Language Teaching

A New Umbrella

ABOUT THIS TIME last year the Korea Association of Teachers of English and the Association of English Teachers in Korea established an "umbrella committee" and gave it the task of looking for ways to bring the two associations together into one organization. Chaired by Jack Large and made up of representatives from both associations, the umbrella committee studied a number of possibilities, then presented recommendations which were considered at the AETK/KATE Fall Conference in Taejon last October. The members of the two associations attending that conference accepted the committee's recommendations and decided to move forward and establish a new organization with the name "Korea TESOL." They appointed a Steering Committee to guide the reorganization and manage the affairs of the associations in the meantime.

After several months of dedicated work, the Steering Committee recently sent a draft of the new constitution being proposed for Korea TESOL to KATE and AETK members for their consideration. A vote is being taken by mail, with the ballots to be counted in early April. If the constitution is approved the next step will be the election of officers, also to be done by mail. We heartily applaud the efforts which have been made to bring groups like AETK and KATE together. As the final steps for the establishment of Korea TESOL are now being taken, we trust that the new umbrella will be in place well before the summer rains set in.

In spirit at least, Korea TESOL has existed for some time already. Its formal establishment as an organization is the culmination of cooperative efforts that began several years ago involving members of AETK, KATE and PALT (Pusan Association of Language Teachers). As the level of cooperation increased, the *AETK Newsletter* began to serve not only the members of AETK, but members of the other organizations as well. More recently, following the guidelines presented at the Taejon conference, language teachers in several cities have organized (or re-organized) their own groups which are already functioning as local chapters of Korea TESOL. Reports of some of their activities are given in the article beginning on page 4, and we look forward to giving you more reports in future issues.

With the decisions made at the Taejon Conference, it became clear that the *AETK Newsletter* should be discontinued to make way for a new publication sponsored by the new organization. Accordingly, the *AETK Newsletter* ended with the December 1992 issue and is being replaced by *Language Teaching*, a new publication created to serve as the Korea TESOL journal.

The *AETK Newsletter* began in January 1982 with Barbara Mintz as the first editor. By the time it ended in December with John Holstein at the helm, it was moving in the direction of becoming much more than just a newsletter, for it was beginning to take on a few of the characteristics of an academic journal as well. As we start the new publication, our intention is to continue in the same direction. Our purpose is to provide members of Korea TESOL with a publication for sharing ideas and information about language teaching, and for engaging in professional dialogue on matters related to language teaching. We hope to publish:

(1) news reports and announcements about the activities of Korea TESOL and its chapters, and about activities of other organizations which are also concerned with language teaching and language learning;

(2) articles about professional, academic and practical matters related to language teaching—ranging all the way from short notes describing a favorite technique (see "Teachniques" beginning on page 23) to full-fledged academic articles and research reports;

(3) information about resources for language teaching, including reviews of new books and other materials for language students and language teachers;

(4) letters to the editor and essay articles commenting on matters of interest to Korea TESOL members; and

(5) information about employment and opportunities for continuing professional development for members of Korea TESOL.

We do not know if this plan for *Language Teaching* reflects what you expect. We need your help and your cooperation in order to make the publication become one which will speak to your concerns and your interests. Please send us your comments, suggestions and questions—and your articles about language teaching and announcements of activities and events which should be shared with other members of Korea TESOL.

All material to be considered for publication should be sent to Steve Bagaason, our Managing Editor, and must be received by the deadlines given on page 2. (Any material received after the deadlines will be placed aside to be considered for a future issue.) Please contact Steve for further information, including procedures for sending material on disk or by modem transfer. He can be reached by telephone at 02-277-8257 (6:30-7:00 AM and 2:00-4:00 PM) or 02-325-2440 (8:00-10:00 PM), by fax at 02-278-4533, or by mail (Pagoda Language School, 56-6 Chongno 2-ga, Seoul 110-122).

This first issue of *Language Teaching* brings you several articles which we hope you will find helpful. Barbara Theis explores questions about strategies in language learning, Chris South shares students' observations about the world, Tom Farrell discusses the influences of anxiety on language learning, and Bill Woodall offers suggestions for the development of English language teaching in Korea. In a new column, Barbara Enger continues her discussion of drama and language teaching (begun in the December *AETK Newsletter*) by giving suggestions about "theatrics" in the classroom. What future issues will contain is up to you, so please let us hear from you. - *DJS* ∎

Korea TESOL Chapter Activity

Pusan

The Pusan Chapter, which was actually formed and provided a forum for teachers in the Pusan area under AETK, is now an active Korea TESOL chapter. They are holding monthly meetings, though regular dates and programs have not yet been set. If you have any questions about the Pusan Chapter and what is happening, please contact:

Kim Jeong Ryeol
Tel: (H) 051-241-7118
Fax: 051-414-2475
Mike Duffy
Tel: 051-248-4080

Kyoungju

In the past English teachers in the Kyoungju area often went to Taejon or Pusan for professional meetings, but at the Taejon conference last October several teachers from Kyoungju began to talk about forming a professional group of their own. Led byTom Duvernay of Dongkuk University and Scott Berlin of Kyoungju University, the group now has sixteen of the twenty members needed to establish a Korea TESOL chapter in Kyoungju. If you know of anyone in the Kyoungju area who may want to join, or if you are planning to move there yourself, please contact:

Scott Berlin
Tel: (W)0561-748-5557
Fax: 0561-748-5553
Tom Duvernay
Tel: (H) 0561-42-1623

Chonbuk

The Chonbuk Chapter had a very encouraging second meeting in Chonju on January 16. More than twenty people attended, including several for the first time who expressed interest in becoming members. Andy Kim presented a rationale for and example of the use of reading in the teaching of conversation skills. Jack Large presented his version of an effective classroom activity, "mix 'n match." In this simple activity each student is given half (one person's lines) of a dialogue. There are several dialogues; the students then mill about till they all find the other participant in their conversation.

The Chapter held its elections for 1993 and the following members were elected chapter officers to lead the crew through its promising inaugural year.

President:
Chuck Ertle,
Chonbuk National University
Vice President:
Yeon Hee Lee,
Wonkwang University
Secretary/Treasurer:
Marion Ertle,
Chonbuk University

Regular meetings will be held on the second Saturday after the first Monday each month, except for June and January, whose meetings will be purely social gatherings, and July and February, when there will be no meetings. All Korea TESOL members and visitors are always welcome to join the fun! For further information about meetings and their programs please contact Marion Ertle (0652-70-2736).

As already announced, Wonkwang University in Iri, Chonbuk Province has been selected as the site for the 1993 Korea TESOL Conference. Jack Large, a member of the Wonkwang faculty, has been appointed Site Chair. He and the site committee have already accomplished much towards establishing necessary arrangements with the university administration and resolving anticipated logistical problems. Be assured, though, there is enough work left to keep an army busy. The committee warmly welcomes volunteers who would like to learn the ins and outs of conference planning.

Taejon

The Taejon Chapter enjoyed a presentation by Firaydun Mithaq at its December meeting at Hannam University. Mr. Mithaq spoke about the importance, theory and practical application of cooperative learning in the classroom.

Taejon Chapter meetings will be held on the fourth Saturday of each month at Hannam University, in the Department of English Language and Literature (Building 4), at 3:00 p.m. Notification of programs will be mailed to the members.

Last year KATE (Korea Association of Teachers of English) hosted a hugely successful First Annual Drama Festival, and our chapter (with many former members of KATE) is planning to hold a Second Annual Drama Festival. The extravaganza will take place in late May, and more information will be forthcoming. It is an event you will not want to miss!

If you have any questions concerning membership please contact:

Carl Dusthimer
Tel: (H) 042-623-8472
Fax: 042-623-8472
Tom Ellis
Tel: (H) 042-626-2428
Fax: 042-626-2428

Seoul

The Seoul Chapter picked itself up on January 16th with a jam-packed and very successful workshop of pick-me-up activities brought by the participants.

Chris showed his Scott Berlin's Knot, where eight or nine people

stretch out their arms and grab other people's hands, and then try to untangle the knot while keeping their eyes closed the whole time. He also showed us a True-False Relay, which he said his students energetically get into. In this activity a chair is placed at each end of the room, one for true statements and one for false. There are two teams and forty questions. After the leader reads a statement, the designated player from each team must decide if the statement is true or false and then beat the opposing team's player to the appropriate chair.

Andrew did a Choo-Choo-Train Relay for kids, which he said has almost demolished the classroom. In this activity teams line up, with one student as the engine at the front, followed by other students as the coal car, passenger cars and caboose. The teacher reads the story "Thomas the Tank Engine"; when students' roles are mentioned in the story, the students have to run up to the front of the train, then down to the back of the train, and finally return to their places.

Elaine showed us a vocabulary recycling program. On the first day the students ask the definitions of words they choose themselves. On the second day the teacher gives them the definitions of the words chosen the day before and the students must recall the words. On the third day the students give definitions for the words, and the teacher has to guess them. On the fourth day the students use the words in a sentence.

