2. The explanation of grammar rules can spoil students' appetite for language study and make them doze off. There is little teacher-student or student-student interaction. Classes seem very silent. The teacher is the authority in the classroom, and students want to learn what the teacher knows.
3. Isolated example sentences are often given to explain grammatical rules and language points. Though language study needs practice, it remains the practice of a single sentence. What students learn most is the *form* of the language, not the live language. Students often complain that they feel they learn relatively little, though they spend a lot of time studying English.

Why China is Still Using Grammar-Translation Widely

The Grammar-Translation Method has been used in China by many generations of teachers, and is still one of the main methodologies. One reason is that practice in China has proven this method helpful and effective in raising students' ability in reading and translation. For another, it tallies with the present teaching situation in China:

1. China is short of funds for education. Though the Direct Method and the Audio-Lingual Method are good at raising students' abilities in listening and speaking, the government and the universities do not provide enough money to buy various sorts of language tools to use in class.
2. Reading and translating technical books and periodicals are the main goals of most students.
3. Classes are big, usually with 30 to 45 students.
4. There are not enough (highly) qualified teachers of English. Some

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British Council Staff Changes

The British Council office in Seoul has announced changes in two top positions in Korea. David Rogers, who left in mid-September, was replaced by Tom White as the new British Council Representative and John Nance, who left in early October, was replaced by Barbara Wickham as the new Assistant Representative.

Tom White holds degrees in French and an MA in Applied Linguistics and comes to Korea after twenty-four years with the British Council. He began as an English language teaching specialist and has served in various positions in Kuwait, Burma, Cambodia, Chile and Indonesia. He was made a Member of the Order of the British Empire (MBE) for his services in Indonesia in 1981.

Barbara Wickham, as Assistant Representative, is responsible for the British Council's work related to English language teaching, English literature and the arts. She holds an MA in Linguistics and an RSA Diploma in the Teaching of English as a Foreign Language. She has had ten years experience as a teacher of English, teacher trainer and Director of Studies, most recently in Beijing. ◇

UK Specialist Visits Korea Maritime University

Michael Willmott of the School of English Studies, University of Wales at Cardiff, is in Pusan visiting the Korea Maritime University under the link between the two universities. He will be lecturing and holding conversation classes in English for maritime studies or "Seaspeak." His visit is part of a package of measures including consultancy and UK training by which the British Council is helping to improve specialized English teaching at Korea Maritime University. ◇

English as a Foreign Language Teaching in China

(Continued from page 5)

teachers are only good at teaching grammar, vocabulary and translation, but not good at teaching listening and speaking.

5. The environment for studying English is poor. It is very hard for students to find a native speaker. Their teachers can only practice with them in the classroom.

The Tendency of this Teaching Method in China

More and more Chinese teachers of English have realized that the Grammar-Translation Method cannot meet the needs of the present situation in China. Students not only need skills in reading and translation, but also need to be able to listen to and speak English well. The teaching methods used should be adapted to the changing situation. Professor Wu Jingyu pointed out several years ago: "Many practicing teachers find it very difficult to rely on one single theory and the method and techniques determined by it to meet all their needs in the classroom. At least most teachers in China find it so."

Reviewing the history of new teaching methods in China, we find that Audio-Lingualism was introduced in the early 1960's. In the mid to late 70's, with imported textbooks, tapes, reference material and occasional visits of teachers to and from English-speaking countries, situational teaching caught on. Since 1977, increased interchange with other countries has brought to China methods like the Silent Way and communicative learning. These new ideas have been adopted and tested in the classroom. What has in the past proven to be effective is kept, and elements from newer approaches are added. These new elements together with the methods and techniques that have been handed down

by generations of teachers form an eclectic approach which is being used widely in China.

To carry out the Teaching Syllabus designed by the National Committee of Education, many universities are dividing English courses into three types of classes:

1. Intensive Reading—grammar, translation, vocabulary and writing are taught, mainly by the Grammar-Translation Method;
2. Extensive Reading—students read a lot and widely so as to enrich and enlarge their vocabulary and improve their reading ability;
3. Listening and Speaking—students improve their ability to communicate in English, usually by listening to a tape or radio in or out of class.

The proportion of hours allotted to these classes is $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{4}$ respectively. The combination of these three classes is typical of the eclectic approach to teaching English to non-English majors in Chinese universities. More and more teachers are satisfied with this approach.

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Conversation Classes: Quality and Quantity

by Virginia K.
McClanahan

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Like most teachers, I greet each new semester with an appropriate amount of enthusiasm. It is fun to meet a new batch of students and anticipate seeing a fair amount of progress during the semester. One of the most interesting courses in which to observe such progress is a conversation class, especially a beginning conversation class. It is truly rewarding to see the terrified freshman of September or March, who is intimidated by the sound of his or her own voice uttering English words, speaking with at least some degree of confidence by December or June. It is that rewarding feeling that makes me enjoy teaching conversation.

There are a number of other factors connected with teaching conversation, however, that are quite frustrating. First, I find it difficult to evaluate and grade as objectively as I would like. Second, I cannot find a textbook that strikes a nice balance between being informative and interesting without being cute. The majority of conversation texts look to me as if they were designed for pre-schoolers—they are just too cute. The most frustrating—and the most challenging—aspect of teaching conversation, however, is the matter of deciding how much talking I should do.

In one sense, I feel that the more the students speak and the less I say, the better. On the other hand, I do not want the students' conversation at the end of the semester to have increased in quantity but not in quality. The dual concerns of textbook selection and how best to facilitate both the quality and quantity of the students' conversation joined forces to persuade me to give up using a textbook this semester. In fact, I am using not one textbook, but rather I am borrowing

(with appropriate credit, of course) from a variety of sources.

In order to decide what areas in which to borrow material, I thought about what I had and had not accomplished at the end of last semester and previous semesters. One area in which I felt I had really done quite poorly was that of pronunciation. My pronunciation efforts in conversation classes had been at best hit and miss. From time to time, I would make a point of mentioning and practicing certain pronunciation points that seemed to be causing trouble for the students generally. I usually did this fairly late in the semester, however. I avoided it early in the semester because I did not want to add to the feelings of inhibition already felt by many of the students. I was so concerned about creating a comfortable classroom situation in which the students would be encouraged to speak without worrying about being constantly corrected that I ignored a lot of problems. It finally dawned on me at the very end of last semester that all kinds of problems can be attacked early on without adding to inhibitions if the attack is presented in a logical way.

My pronunciation logic proceeded as follows: I briefly and nontechnically explained to the students why the common Korean pronunciation errors in English are common. Since I am a linguist, it was an easy task to explain the differences between Korean and English which make the pronunciation problems perfectly normal. (A non-linguist would have no problem coming up with an explanation either.) Instead of making the students feel stupid or inadequate, I think this type of explanation made them feel that their pronunciation problems had been destined by fate, so they were not to blame for them; however, they could easily correct them. When I correct them now on the points which we discussed and practiced during the first week of this semester, they seem to understand that I am simply reminding them that they need to work on changing a habit, rather than looking upon my correc-

tions as personal criticisms. In order to work on the common Korean pronunciation problems I prepared a handout using material from *Manual of American English Pronunciation* by Prator and Robinett.

So far, I am pleased with the results. I warned the students that I would harp on these factors all semester, and that, by the end of the semester, none of them would be allowed to make typical Korean pronunciation errors. I assured them that I did not expect unaccented English, but I would not tolerate the kind of pronunciation which one hears in a second-rate Kung-Fu movie. They could make other errors, but they had to rid themselves of the stereotypical ones. That goal seemed to appeal to them as well as to me.

The other area that I decided to concentrate on was common grammar problems that crop up in the speech of Koreans speaking English: "Almost Koreans study English." "I'll do that as possible as I can." "My family is six members." Once again, I assured the students that I did not expect them to walk out of their beginning conversation course speaking like a native; I did, however, expect their mistakes to be original, not the run-of-the-mill stereotypical grammar mistakes which run rampant on the streets of Itaewon.