Seoul Chapter meetings are held on the third Saturday of the month at the Fulbright Center in the Kohap Building. For further information on activities in the Seoul area, contact:

Greg Matheson
    (Seoul Chapter President)
    Tel: (W) 02-724-2349
    Fax: 02-732-4125
Christopher South
    (Seoul Chapter Secretary)
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April 17	Korea TESOL Seoul Chapter	Topic:	Action research, or the teacher as researcher
		Place:	Kohap Building (Fulbright Center), Seoul (see map below)
		Time:	2:00 PM
May 15	Korea TESOL Seoul Chapter	Topic:	TESL values simulation
		Place:	Kohap Building (Fulbright Center), Seoul (see map below)
		Time:	2:00 PM
May	Korea TESOL Taejon Chapter	Topic:	Second Annual Drama Festival (Details to be announced)
June 19	Korea TESOL Seoul Chapter	Topic:	Participant-centered sessions
		Place:	Kohap Building (Fulbright Center), Seoul (see map below)
		Time:	2:00 PM
October 16-17	Korea TESOL 1993 Conference	Topic:	Narrowing the Gap Between Theory and Practice
		Place:	Wongwang University, Iri

This column is reserved for announcements of meetings and other activities sponsored by Korea TESOL and chapters of Korea TESOL, and for announcements of other events in Korea of interest to language teachers. When sending announcements about the activities of your organization, please remember that to appear in a given issue they must be received by the publication deadline for that issue as shown on page 2.

Directions to the Kohap Building (Fulbright Center) in Seoul
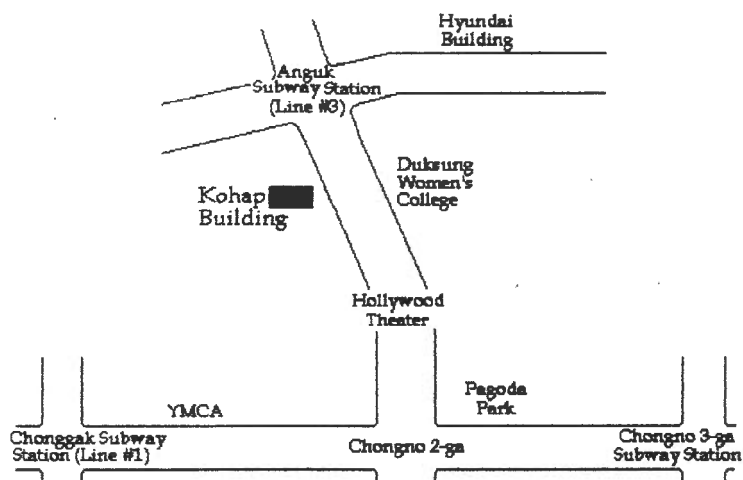
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Strategy in language learning

Barbara S. Theis

EVERY SEMESTER students approach me with the same question: "How can I learn English?" They often preface their question by telling me that English is very difficult, or they tell me why they need to learn English. I am sure some of the students are only using this question as a conversation starter in order to have an opportunity to practice English with me one on one. However, other students, particularly those who speak to me in Korean, seem genuinely to think that their language learning could be facilitated by some *how-to* advice.

These students are raising a question that linguists have been grappling with for a long time: what is language and how do individuals acquire it? Early in this century the behaviorist theory developed and, consequently, audiolingual teaching methods followed. Imitation and pattern practice were used in order to make language a habit, just as it was believed occurred when we learned our native language. In the late 50's came Chomsky and his revolutionizing transformational-generative hypothesis. Chomsky differentiated between an internalized competence and an actual performance of language. Language acquisition was no longer seen as habit formation, rather as rule formation. The cognitive theory of language learning began to receive widespread recognition and teaching methods changed accordingly.

In the mid-70's we began to see a shift from foreign language courses which emphasized the formal aspects of language, whether taught by the audiolingual or rule-formation method, to courses which were functionally designed to achieve a goal of communicative competence. In other words, there was a shift from a traditional grammatical approach to a pragmatic selection of teaching content. Research in foreign language learning began to focus not so much on teaching methods as on the learner (Wenden & Rubin, 1991, p. 4), what the learner needed to know and how the learner was able, or unable, to function in communicative situations.

It was about this time that the word *strategy* began to be used in the language learning field, and research began on the strategies which foreign language learners use to communicate in the target language. Writing in 1978, Corder tells us that "It is now fairly clear that all language users adopt strategies to convey their meaning, but we are only able more or less readily to perceive these when the speaker is not a native speaker." (Faerch & Kasper, 1983, p. 15) While we may not know much about the mental strategies of native speakers, we know a great deal about what are called transactional strategies, the tactics that the speaker uses in order to successfully communicate with the target. The development of these skills, which are not always simply linguistic, makes more effective the transmitting and interpreting of information, and such skills may also have transfer value to the foreign language.

In this paper, however, we will be concentrating on the specific ways in which learners try to deal with problems that arise when they are trying to communicate in a foreign language. Strategic competence, as it has been labeled, is what makes possible the transmission of information in a foreign language.

As the study of communicative strategy developed, so also began a more scientific study of something language teachers had long had a somewhat vague awareness of—learning strategy. It had always been acknowledged that some students learned languages more easily and/or more effectively than others. Now serious study began to try to find out why. What strategies did good learners use, and could or should learners be taught *how* as well as *what* to learn?

Strategy was originally used as a military term referring to the planning and directing of operations that would put one's own forces into the most advantageous position to engage the enemy. While only a few learners may view the foreign language as a quasi-enemy, many more would class it as a difficulty to be conquered. Good strategy can help the learner make more rapid progress with fewer defeats and casualties along the way.

Communication strategies

ACCORDING TO Corder, communication strategies are used when a speaker has difficulty because his communication ends outrun his communication means (Faerch & Kasper, 1983, p. 2). The speaker wants to say something for which the speaker does not have the necessary structure or vocabulary. In addition to improving fluency, communication strategies can also be used to reduce the number of errors one makes (Faerch & Kasper, 1983, p. 17). For some communicators getting the message across is of major importance, while other speakers, afraid of making mistakes, will sacrifice fluency in favor of accuracy. Good use of communication strategy is helpful to both types of learners.

There are two major categories of communication strategies. The first is sometimes called *adjustment* or *reduction*, and it refers to cases in which the end is adjusted to the means available (Faerch & Kasper, 1983, p. 17). A parallel can be found in the way parents speak to young children or native speakers to those who are learning the language and thus have limited comprehension. The speaker reduces the whole system so that the target can

understand and participate in communication. Formal reduction on the part of language learners works in the same way; i.e., the learner lowers the language level rather than commit errors or run into a blank wall.

Instead of reducing the whole system, the learner may use avoidance of certain items. The item may be large like a whole topic for which the learner has inadequate vocabulary. It may be the avoidance of some structure, such as the passive verb form, or of some difficult sound, as in a word with l's or r's, which the speaker has identified as a trouble spot. Sometimes a message is begun and then stopped or abandoned leading to failure to meet the communication goal. Finally, there is the extreme case of adjustment in which the speaker does not respond and withdraws completely from any effort to communicate (Faerch & Kasper, 1983, pp. 41-44).

The second communication strategy is that of *achievement* in which the speaker tries to deal with communication problems by expanding resources rather than by reducing the goal (Faerch & Kasper, 1983, pp. 45-46). Sometimes these are called compensatory strategies. Transference from the native language is an achievement-oriented strategy. Foreign language learners begin by assuming that there is an equivalent form in the target language for all the forms in their native language. Working from this hypothesis, they begin by thinking in the native language and translating to the target language and then they follow a gradual course of internalizing items and relationships in the target language independently of the native language until they have the ability to think in the target language (Faerch & Kasper, 1983, p. 132). There is a good deal of transference between English and the Romance languages but comparatively little between Korean and English. Students who use this strategy too much face the danger of speaking an English stated in native language structural style, which in the case of Koreanized English is sometimes called Konglish.

Closely akin to transference is a strategy called *codeswitching* or borrowing. In this case the learner uses a word in the native language and knows or hopes that the listener will understand. Another related strategy is what Tarone (Faerch & Kasper, 1983, p. 6) calls *appeal to authority* in which the learner asks the listener or the dictionary for help. In my classes where the language of communication is English, I teach students early in the semester that it is appropriate to make a request such as "What is (Korean word) in English?" Of course too much use of such a questioning device or of the dictionary or of codeswitching gets in the way of real communication and it also allows the learner to continue thinking in the native language; however, moderate usage prevents avoidance and stimulates new learning.