For grammar problem handouts, I am drawing from David Kosofsky's excellent compilation of errors, *Common Problems in Korean English* (Sogang University Institute for English, 1987).

Unlike the pronunciation problems which I talked about all at one time during the first week of class, I figure we will worry about two or three grammar problems a week. Again the explanations are brief and nontechnical, basically something like "Here's the common error; don't make it, but instead use this type of expression."

For this semester, and I suspect for future semesters as well, these are going to be my two areas of concen-

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TESOL UPDATE



Sociopolitical Concerns Report

by James A. Lydon

From TESOL Newsletter, Vol. XXIII,
No. 4 (August 1989).

The TESOL Sociopolitical Concerns Committee (SCC) exists to act as a clearinghouse for information on social and political issues and events that affect TESOL members, their students or their programs. The SCC depends on the membership, especially through the affiliate network, to determine its yearly agenda for the annual convention.

The Committee, as an agency of an international organization, recognizes its responsibility to address and respond to the concerns of the membership around the world. It also recognizes its US bias both because of the fact that the large majority of TESOL members reside in the United States and because it is most familiar with the political system in the US and the ways to work within it to effect desired change. Nevertheless, the Committee continues to examine ways that it can assist in addressing and responding to the concerns of members and affiliates outside of the US, and it encourages greater input and assistance from the international membership.

Key issues that have occupied the work of the Committee in the past year include the following: the movement to make English the official language of the United States; the monitoring of program regulations resulting from IRCA (the Immigration Reform and Control Act of 1986, also known as the "amnesty law"); and the 1990 US Census.

In 1988, TESOL joined EPIC (the English Plus Information Clearinghouse), a Washington, DC-based consortium of organizations and individuals designed to promote alternatives to the English as the official language movement in the US and to monitor developments of the movement in the various states and at the federal level.

Thomas Ricento, the SCC Associate Chair, represents TESOL on the EPIC Steering Committee.

At the Convention in San Antonio, representatives of the Outreach Bureau of the US Census presented on the need for a more accurate count of minority populations in the US who are traditionally under-represented, and the ways that TESOL can help in this effort. The SCC subcommittee on the 1990 US Census serves as a clearinghouse for information on this matter and is preparing informational copy for affiliate and interest section newsletters. Cheryl Leever Huffman of Oklahoma is the chair of the subcommittee.

The IRCA subcommittee monitors the development of IRCA mandated instruction for eligible legalized aliens. It has responded to proposed regulations and continues to monitor developments in this area. The subcommittee chair is Tim Walsh of California.

In 1989, at the San Antonio convention, the subcommittee on International Understanding was formed, headed by Anita Wenden of New York. The purpose of this group is to promote, discuss and disseminate information on peace studies and education. A colloquium was held on peace education at the convention and another is being considered for TESOL '90 in San Francisco.

SCC welcomes the participation of members from around the world who have an interest and a willingness to work on issues relevant to its work. We especially encourage affiliates outside of the US, perhaps at their conferences, to set aside time to identify and discuss issues of a sociopolitical nature which are of concern to them and to which they feel TESOL's influence may be brought to bear to help to effect change.

Requests for information regarding the committee's work may be directed to Lydia Stack, the committee chair, in care of the TESOL Central Office.

TESOL (Teachers of English to Speakers of Other Languages) is an international association of over 11,000 professional persons around the world who are concerned with problems and issues related to English language teaching.

What does TESOL do?

- Publishes the *TESOL Quarterly*, a scholarly journal for the field of English language, and the *TESOL Newsletter*, a classroom-oriented publication with articles, job listings, calls for conferences and book reviews.
- Publishes periodic newsletters from fifteen different interest sections.
- Offers discounts on professional publications.
- Conducts an annual convention world-wide in scope with unlimited opportunities for networking.
- Sponsors an Employment Information Service, the TESOL Summer Institute, and awards and grants.
- Promotes development of the profession through over seventy autonomous affiliates.
- Deals with issues of language rights, employment conditions, and professional standards.