Generalization, paraphrase, circumlocution, and *restructuring* are other achievement strategies. The learner may know *flower* but not *buttercup* and keep the conversation going by using the known general term. Paraphrases are descriptions of what the learner wants to say but does not know the precise word for. In discussing a Christmas

nativity scene a student referred to the *horse's house* because she did not have the word *stable* in her vocabulary. In circumlocution the speaker tries to explain meaning. Not knowing the item *go caroling,* a student said, "We go to a house and sing Christmas songs." In restructuring the speaker finds an alternate way to say what he or she does not know how to say. If the subjunctive is tricky, a student might restructure *I wish I were rich* as *I want to be rich.*

Over-elaboration is also a frequent strategy of foreign language speakers who are trying to get their message across. The less confident speaker may add more detail, be more redundant, in the hope that the basic information will get across to the target (Tarone & Yule, 1989, p.10). It is certainly a more positive strategy than under-elaboration which is the reductionist trait of some learners.

The use of *cooperation* is another very important strategy for the learner (Faerch & Kasper, 1983, p. 52). Sometimes learners can solve their difficulties on their own by using one of the previously described strategies, but often their problems need to be solved through shared efforts between speaker and target. The speaker indicates floundering and the target helps out with a word or a question that rescues the speaker and allows the communication of the message to continue. Not only must learners know that cooperative strategies can be used with the teacher but also with other students in a classroom situation. The effective groups in a communication classroom are those in which cooperative strategies are most in evidence. Students often complain that they become tongue-tied when they have to speak the target language outside the classroom, and I am sure the reason is that the student has lost the security of being in a mutually helpful relationship and does not trust the unknown target to be cooperative.

Non-verbal strategies (Faerch & Kasper, 1983, p. 52) can also be very useful in facilitating communication. "The baby was crying. The mother..." The learner cannot finish the sentence but indicates the rocking of the baby in her arms. The target asks, "Why was the mother rocking the baby? Was the baby sick?" and the conversation continues. Gestures, facial expression, sounds can all have real strategic importance.

Risk-taking is necessary for language growth. As is apparent, reduction and avoidance are low in risk and consequently low in growth potential. Automatization may be increased because the learning is practiced, but without reaching for higher goals the learner will not form new hypotheses (Faerch & Kasper, 1983, p. 54). However, students can reach too high and fail in communication through overdependence on compensatory tactics. Finding a balance between the two sets of strategies is very necessary and this is where the teacher's role as an enabler becomes so crucial. The teacher tries to create a classroom atmosphere in which errors not only are tolerated but are appreciated as evidence of growth. Recognizing that personality has much to do with a learner's choice of strategy, the teacher prods the avoider and sometimes has to rein in the learner who is trying to run when he or she should be walking. The teacher strives to gear classroom activities to

a level that is compatible with the language level of the students, avoiding too much frustration but encouraging risk-taking.

Tarone does not believe that communication strategies are a part of the speaker's linguistic knowledge. Rather, she believes that they describe the learner's pattern of use of what the learner knows when the learner is trying to communicate (Faerch & Kasper, 1983, p. 63). Students need to be affirmed in their use of good communication strategies so that they will form the best patterns of compensating for linguistic deficiencies.

Learning strategies

L ANGUAGES may be learned or acquired. We usually refer to the gradual development of ability in a language that comes through using it naturally in communicative situations as acquisition while "learning is the conscious process of accumulating knowledge of the vocabulary and grammar of a language" (Yule, 1985, p. 151). Young children acquire language. Their acquisition, however, seems to "require interaction with other language-users in order to bring the 'language-facility' into operation" (Yule, 1985, p. 136). Children raised in bilingual situations acquire two languages naturally and for the most part use each with appropriate targets. Those who learn a language through study, as opposed to those who acquire it naturally, are much less likely to develop the same proficiency as those who acquire the language naturally (Yule, 1985, p. 151).

Concern with communication strategies evoked interest in backing up to study effective ways to learn the linguistic structures and items which make up a language. Facts, or what we know about, can be learned relatively quickly but procedural knowledge, or the things we know how to do, is acquired gradually through practice (O'Malley & Chamot, 1990, p. 21). Language learning is a very complex cognitive skill that falls into the second category. Unfortunately, many learners, especially those in formal learning situations where the motivation is fulfilling academic requirements, view language as being in the first category. They learn much about the language, bits and pieces of vocabulary and structure, but they do not acquire much language. A great deal of strategy is involved in learning a language and as we look at learning strategies we need to be aware that learning includes both facts and process.

Wenden defines language learning strategies as behaviors that contribute to learning. Strategies are problem-oriented, specific actions or techniques which may or may not be observable. Asking a question is an observable action while a mental comparison cannot be seen. Strategies may contribute to learning directly as when learners take incoming knowledge and transform it or when they retrieve knowledge and use it, but other techniques such as those used by a learner to create opportunities to practice the language are considered to be indirect strategies. Strategies may be used consciously but they may also become automatized so that the learners use certain strategies to solve

certain problems without thinking about it. Since strategies are behaviors, they can be changed, inefficient strategies rejected, new ones learned (Wenden & Rubin, 1991, pp. 7-8).

A useful diagram of language learning strategies has been designed by Oxford:

LEARNING STRATEGIES
Direct Strategies
    I. Memory
        A. Creating mental linkages
        B. Applying images and sounds
        C. Reviewing well
        D. Employing action
    II. Cognitive strategies
        A. Practicing
        B. Receiving and sending messages
        C. Analyzing and reasoning
        D. Creating structure for input and output
    III. Compensation strategies
        A. Guessing intelligently
        B. Overcoming limitations in speaking
           and writing

Indirect Strategies
    I. Metacognitive strategies
        A. Centering your learning
        B. Arranging and planning your learning
        C. Evaluating your learning
    II. Affective strategies
        A. Lowering your anxiety
        B. Encouraging yourself
        C. Taking your emotional temperature
    III. Social strategies
        A. Asking questions
        B. Cooperating with others
        C. Empathizing with others
(Oxford, 1990, pp. 16-17)

Under direct strategies Oxford lists memory strategies first. Certainly the ability to understand language and reproduce it depends on the ability to recognize and retrieve information that is stored in one's memory (Thompson in Wenden & Rubin, 1991, p. 43). Consequently, memorization has always been a central "chore" in language learning. Recently much study has been done on *mnemonic techniques* as a way to aid the memory in language learning. Mnemonics use some kind of imagery to help with learning and recall. Word associations using pegs or keywords are familiar mnemonic devices. One technique, which is said to have been used in Roman times, is to imagine a familiar location such as a house and place the first item to be remembered in the living room, the second in the dining room, and so on (Wenden & Rubin, 1991, pp. 44-45).

Korean students are well-trained in rote memorization before they begin to study foreign languages and it is probable that teaching mnemonics is less necessary in this culture than in some. In the classroom, however, I have

found the *physical response method* to be very effective. *She shivered.* or *He stomped his feet.* and many other words and phrases are easy for students to act out while repeating and students tend to remember material learned in this way more easily. It also makes learning more fun!

Some researchers combine all of Oxford's direct strategies into one cognitive grouping. Chamot (Wenden & Rubin, 1991, p. 77), in addition to *repetition, key word, imagery,* and *directed physical response,* includes *resourcing* (defining or expanding a definition or concept from reference materials in the target language), *translation, grouping, note-taking* (writing down the important points presented orally or in writing), *deduction* (applying the rules), *contextualization* (placing a new word or phrase in a meaningful sequence), *elaboration* (relating new information to other concepts in the memory), and *transfer* (using previous knowledge to facilitate a new task).

In using cognitive strategies the learner manipulates the material to be learned and interacts directly with it. Cognitive strategies are often task-specific and not applicable to all learning tasks. Metacognitive strategies, on the other hand, have to do with the whole learning process and can be applied to all kinds of learning tasks. Metacognitive strategies involve the *planning* one does for *learning, monitoring while learning is taking place, and evaluating* oneself after the activity (Chamot in Wenden & Rubin, 1991, p. 72).

Chamot interviewed students learning English and found that they used a number of metacognitive strategies which she defines for us.

Advance Organization	Making a general but comprehensive preview of the concept or principle in an anticipated learning activity.
Directed Attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.
Selective Attention	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
Self-management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
Advance Preparation	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
Self-monitoring	Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.
Delayed Production	Consciously deciding to postpone speaking to learn initially through listening comprehension.
Self-evaluation	Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy. (Chamot in Wenden & Rubin, 1991, p. 77)

As has been mentioned, language seems to require interaction in a social setting. "A speaker behaves as he does because his audience is as it is," says Corder (1973, p. 25). "We cannot hope to explain what happens in a conversation without taking into account the characteristics and behavior of the hearer as well as the speaker," he continues. Or as Smith (1987, p. 4) puts it, "An accurate assessment of the relationship between self and other will perhaps do more to determine the discourse strategies to be used than any other sense..."

Affective factors such as personality, attitudes, motivation, and anxiety also have a great deal of influence on the learning process (Spolsky, 1989, p. 15). In fact, says Oxford, "The affective side of the learner is probably one of the very biggest influences on language learning success or failure. Positive attitudes can make language learning more effective and enjoyable." (Oxford, 1990, p. 140)

Since the interplay between social and affective factors is so great, the two are often linked together in discussion of strategies. Social strategies include such things as asking questions for clarification and working together in cooperation to solve a problem, to pool information, to check a learning task, or to get feedback (O'Malley & Chamot, 1990, p. 199). Another learning strategy is that of making opportunities to practice the language by seeking contacts with native speakers, by watching target language movies and television, by reading books and magazines in the target language, by journaling in the language, and so forth. The student who approached me to ask how to learn English was using a very common social strategy.