When is the TESOL Convention?

- 1990, March 6-11, San Francisco, California, USA
- 1991, March 24-29, New York City, New York, USA

How can I join TESOL?

- By completing the membership application and sending it with your membership fee to TESOL, 1600 Cameron Street, Suite 300, Alexandria, VA 22314, USA.

TESOL Summer Institute 1990

The 1990 TESOL Summer Institute will be sponsored by a consortium of three major universities in the state of Michigan, USA and will be held on the campus of Michigan State University in East Lansing. The dates are June 24-July 15 (Session I) and July 13-August 3 (Session II).

Susan Gass of Michigan State is Director, assisted by three co-directors representing the participating institutions: Joan Morley (The University of Michigan), Dennis Preston (Eastern Michigan University) and James Stalker (Michigan State University).

TSI '90 will feature courses toward professional development, and both graduate and undergraduate degree programs. The courses will be taught by a distinguished faculty of internationally recognized professionals. The Institute has been planned to accommodate needs and interests of teachers, researchers with specializations in ESL and in foreign language learning and teaching. For teachers working to meet certification or endorsement require-

ments in various states, a 'track' of appropriate courses is available.

With "Learning and Teaching across Languages—The Common Ground" as its theme, the Institute is committed to the dual goal of (1) providing quality coursework, forum lectures, colloquia, and workshops in teaching English to speakers of other languages; and (2) providing coursework, lectures, and special events which encompass elements of theory, practice and research which are common ground to *all* second or foreign language instructional programs. This dual goal represents a philosophical commitment not only to excellence in teaching English to speakers of other languages, but also to excellence in teaching other languages to speakers of English.

Faculty and courses for Session I (June 24-July 15) include:

- Alan Beretta (Michigan State University), Program Evaluation

- Patricia Carrell (University of Akron), Second Language Reading
- Craig Chaudron (University of Hawaii), Research in the Classroom
- Fraida Dubin (University of Southern California), Curriculum and Materials Design
- Patsy Lightbown (Concordia University), 2nd & Foreign Language Learning by Children
- Claire Kramsch (MIT), Language Teaching as Social Interaction
- Michael Long (University of Hawaii), Introduction to Second Language Acquisition
- Joan Morley (University of Michigan), English Phonetics and Phonology
- Paul Munsell (Michigan State University), Practicum for Teachers of English
- Wilga Rivers (Harvard University), Interactive Language Teaching
- Charlene Sato (University of Hawaii), Sociolinguistics and ESL
- Jacquelyn Schachter (University of Southern California), Language Transfer
- John Schumann (UCLA), Topics in Second Language Acquisition
- Dan Seeley (Eastern Michigan University), Introduction to Linguistics
- Larry Selinker (University of Michigan), Interlanguage
- Nina Spada (McGill University), Introduction to Language Teaching Methods
- James Stalker (Michigan State University), Varieties of English
- George Yule (Louisiana State University), Teaching Speaking and Listening

Faculty and courses for Session II (July 13-August 3) include:

- Richard Althwright (University of Lancaster), Advanced Topics in 2nd/Foreign Language Teaching
- Kathleen Bailey (Monterey Institute of International Studies), In-

(Continued on page 12)

UPCOMING TESOL AFFILIATE MEETINGS

1989

Nov	3-4	Florida TESOL, Miami, Florida, USA
Nov	3-4	Intermountain TESOL, Salt Lake City, Utah, USA
Nov	3-4	Northern New England, Bethlehem, New Hampshire, USA
Nov	3-4	Ohio TESOL, Dayton, Ohio, USA
Nov	3-4	Washington State (WAESOL), Bellevue, Washington, USA
Nov	3-5	Japan Association of Language Teachers (JALT), Okayama, Japan
Nov	3-5	New York State TESOL, Rochester, New York, USA
Nov	3-5	Texas TESOL State Conference, El Paso, Texas, USA
Nov	10-11	Oklahoma TESOL, Norman, Oklahoma, USA
Nov	11	TESOL Scotland, Glasgow, Scotland
Nov	16-18	Colorado TESOL, Denver, Colorado, USA
Nov	17-18	Puerto Rico TESOL, San Juan, Puerto Rico
Nov	22-24	Ecuador TESOL (FENAPIUPE), Quito, Ecuador
Dec	1-2	Argentina TESOL, Buenos Aires, Argentina