Affective strategies include *self-talk* in which the learner reduces anxiety by using mental techniques that make him or her feel competent to do the learning task (O'Malley & Chamot, 1990, p. 199). Relaxation exercises such as deep breathing, background music, punctuating intensive study with breaks to relieve tension and fatigue may all be considered affective strategies. Self-confidence is generally assumed to be healthy and to have an influence on successful learning whereas overconfidence may be detrimental (Tarone & Yule, 1989, p. 139) and should be avoided.

Social and affective strategies, just as metacognitive strategies, are indirect and they influence and are used with all of the direct strategies. Learners are told not to be afraid of errors and not to panic when they do not understand, and not to be discouraged if they guess incorrectly (O'Malley & Chamot, 1990, p. 206). The perception of improvement is a strong motivation factor (Tarone & Yule, 1989, pp. 146-153) and students will use strategies that bring results, become frustrated and give up in the face of failure. After the last final exam of the semester, a good student especially skilled in the use of social and affective factors responded to my English greeting in Korean. He said that

the more he studied English, the worse he did. I knew that it was the end of a grueling exam week and that fatigue was a factor but I also suspected that he had not done well on the English exam, and that turned out to be the case.

Learning to use strategies

BECAUSE THE USE OF STRATEGY is so important in foreign language learning, research is being done on how to help students utilize what we now know about strategy. It has been suggested that strategy courses be set up to give learners tools for their study. However, studies so far seem to indicate that strategy training should be integrated into regular language instruction so that students can see the specific applications of the various strategies in their learning situation (O'Malley & Chamot, 1990, p. 184).

As has already been pointed out, direct strategies vary according to the language skill which is being developed. For instance, the principal strategies for a listening comprehension exercise might be selective attention in which the teacher lets the students know specific items on which to focus, perhaps important or unknown words, intonation contours and stressed words, or some other specific item. Another strategy might be elaboration in which the teacher points out what students already know about the subject of the listening material. Inferencing and transfer on the basis of what is learned through the selective attention and elaboration can also be used (O'Malley & Chamot, 1990, pp. 178-179).

Good language teachers embed strategy training in their teaching. In other words, they teach the language in such a way that students are actually practicing strategic language learning. However, it is believed that most students need specific attention called to the strategies involved in learning. They need help in transferring strategies from one language skill to another. They also need help to see the possibility of transferring strategies to their own independent study where there is no teacher to guide them. Separate strategy courses are probably counter-productive but spending some time calling the attention of students to specific ways to study and giving them strategy training is very important (O'Malley & Chamot, 1990, p. 184).

Of course individual differences make a great deal of difference in language learning and the strategies that are helpful to one learner may be less helpful to another. Spolsky says that a foreign language learner "brings to the language learning situation a set of notions about what is involved in the task; these expectations interact with personality factors and the actual learning situation to determine the strategies that the learner will adopt." (Spolsky, 1989, pp. 112-113) Spolsky goes on to explain that a very young learner comes to learn that the native language and the new language serve the same purpose except that some people expect you to use one language and other people expect you to use the other. A later learner will compare the new language learning with the old. If one has practiced learning lots of spelling or vocabulary words in the native

language, there will likely be concentration on that aspect in the foreign language. If formal grammar is in the learner's background, the learner will want precise understanding of the grammar rules of the new language. The person who is a perfectionist in his or her own language will expect to be the same in the foreign language and may be inhibited in trying to use the language.

Stevick has done a very interesting case study of seven adult language learners who achieved proficiency in quite different ways. As a result, Stevick states that success with foreign languages "does not come by one simple formula." (Stevick, 1989, p. xi) Some learn better through the eye, some through the ear. Some need a structured learning atmosphere and are highly organized making verb charts, flash cards, etc., while others throw themselves into the language, listening and trying to hear words and patterns, to grasp rule formation. Some dive right into speaking with enthusiasm, others are more hesitant, proceeding slowly but surely.

Stevick affirms Omaggio's (ERIC/CLL News Bulletin, May 1987, as quoted in Stevick, 1989, p. 19) seven characteristics of successful language learners:

1. They have insight into their own learning styles and preferences.
2. They take an active approach to the learning task.
3. They are willing to take risks.
4. They are good guessers.
5. They watch not only what words and sentences mean but also how they are put together.
6. They make the new language into a separate system and try to think in it as soon as possible.
7. They are tolerant and outgoing in their approach to the new language.

Although Omaggio does not use the word *strategy* and Stevick does not call it such, it is obvious that they believe good, successful learners are those who understand strategy and use it.

The learners described by Stevick were largely self-directed learners, but even those involved in formal learning situations knew how they learned best and sought to imprint the learning in class. They were highly motivated to study on their own using the strategies that they found suited their individual learning styles best. They also recognized the importance of practicing the language in social settings. Unfortunately, those learners are not typical of most language learning (and teaching) situations today.

Conclusion

IN THE MODERN technological society learning as process has become much more important than learning knowledge. The latter may become quickly outdated, but if one masters how to learn, that skill will allow new knowledge to be attained throughout life. Self-directed, or autonomous learning, is necessary for life-long learning, learning that takes place for the most part outside the

classroom.

Foreign language learners need to be encouraged to develop this kind of autonomous learning. Formal language study is usually far too limited in availability to meet the needs of students in a world where a second language is becoming almost a necessity. The truly self-directed learner will fix objectives, define the content, select the strategies to be used, monitor acquisition, and evaluate progress before going on to set new objectives and reach for higher goals. For foreign language learners to achieve autonomy, it may be necessary for them to acquire a new idea of what language is and what learning a language means. In other words, the strategy that is acquired in the language classroom may be just as important, or more so, than the linguistic items learned, for good strategy will help the learner be more successful in both learning and communicating. ■

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If I could change the world...

Chris South

A T THE BEGINNING of my Beginning Composition class, I gave each of my 72 students the assignment to locate three people and ask them the following question:

"If you had the power (time, money, etc.) to change the world, what one thing would you like to change?"

In addition, after recording the responses, they were to give their own answer to the question.

As expected, the answers ranged from the silly to the sublime, from the penurious to the philanthropic, from being entirely self-centered to showing truly global concern.

Out of 288 responses, 15 respondents answered that the one thing they would do was to rid the world of pollution—the most duplicated answer. The second most popular answer was to unite the world under one common language (10) in order to eliminate the need to learn foreign languages. Nine persons stated that they would unify north and south Korea, and seven expressed a desire to "return to

nature" and live in an uncomplicated world.

"Getting rid of all types of examinations" and "establishing equality among all people" would be the priority of six respondents each, and making Korean the "official world language" and "ridding the world of cars" was the number one concern of five people in each category. Other responses were either not duplicated, or similarly expressed by four or less people.

There seemed to be an overwhelming desire to do away with things such as: crime, pollution, nuclear weapons, the national university entrance examination, sexism, racism, discrimination, war, and technology. Only one respondent desired to rid the world of cigarettes, and one other wanted to rid the world of alcohol; both were housewives.

In any event, I provide here a sampling of the responses I received. Please note that items not in quotation marks are my paraphrase of the student's response; those in quotation marks are an unedited answer which I determined more precious or interesting in their original state.

So here, from a...

Mother, 48, housewife: I would like to make a society in which only people who are really eager to study go to the university.

Friend: "My friend Su-hee wants to change the world with sports game. She thinks it seeks the settlement of a dispute by pacific means."

Friend: "My friend Yun-hui said, 'I will turn my love's mind and marry him.' Her love married for money two months ago."

Student who wants to rid the world of selfishness: "Selfishness breeds greed, greed always brings about misery. Unfilled desire make man feel unhappy and said, 'Life is vanity, to live is to suffer,' and so on."

Student (on nuclear weapons): "All people have right to live without threat of life. Also, to intend peace is wish of all the man."

A four-year-old cousin: "My four-year-old cousin replied that if she had the magical power, she would change the world wherever she eat the ice-cream."

Student: "...I would change that there is no summer in the world. Because I can't work many things under the hot sunbeam."

Student on her brother's opinion: "And then I asked my younger brother. He is very simple. He is a high school student in third grade."

Same student's concluding remark: "If you could change the world, what one thing could you change? To important is to practice." (She crossed out "It is important to practice.")

Mother: ...I would build public day nurseries for working women. I would make up good programs and look after children well.

Friend's aunt: "I would exchange man's role for woman's role. I think man comes to realize woman's role has a lot of difficulty. I want man to throw away his wrong thought."

Student: I will build the Kingdom of Comics. There are many cartoons and comics. All people can have dreams and hopes here. I will invite Mr. South here.

Friend, age 25: I'm always worried about the people who have no house. I'd build many apartments and share them with the poor.

Student, age 20: "I'd let down the price of goods."

Friend, 21, female: I would make all the people be good. I think it would be a wonderful world if no one would hurt anyone else and if all people had enough goodness to think of others as being as precious as themselves.

Friend, 26, male: I would like to get rid of the sex difference. There are so many troubles caused by love affairs. So, I think if women weren't women, and men weren't men, and there were only one sex, it would be a world without agony.

Person: "I will change a common tongue into Korean for not learning English."

Student: "I will move Pusan near Seoul for going home easily and quickly."

Student: "...I want to go to the Goryeo period (918-1392). Why? Because a woman was more paid well than a man in that time. And a woman's number was remarkably small. Namely, woman's scarcity value was high."

Person: "I'll give each person three chances to succeed in his life."

Student: "I would make this world ruled by a literator, not by a scientist. Human is by no means the sector of the machine, but very himself having wonderful imagination."

Student: "...I will unity the language because I love the blue color very much. If all the world were to blue in all, I will be thrown into ecstasy."

Student: "...I'll correct my outward shortcoming in appearance. Because I think my eyebrows are very ugly."

Friend: "...I'd change a watermelon into a big melon. I don't like a watermelon, but like a melon. If I can do so, I'm so happy that I'll eat a big melon in summer."

Goddaughter: Her desire is to remove all nuclear weapons. I think her wishes are interesting, because she also said that she would root out all the bad people, like Kim Il-sung.

Friend: You know, I don't have a boyfriend. I'll make all the men in the world love me.

Sister (third year high school student): "I would not be born. It is too hard to live in this world."

Older sister: "I'd fall in passionate love with British adeword prince."

Student: "I'd go to the academy awards in guady dress with Anold Schwaltzneger."

Man, age 25: "I'd make all people disappear for one day, so I'd be alone."

Friend (as reported): One of my friends, who has been dieting for a month, said that she wants a world where people don't gain weight no matter how much they eat.

High School boy (as reported): I got this interesting answer from a high school boy to whom I teach English. He wanted to replace all high school teachers with beautiful, gentle, young ladies.

Person: "I'll make the sick to disappear with my medical technique."

Friend (as reported): My friend said that she would like to unite languages of the world and then make friends with all people.

Man, late 20s (as reported): "His answer is invest money to enlighten and educate people. His purpose is the piece of the earth."

As I did last year, I saved my favorite student opinion for last. The final response was given by Lee Seung-shin, a senior in the Department of Clothing Science, who said, "If I were asked the same question, I'd say, 'Nothing.' I mean the world, imperfect, unfair as it is, is fun to live in; and those who think their fates are too cruel should know that human beings are capable of surviving under any conditions, and no one can tell of any life being better, or fairer than others."

Again, I'd like to thank Lee Seung-shin and the other 71 students of Beginning Composition for their contributions. ∎

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On improving the teaching of English in the Korean cultural context

Bill Woodall

WHEN ONE OF THE EDITORS OF *Language Teaching* asked me to think about how the situation for expatriate teachers in Korea could be improved, I found that my thoughts went to the teaching/learning environment rather than to the broader cultural/living experience. Living and working in a foreign country, any foreign country, is demanding as well as rewarding. (Those Koreans reading this who have worked or studied abroad will be nodding their heads in agreement, as will the expatriates who are now in Korea.) For every horror story that could be told of inconsiderate treatment there are dozens of cases in which Korean hosts have worked hard and openly to make foreigners feel welcome, and have done what they can to enable them to teach well.

So it is to improving the teaching/learning environment that I will primarily speak. The evaluation of student work (grading) and the fact that students are generally placed in classes without regard to their skill level are two major problems. Since these problems in the educational delivery system also affect Korean teachers of English, the solutions I propose for consideration are important to them, too. The third problem revolves around the way expatriates are viewed and treated as foreign workers. The solutions to these three problems will help both expatriates and Koreans teach better and will, accordingly, improve the quality of education for Korean students. Only by keeping this common goal in mind, and by communicating it to the students, can the solutions be achieved. Let's look first at the issue of grades.

GRADING is difficult for nearly everyone who has to do it. Several factors enter into this problem. Grades throughout Korea are inflated. Yet the students believe that they must have high grades if they are to have any chance to get a job. The difficult job market increases the pressure on the students, who in turn increase the pressure on the teachers. This pressure is especially intense at an institution like Han Nam University and other so-called "second-level" schools. The students fear the competition with students from, for example, Seoul or Chungnam national universities.

Some teachers, in response to this pressure—or for other reasons—develop a system under which they give all A's, or mostly A's, to their students. For the teacher who believes that grades are earned in relation to the quality and amount of work done, this attitude on the part of some of their peers creates additional pressure. It may also, in some cases, cause conflict among the expatriates themselves. (Of course, Korean teachers face similar problems.) One expatriate teacher at an institute in Taejon finally developed this approach: "Those who come to class get an A; those who don't come to class get a C."

In response to these more lenient attitudes there is at many institutions an increasing pressure to grade according to the bell-shaped curve. Unfortunately, there may not be the necessary support from all the important people in a given school—from the president on down to the department chairs—nor sufficient agreement and cohesiveness among the teachers, to adhere to such a policy.

If such strict grading policies are to be effective, teachers need support and realistic guidelines. They need these at the start of the term, so they can make it clear to their students how the class will be graded, and so they can design course work and a grading approach that will fairly show the distinctions between the students. The students need to begin learning as first year students how this grading system works. The systems must be consistent within each department and within the institution as a whole. Ideally, grading would be consistent countrywide. Because Korean students are strongly group-oriented, such broad divisions in the grading may be very difficult to achieve. For teachers who believe that a relaxed, friendly approach works best in the ESL classroom, the task is daunting.

An alternative approach, in light of the difficulties, might be for a given institution, or for all institutions, public and private, to go to a pass/fail system for the English language and writing courses. The expectation would be that most students would pass, so group success would be assured. All students must take English-comprehension tests as they apply for jobs, so the impetus to study would remain, and it could be left to business to sort out those who are best suited for a particular job. Those who wish to work hard will do so—this is true under any system, of course—while those who don't may simply pass and get on with their other activities.

This approach might also be appropriate considering the fact that, at most schools and universities, students aren't free to choose or change majors. The student who finds herself studying English but has little desire to use it would be relieved of part of the burden of striving for a grade in an area in which she's not very interested. The question of how students end up in English classes in the first place raises the second major problem: the broad range of abilities among students in a given class.

THE SECOND CHANGE that would help teachers, then—both expatriates and Koreans—would be to place students in classes based upon their individual ability levels in English. Every teacher knows the difficulties of

planning and carrying out a classroom approach when there are three (or eight) students who are nearly fluent, fifteen (or thirty) who are in that broad middle range of abilities, and five (or fifteen) who can barely understand, speak, or write. This situation must be changed if teachers are to teach well and comfortably and if students are to learn in a like manner. Once again the group-orientation of the Korean culture must be taken into account. This orientation will make my proposed changes difficult to put in place. The difficulty doesn't diminish the importance of solving this problem.

This ability-disparity problem is exacerbated by the compulsory military service that takes most men out of school as sophomores. When these men return to their study of English some thirty months later, they are, as we and they know, far behind their peers. Many of them consequently feel insecure. They are, therefore, more shy than usual about participating in class—especially when the women have been studying hard and are well-prepared—so they may fall even further behind.

There is one means to solve these problems. Students must be tested and placed in classes according to their skill level. Imagine how much better it will be educationally, for students and teachers, when a classroom is composed of students who have approximately the same abilities and problems! Lesson planning is smoother. Workbooks will be more effective. Supplements to such workbooks will be easier to organize. The growth of language skills will be greater for all the students. In time, the students can learn to view these courses as their "group."

This approach for all students from the outset also eliminates the "shame" men might feel when they return from the army and are placed in "special" classes. The system won't be singling them out as somehow "inferior" or "behind."

The required testing will create more work for teachers at the beginning of the school terms, but it will make their overall job easier. The students will be reluctant at first to undertake this new program. It will imply that the "B" section of the freshman class of 1995 won't go all the way through as a unified group—this doesn't happen anyway, but it is an enduring myth. The school as an institution and the faculty must help them see the connection between this change, the improved quality of their education, and their improved chances to get jobs at the end of their school career. The "carrot and stick" approach will work, if it is undertaken carefully, with compassion, directness, and a genuine concern for the students' welfare and the quality of their education. Educational quality is an important consideration as far as the way expatriates are treated in Korea as well.

THE THIRD PROBLEM concerns the feeling of being "used" that many expatriates have. One horror story was recently related to me by my sister. The twenty-two-year-old son of her friend went to Korea about a year ago to teach at an institute in Seoul. I talked with the young man a few weeks before he left. He had a degree in English literature, no ESL books, no ESL experience, and no information from the people who ran the school. He was supremely confident that all would be well and wouldn't listen to my admonitions either to get more specific information or to take some books.