1990

Jan	25-27	1990 Rocky Mountain Regional VII, Phoenix, Arizona, USA
May	18-20	Gulf TESOL, Sarasota, Florida, USA
June	20-24	Biennial Conference, St. Louis, Missouri, USA
Oct	18-20	Midwest Regional TESOL Conference, St. Paul, Minnesota, USA

For more information, write to Susan Bayley, Director of Field Services, TESOL, Suite 300, 1600 Cameron Street, 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 Mediterranean US\$ 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
- ___ Video

AREAS OF WORK

___ Pre- and Elementary School, ___ College or University, ___ Secondary School, ___ Adult Education, ___ Other

I wish to receive more information about TESOL:

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

Do We Have to Learn English?

(Continued from page 1)

in his book *The American Language*, contends that the turn of the tide came with the Versailles Conference of 1919, where the two representatives of the English-speaking countries, Woodrow Wilson of the United States and Lloyd George of England, had no French; whereas the French representative, Clemenceau, spoke English fluently. Thus, English became the language of negotiation, and it has been heard around council tables with increasing frequency ever since.

There are several reasons why English has become the most prominent international language. Socio-political factors such as the extension of American influence in East Asia during and after World War II and economic developments in the Middle East in the 1970's have contributed to the establishment of English as the unofficial second language of the entire world. A further reason why English enjoys world-wide currency, apart from historical and socio-political considerations, is the rapidly developing technology of the English speaking countries, mainly the United States and England, in the past 100 years. Over two-thirds of the world's scientific literature is written in English. English is therefore often the most effective tool for twentieth-century learning. America's industry and commerce, its post-world War II emergence as a technological leader, have all combined to insure that in almost any corner of the earth, English is in use.

All over the Far East, English has been a lingua franca. In Korea, the formal teaching of English was started in connection with the establishment of *Dongmoonhak* (Interpreter's School) for the purpose of training governmental interpreters in 1883. A century ago, English education was reserved for only a selected group of people. However, today as the Korean economy

and politics continue to maintain ties to English-speaking countries, the importance of English is continually increasing. The 1988 Summer Olympic Games in Seoul further promoted the trend. The same as in Korea, English is the language of international business in Japan. In India and Pakistan, it not only competes with Hindu-Urdu in business, but is often the language of politics. In Singapore, English is the language of the mass media and official instruction—of law courts, local and central government, and of education. Even in Europe the importance of the English language is growing. Therefore, English-language instruction is a growth industry in Europe. *Newsweek*, in the issue of March 13, 1989, points out that one way to prevent the European Community from becoming a modern tower of Babel would be to make English the community's sole official language. English is already the language of choice among Europeans of differing nationalities; for example, according to economical data of the early 1980's, more than 65 per cent of all the foreign business of Sweden is carried on in English. In writing to German correspondents Swedish firms use German, but in all other foreign correspondence they use English. In Europe, English is becoming the language of commerce, science, technology, advertising and public relations.

According to UNESCO surveys, English is used as an official or semi-official language in over 60 countries, and has a prominent place in a further 20. It is the national language of twenty-nine countries, including Lesotho and Liberia. It is either dominant or well-established in all six continents. Barriers of race, color and creed are no hindrance to the continuing spread of the use of English. Besides being a major vehicle of debate at the United Nations, it is the main language of books, newspapers, air-traffic control, international business and academic conferences, science, technology, med-

icine, diplomacy, sports, pop music, and advertising. Russian propaganda to the Far East is broadcast in English. Indeed more than 60 per cent of the radio programs are broadcast in English and it is also the language of 70 per cent of the world's mail. Furthermore, over 50 million children study English as a foreign language. Even Russian elementary school students learn English, and so do students in north Korea.