As it turned out, he arrived in Seoul on the appointed day and no one met him at Kimpo. He had no language skills and very little Korean money. He eventually found his way to an inn and to his institute in Seoul the next day. He was then put in front of a class of fifty students, only a few minutes after he arrived at the school, and told to "teach conversation." It was a disaster, as you might imagine. (It is clear that some problems he encountered were of his own making.)

This is an extreme example, and it is the exception, as I said at the outset of this piece. I offer it here only to illustrate the third problem that foreign workers of any kind often face when they work in a given country. Too often expatriate teachers are viewed by students, and occasionally by their Korean colleagues, as resources first and people second. As a consequence, many expatriates, after a time in Korea, tend to feel used.

Viewed from a broad cultural perspective, this attitude toward the native-English speakers isn't surprising. All peoples, whether they are Koreans, Chinese, Nigerians, Canadians, Russians, Americans, or anyone else, tend to view themselves as superior to everyone else. Among the indigenous tribes of North America, for instance, most had a name for themselves before the arrival of Europeans which meant "The People," while their names for all other groups outside their tribe generally meant "Those Who Are Not People." This attitude can still be found today.

The task, then, is to be sure that students respect the rights of expatriate teachers as people, and that they give them emotional and physical space to do their work. Most teachers are happy to help a student or a group of students on a special paper or project. Most are not happy, however, when this request comes, as it too often does, at the last minute. Occasionally a student or former student will bring things such as TOEFL practice tests to a native speaker for correction. The person needs to understand that this checking is work, not play, and that to repeatedly ask a busy teacher to do such work without offering payment is inappropriate behavior.

In order for a teacher to work effectively, his or her physical, emotional, and psychological needs must be respected by Korean students and colleagues. At the same time, it is the responsibility of all expatriates to help their Korean hosts understand these needs, and for all involved to be considerate and flexible.

Everyone who teaches in Korea wants to do a good job for their students and their institution. In order for expatriates to improve the quality of their teaching and thereby the quality of the education they help students to receive, certain elements in the general system need to be adjusted. Issues surrounding grading and the broad range of skill levels among students in the classroom must be

Anxiety: The hidden variable in the Korean EFL classroom

Thomas S.C. Farrell

> Today I decided to speak to the man who is so uptight about his ETS test. I was sad that he didn't come to class. I hope he doesn't drop the course. I said hello to another student in the hall but he just nodded. I would have liked to have someone to commiserate with.... I am absolutely worn out. I floundered through the class, making at least four stupid mistakes out loud. I felt so lost!.... Today my palms were sweating and I was chewing my lip through the entire class (Bailey, 1983, p. 75).

THIS WRITTEN COMMENT was taken from a doctoral student's foreign language (French) class journal after her third day of instruction. The emotional stress displayed by this student, herself no stranger to the classroom, is present in many foreign language classrooms around the world. In this particular case the situation got even worse: "Today I skipped my French class..." (Bailey, p. 75).

These two journal entries point out some of the frustration that can eventually cause a student to drop a foreign language class. Going into a classroom and exposing oneself to the possibility of failure is not an easy undertaking. Risk is an inevitable part of learning a new language (Beebe, 1983), and in order to be a successful second/foreign language learner, the learner must have a willingness to appear foolish (Rubin, 1975, cited in Beebe, 1983).

Not everyone is comfortable with the idea of appearing 'foolish' in public, whether Caucasian or Oriental. However, it is this author's opinion that Koreans are especially sensitive to speaking in public, even in Korean, so we can imagine the levels of anxiety every learner brings into the classroom, the level depending on the learner's personal apprehension about the task at hand. If the foreign language teacher is aware of the emotional strain the learner may go through, and develops classroom strategies that keep anxiety at a minimum, the journal entries above would have had a happier ending.

This paper, therefore, will attempt to identify and define anxiety (both positive and negative) that can occur in the foreign language classroom. After identifying the levels of existing anxiety, strategies teachers might employ in the classroom will then be discussed.

Definition and identification

ALTHOUGH there is no concrete agreement in the SLA (Second Language Acquisition) literature as to what should be included in a discussion on affective variables in second language (L2) learning (see Dulay, Burt, & Krashen, 1982; Schumann, 1974; and Brown, 1980 for different definitions), all, however, include anxiety as an important affective variable. Readers may have personal experience of that uncomfortable feeling in a classroom when you pray the teacher does not call on you because you have not prepared or you are shy or for whatever reason.

Horowitz et al., 1986 provides an excellent example: "When I'm in my Spanish class, I just freeze! I can't think of a thing when my teacher calls on me. My mind goes blank" (p. 125).

The above quote may explain why so many of our students are so quiet when we ask questions or ask them to lead a discussion in class; they may be in a state of panic and want to run. This author has been puzzled by this phenomenon over the years while teaching otherwise very successful professionals (doctors, dentists, professors), who were intimidated by the prospect of learning a second or foreign language.

What is it about the foreign language setting that causes such anxiety? To answer this question, it will be necessary to define anxiety and see how it occurs in the foreign language setting.

Anxiety can be defined as an emotional state of apprehension, a vague fear that is only indirectly associated with an object (Scovel, 1978). Scovel (1978) also points out that not all anxiety is negative when he distinguishes between facilitating and debilitating anxiety; the former in mild doses can be beneficial, while the latter in any degree can be harmful. Facilitating anxiety can motivate the learner to 'fight' and master the foreign language, while debilitating anxiety can result in the learner leaving the classroom, being absent a lot, not doing homework, and even dropping the class.

In learning a foreign language, the L2 learner has two major tasks not present in other learning situations: (1) to learn the foreign language, and (2) to perform in the foreign language (Brown, 1980).

Also, anxiety seems to be present in higher amounts when the students have to listen or speak the L2 (Horowitz et al., 1986). McCoy (1979) identifies eleven anxiety-causing factors which are not unknown to perceptive L2 teachers but can remain hidden in the heat of the moment:

1. Inability to learn another language;
2. Inability to pronounce strange sounds and words;
3. Not knowing the meaning of words or sentences;
4. Inability to understand and answer questions in a new language;
5. The reputation of the language class for failure and poor grades;
6. Peer derision and criticism;
7. Not knowing or understanding the goals or requirements of the course;
8. The teacher in general—native teacher in particular;

9. Testing, especially oral testing;
10. Previous unsuccessful language learning attempts; and
11. Encountering different cultural values and customs.

All of the above are no strangers to language teachers and learners; it's just that sometimes we (L2 teachers, and even the L2 students) tend to take the L2 teaching-learning process for granted.

If both teacher and student can identify and define the important role anxiety can play in L2 learning, certain actions can be taken to improve the learning situation. The following section will suggest some measures that teachers may employ to identify the levels of anxiety present and useful teaching strategies that can be considered in order to create a less stressful environment, enjoyable for teacher and student alike.

Implications for the classroom

WHAT CAN THE TEACHER DO to create an atmosphere of trust and calculated risk-taking? How can the teacher get the silent 'non-verbal' (Beebe, 1983) student to try to communicate in the foreign language without falling apart? Two general options seem to work for this author in his EFL conversation classes in Korea: (1) They can help them better cope with the anxiety they are experiencing; and (2) they can make the learning less stressful.

For the first option, this author recommends use of the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horowitz (1983, cited in Horowitz et al., 1986), or a variation, as a good place to start. By having the students first focus on their personal anxiety levels during the first week of the semester, any abnormal levels of apprehension can be discussed with individual students or with the group as a whole (see Appendix A for example questions of the FLCAS).

For the second, the following strategies may also contribute to creating a less stressful environment.

1. An anxiety graph (Foss & Reitzel, 1988) can be especially useful for helping students confront anxiety when thinking about a communication event. This can show the student that not every phase of an interaction is equally anxiety-producing for every student. This graph (Appendix B) can locate exactly when the anxiety is highest, hence, the learning situation can be approached more realistically. This author uses the graph in individual conferences when discussing how best to cope with each stage.

2. The use of personal diaries (Bailey, 1983; Horowitz et al., 1986) or class logs can have two positive effects: it lets the teacher know what the student is feeling; and, it also has been shown to act as a cathartic release for the student. This use of a diary can show the students that they are not totally alone in time of emotional distress. If the teacher understands Korean, then communication in the L1 may be even more effective.

3. The use of role play, drama, and fairy tales in class can lead to a much lighter atmosphere in the L2 classroom. The student can have the chance of taking on a different identity and thus be willing to take a few more risks. Moreover, fairy tales can provide an insight into the values, lifestyles, and customs of the culture(s) the foreign language represents. They can also provide a wide variety of language contexts in a more relaxed atmosphere.

4. The limited use of Rational Emotive Therapy (RET), which is based on the assumption that irrational beliefs are the source of much anxiety, can help students who consider the anticipation of the event worse than the event itself. The teacher can present these irrational beliefs (as indicated after the administration of the FLCAS) to the individual or group and work through them together. The use of RET can give the student a better self-image, which leads to more self-confidence, ultimately leading to success in the foreign language (see Foss & Reitzel, 1988, for a full discussion of this topic).

5. The use of song in the lesson can greatly reduce anxiety levels and can positively influence acquisition of the L2. Songs can be used in any number of ways, depending on the level of the students: for example, use fill-in-the-blank exercises; have students guess the story from the title; give one verse and have them finish the song; use find-the-mistakes exercises, etc.

6. Teacher sensitivity to Korean non-verbal communication styles can help promote an atmosphere where misunderstandings are kept at a minimum. An example of this would be eye contact behavior: Western society permits looking directly at the person, regardless of social position or age; however, this is not permitted in Korean culture if one is younger or of lower social position, both of which are common in the L2 classroom. Non-Korean teachers should avoid gazing at individual students and should not feel it necessary to make eye contact in all communications in the class. Although this opinion is not supported by concrete research, this author has noticed increased participation with less direct eye contact.

7. The vast array of games available to the L2 teacher (see Wright et al., 1984, for a detailed discussion) can lead to a classroom where anxiety levels can facilitate learning.

These suggestions do not by any means exhaust what a creative teacher can do to lower anxiety. However, the above suggestions are at the technique level. What is more important is that the teacher be perceptive, monitor the level of anxiety in the classroom, and act accordingly.

Conclusion

ANXIETY CAN BE POSITIVE OR NEGATIVE, depending on the levels present. Individual reactions to anxiety vary. A perceptive and sensitive teacher can turn debilitating anxiety into facilitating anxiety by employing certain, well-timed measures to encourage the L2 learner along the road to fluency. The teacher can do this by helping the students to identify, cope with, and eventually over-

come any negative feelings associated with learning the L2. Learning a foreign language does not have to be a tedious or life-threatening experience; teachers who would research this topic would do well to sit on the other side of the desk for a few weeks. Anxiety is not a bad thing in itself unless it is debilitating, and if the teacher optimizes the sources of facilitating anxiety the classroom can become a place of "relaxed concentration" (Allwright & Bailey, 1991). ■

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Appendix A

### Foreign Language Language Anxiety Scale (sample)

Answer: SA=Strongly Agree; A=Agree; N=Neutral; D=Disagree; SD=Strongly Disagree.

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I do not worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I do not understand what the teacher is saying in the foreign language class.
5. It would not bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign class.

(Sample of 10 questions out of 33, Horowitz, et al., 1986).

Appendix B

Anxiety Graph
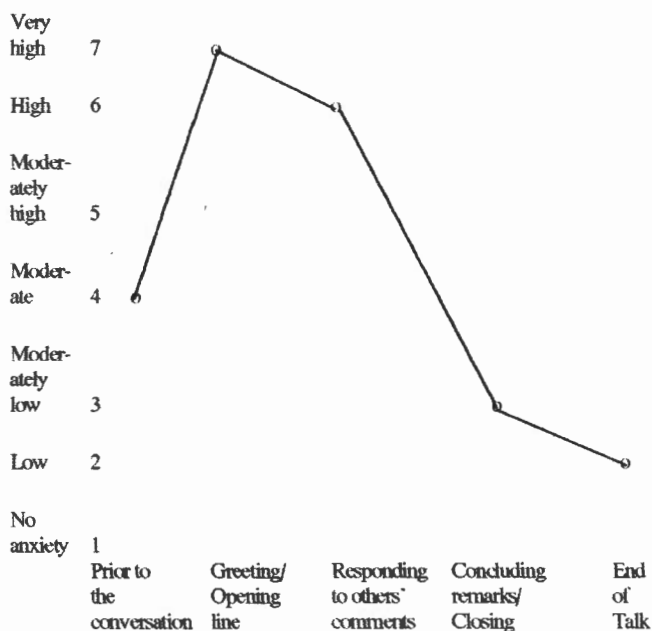
(Foss & Reitzel, 1988).

Show Time!   Barbara Enger

SOME OF US TEACHERS feel very much like performers when we go to our classes, sometimes even muttering to ourselves, "Show Time!" as we approach the door. Actually, the language class as theater is not too much of a stretch. So, when the chance came to do a workshop on using theatrics in the classroom, I was delighted.

The workshop was offered during winter vacation the last week of February 1993 to the English teachers of the Foreign Language Education Center (FLEC) located on the campus of Han Nam University in Taejon. FLEC director Dr. Kim Sung Uk is very eager to add the theatrical dimension to ESL classes. Since he maintains a policy of giving his teaching staff opportunities to learn new or different methods and materials, the workshop fit right in.

The idea was for the teachers to experience various theatrical activities and discuss how they could be used in classes. These teachers had students ranging from elementary school children to college students to businessmen.

Personally, I enjoy the communicative approach to ESL teaching and I find the textbooks based on this approach easy to use with students of all levels. With conversational communication as the goal a typical class feels almost like a social occasion. But every now and then I have wanted to take a side trip into structure or pronunciation drills (the kind which used to be standard ESL activity) as a way to overcome some of the persistent habits of using Korean phonology and structure in speaking or writing English. A few diagrams on the board and drills in chorus help somewhat, but I have found a better way. *Jazz Chants* (Carolyn Graham, Oxford) gave me a great boost, and I have since included even more "theatrics" in my classes.

In the communicative approach teachers and students use spoken English with a minimum of correction of pronunciation, word choice or struc-

ture. Pair work, also with minimal correctional feedback, further promotes communication in English. But students want to have their mistakes corrected, so reading (or memorizing) something dramatic gives an appropriate opportunity.

I believe theatrics can have a legitimate place in the curriculum, precisely as a way to address the problem of language errors, using the context of preparation for a performance. What do I mean by "theatrics"? I include activities such as oral interpretation of poetry and scripture, dramatic speeches or monologues, dramatic scenes, story telling and improvisations with dramatic content.

In general, theatrics and conversation differ in at least three ways. A poetry reading or monologue is prepared, while conversation is spontaneous. There is structure in a well-written dramatic scene, but a conversation is random and may have no particular agenda. The persuasive speech is deliberate; conversation is casual.

Theatrics, as a controlled form of communication, can legitimately be used to
* focus on pronunciation, intonation and the sound contours in a discourse (e.g., the rising pitch in an argument),
* enlarge the inventory of vocabulary and structures in authentic speaking contexts, and
* provide valid language experiences as models.

In the FLEC workshop there wasn't much time in one week (five days, two hours a day), but the schedule covered the following activities with both discussion and performance. You might consider some of these activities for your class:
* the reading of a poem (Frost, Shakespeare, Wordsworth...)
* the reading of a published speech (excerpts from Martin Luther King, JFK, Sun Yat Sen...)
* the reading of a dramatic speech from a modern play
* doing a dramatic scene (two

people) from a modern play
* the reading of a children's story that readily provides for participation by the students (The Three Bears, The Little Red Hen...)
* doing an improvisation (two characters) with a definite plot line

Another aspect of this workshop was the warming-up exercises, which I used to get participants loosened up and ready to act out and perform with some enthusiasm. We did stretches, breathing exercises, disco dancing, children's games (jump rope, throwing a ball) and laughing very loudly.

At the end of the week the teachers were asked how they thought they could use the activities in their classes. One decided to try a scene from Thornton Wilder's "Our Town" with her businessmen. Others, who teach children, picked up a few more stories to read aloud and have the children act out. Some of the teachers thought they might use a poem to teach difficult sounds in English (Robert Frost's "Stopping by Woods on a Snowy Evening" is a good workout).

All in all, the teachers seemed to enjoy the workshop and requested a follow-up sometime in the future. They all seemed to agree that a class could be more fun, *and* instructive, if we made room for "Show Time!" in ESL teaching.   ∎

With a degree in drama and experience in acting, directing and production in the U.S. and Korea, Barbara Enger is Korea TESOL's resident drama consultant. This is her first contribution for a column on using drama in language teaching, to include discussion on such aspects as play selection, problems in production, hints on speech training and much more. Send your questions and comments to Barbara at the English Department, Han Nam University, Taejon, 300-791; or over Carl Dusthimer's fax (042-623-8472). Barbara's home phone is 042-625-5040.