English is not only the language in countries whose native or official language is English, but also is becoming the world's language. Nowadays we learn English not because of toadyism or flunkyism to the power of English-speaking countries, but in order to cooperate with the people of the world economically, politically, and culturally for our own sake. In the era of modern information society, proficiency in English is no longer a luxury in an international world. It is a sine qua non to exercise a role in the world affairs, and to be able to meet people from other countries on equal linguistic terms. Moreover, in a far-sighted view, we may need to learn another foreign language such as Chinese, Japanese, Russian, or Spanish in the near future.

One may wonder how much longer English will hold onto its pre-eminent position in the world. Although at the present time there is no certain way to answer the question, it is likely to consolidate its current position at least for our generation.

References

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- Crystal, D. (1987). *The Cambridge Encyclopedia of Language*. New York: Cambridge University Press.
- Mencken, H.L. (1986). *The American Language*. New York: Alfred Knopf.
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TESOL Summer Institute

(Continued from page 9)

- roduction to Language Teaching Methods; Language Teacher Education
- William Cline (Eastern Michigan University), Computer Assisted Instruction
 - Peter Fries (Central Michigan University), Text and Discourse Analysis
 - Grover Hudson (Michigan State University), Introduction to Linguistics
 - Barbara Kroll (California State University, Northridge), Second Language Writing
 - Diane Larsen-Freeman (School for International Training), English Grammar for Teachers
 - Natalie Lefkowitz (Michigan State University), Practicum for Foreign

Language Teachers

- Scott Enright (Georgia State University), Content Based Instruction
 - Waldemar Marton (Adam Mickiewicz University), Psycholinguistic Aspects of Language Teaching
 - Elite Olshain (Tel Aviv University), Cross-Cultural Aspects of Second Language Learning
 - Dennis Preston (Eastern Michigan University), Sociolinguistics
 - Sandra Savignon (University of Illinois), Communicative Language Teaching
 - Linda Schinke-Llano, Bilingual Education
 - John Swales (University of Michigan), Language for Specific Purposes
 - Albert Valdman (Indiana University), Status and Functions of Languages
- The Institute registration fee is

US\$135 (US\$165 when registering after April 15). Visiting Scholar tuition is US\$350 (US\$400 after April 15). Tuition for students is US\$90 per credit hour. The cost for housing and meals (20 meals per week) is expected to range from approximately US\$300 to US\$350 per session.

Between the two Summer Institute sessions, MITESOL, Eastern Michigan and the Institute will co-sponsor a TESOL Summer Meeting, a full conference with plenary sessions by leading professionals, publisher's exhibits, and papers, demonstrations, and workshops. Co-chairs are Jo Ann Aebersold and Cathy Day of Eastern Michigan University.

For more information about the 1990 TESOL Summer Institute, contact Susan Gass, Director TSI '90, English Language Center, Michigan State University, East Lansing, MI 48824, USA. TEL: 517-353-0800. E-Mail: 21003smg@MSU. ◇

Conversation Classes: Quality and Quantity

(Continued from page 7)

tration from a quality standpoint: the reduction of stereotypical pronunciation and grammar errors. From a quantity standpoint, I am using a functional approach and taking material that I like from various texts—a chapter from here, a section from there. Our other weekly activity is a listening comprehension exercise.

My initial impression is that both

the students and I are going to be happier and feel like we have accomplished more at the end of this semester than in previous semesters. Working on specific problems in a non-threatening way will fill my need to feel that I am doing my job of facilitating the students' language learning, both from a quality standpoint and from a quantity standpoint. ◇

ASSOCIATION OF ENGLISH TEACHERS IN KOREA

Membership Application (Annual Dues W10,000)



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 Address _____
 City _____ Province _____ Postal Code _____
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- I do do not want my name included in a published directory of AETK members.

Date _____ Amt enclosed: _____ Signature _____

(Send membership applications and change of address notices to the AETK Secretary-Treasurer.)