Conferences and institutes

Date: April 19-21, 1993
Name: **Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Center (RELC) Regional Seminar**
Theme: Language for specific purposes: Problems and prospects
Place: Singapore
Contact: The Director, Seminar Secretariat
SEAMEO Regional Language Centre
20 Orange Grove Rd., Singapore 1025
Tel: +65-737-9044
Fax: +65-734-2753

Date: May 24-27, 1993
Name: **Malaysian English Language Teaching Association (MELTA) International Conference**
Theme: Towards More Effective Learning and Teaching of English
Place: Petaling, Jaya, Malaysia
Contact: Hyacinth Gaudart
Wisma FAM, Jalan SS 5/9
47301 Petaling, Jaya, Malaysia

Date: June 25-26, 1993
Name: **23rd Communication Association of Japan Convention**
Place: Kitakyushu, Japan
Contact: Prof. James R. Bowers, C.A.J.
Meiji University, Office 258, Izumi Campus
1-9 Eifuku 1-chome, Suginami-ku
Tokyo 168, Japan
Tel: +81-3-5330-1322, Fax: +81-3-5330-1202
Email: AB00011@JPNMU11.BITNET

Date: June-July, 1993
Name: **TESOL 1993 Summer Institute**
Theme: Discourse Diversity: The Language of Connection
Place: California State University, San Bernardino; Sponsored by TESOL and California State University, San Bernardino School of Education, School of Humanities, Office of Extended Education and the American Culture & Language Program. Session I June 28-July 9 (First session) Management Institute for International Affiliates: July 12-14; Emergency ESL Workshop: July 15; English for Academic Purposes Workshop (CATESOL): July 16. Session II July 19-July 30.
Contact: Mendy Warman, Office of Extended Education
California State University, San Bernardino, 5500 University Parkway
San Bernardino, CA 92407-2397, USA
Fax: +1-714-880-5907

Date: July 20-23, 1993
Name: **Guangxi Teachers University, China, Wake Forest University, US and University of Houston, US, 1993 Guilin ELT international conference**
Place: Guilin, Guangxi, China
Contact: Prof. Zhang Shuning
Foreign Languages Dept.
Guangxi Teachers University
Builin, Guangxi 541004
People's Republic of China
Tel: +86-0773-442982 ext 299
Fax: +86-0773-442383
Or
Prof. Ho Hsiang-lin, PO Box 167
Henniker, New Hampshire 03242, USA
Tel: +1-603-428-7033

Date: August 8-15, 1993
Name: **International Association of Applied Linguistics (AILA), 10th world congress**
Theme: Language in a Multicultural Society
Place: Amsterdam, The Netherlands
Contact: Johan Matter
Vrije Universiteit, Faculteit der Letteren
Postbus 7161
NL-1007 MC Amsterdam, The Netherlands
Tel: +31-020-5483075

Date: September 1-4, 1993
Name: **Communication in the Workplace: Culture, Language and Organizational Change**
Place: Sydney Hilton, Sydney, Australia
Contact: PO Box 721
Leichhardt, NSW 2040, Australia
Fax: +61-2-330-3914

Date: October 4-14, 1993
Name: **International Symposium on Language Teaching Methodology**
Place: Beijing and Hohhot, Inner Mongolia, People's Republic of China
Contact: Dr. Stephen J. Gaies
TESOL Program, University of Northern Iowa
Cedar Falls, IA 50614-0502, USA

Date: October 8-11, 1993
Name: **Japan Association of Language Teachers (JALT) 19th Annual Conference**
Place: Sonic City, Omiya, Saitama, Japan
Contact: JALT Central Office
#305 Shamboru Dai 2 Kawasaki
1-3-17 Kaizuka, Kawasaki-ku
Kawasaki-shi, Kanagawa Japan 210
Tel: +81-44-245-9753, Fax: +81-44-245-9754

Career Moves

Job openings

INJE UNIVERSITY, Kimhae is looking for a native speaker to teach English from the Fall semester of 1993. Position: Full time instructor of the Language Education Center. Qualifications: Master's degree in TESL, Linguistics, English or a language related area, or a Master's degree in any field with at least 1 year ESL/EFL teaching experience at the college level. Salary: ₩1,200,000 gross for teaching 12 hours a week. Benefits: free housing (except for utilities), medical insurance. Send resume with recent photocopies of diploma, transcript, and references to Professor Jung Soo Lee, Director of the Language Education Center, Inje University, 18-3 Obang-dong, Kimhae, 621-749, Korea, no later than May 10, 1993. For further information, please call Professor Moon at Office (0525)34-7111~20, ext. 363 from Mon. to Thur. or at home: 937-9619 during weekends.

STAGE LANGUAGE SCHOOL, Seoul. Position: Business English Director. Duties: Plan, teach, establish curriculum and evaluate classes. Contract: twelve months. Qualifications: BA/BS degree plus minumum of one year teaching experience in Business English or related programs. Benefits include: Accommodation, meal coupons and medical coverage. Salary: ₩1,800,000 per month. Contact: Ms. Lee, Assistant, Stage Language School, 831-3 Yeoksam-dong, Gangnam-gu, Seoul, Korea. Tel: +82-2-561-0777, +82-2-568-0999.

KOREA FOREIGN LANGUAGE EDUCATION ASSOCIATION, Seoul. Positions for English instructors. Contact Julie or Mr. Choi, Korea Foreign Language Education Association, #8F Hae Young B/D #148 Anguk-dong, Chongno-gu, Seoul 110-616. Tel: 02-720-6440. Fax: 02-730-9325.

From the TESOL Placement Bulletin:

ELSI/KOREA, Seoul. Position: ESL instructors. Duties: plan, teach, and evaluate assigned classes; established curriculum. Requirements: 30 hrs per wk, split shift. Contract: 12 months. Qualifications: BA/BS degree plus 1 year FT ESL teaching experience in an established program, or degree in TESL/TEFL. Salary: W1,015,000 per month (approx. US$17,000 per year). Benefits: furnished housing, RT airfare, shipping allowance, medical coverage, paid vacation, sick leave and on-site orientation. Starts: ongoing; apply 3-6 months prior to anticipated arrival date in Seoul. Contact: Submit cover letter and resume to: Recruitment Officer #4B, ELS International Inc., 5761 Buckingham Parkway, Culver City, CA 90230, USA.

PAGODA LANGUAGE SCHOOL, Seoul. Positions: ESL instructors. Requirements: degree in TESOL. Salary: commensurate with experience. Benefits: RT airfare, help with housing, medical expenses and other benefits. Positions open throughout the year. Send resume and photo to: J. Lee, Director, Pagoda Language School, 56-6 2nd St., Jong-ro, Seoul, Korea. Tel (02)-274-4000.

KOREA SERVICES GROUP. Experienced or Trainees, English conversation instruction. Many positions available. Starts every month. Language Institutes, Junior Colleges, Universities, College Preparatory Academies, etc. BA & up. Salary range: US$17-35K per year. Housing provided or subsidized and many other benefits. Send resume and cover letter (with local fax number and marital status), photocopy of passport & degree, transcripts, 3 letters of reference, 2 passport size photos to: Korea Services Group, Dept KJA, 147-7 Bum-Jeon Dong, Jin-Ku, Pusan 614-060. If available within 60 days fax (051) 817-3612 or (051) 807-5377.

ENGLISH TRAINING CENTER, Seoul. Position: ESL instructor. Duties: 6 hours per day teaching. Requirements: MA, BA in TESOL or related field. Qualifications: 2 years ESL teaching, overseas experience. Deadline: open. Salary: ₩1,200,000 per month. Benefits: housing subsidy, RT air fare, 50% health insurance, 4 weeks' paid vacation. Starts: open. Send resume, diploma, first page of passport, transcript, references to: Graham Dutfield, Head Coordinator, English Training Center, 646-22 Yoksam-dong, Kangnam-ku, Seoul 135.

INTERNATIONAL ENGLISH INSTITUTE, Seoul. Position: English instructor. Duties: teaching English conversation, maximum 5 contact hours per day. Requirements: degree in EFL/ESL, or related field. Qualifications: minimum 2 years teaching experience. Deadline: any time. Salary: ₩1 million (about US$1,400) per month after taxes. Benefits: individual housing. Starts: mid-July, January, 1992. Contact: International English Institute, 826-26 Yeoksam-Dong, Kangnam-Ku, Seoul 135-000.

ET CLUB, Seoul. Applications now being accepted for EFL/ESL instructor for adults with proofing, editing, re-

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Language Teaching *appreciates notification of position openings, and requests full details on responsibilities, credential requirements, position status, and benefits. Contact the Managing Editor.* Language Teaching *cannot vouch for the status of an institution listed in this publication nor does it certify the veracity or accuracy of information published. Applicants are reminded of the law which requires that additional permission be obtained from the Ministry of Justice for employment other than that for which your visa has been obtained.*

cording, and writing if possible. Qualifications: MA in TESOL preferred. Salary: US$20,000 per year + OT, 10% yearly raise for good workers. Benefits: rent-free apartment. Starts: open (but we need now). Send resume ASAP by Fax 02-538-6841, or mail to ET CLUB, Hyundai Palace Officetel 306, 1316-4 Seocho-Dong, Seocho-Gu, Seoul.

DONG-A SCHOOL FOUNDATION, Taejon. Position: ESL Instructors. Duties: maximum 22 teaching hours per week, curriculum development and lab duties. Requirements: native-like proficiency, with BA/MA in TESL or related field. Salary: US$14,000-18,000/yr. Benefits: RT airfare, furnished apartment and low-cost medical. Starts: January 1 or March 1, 1993. Contact: Sung-kyung Kim, Dong-A School Foundation, 236-2 Jayang-dong, Dong-ku, Taejon 300-100. Fax 42-625-5831.

On improving the teaching of English in the Korean cultural context

dealt with in a manner that evolves from within the Korean cultural context. As they ask for help from their expatriate friends and teachers, Koreans need to be more aware of treating those people not as resources, but as people. By working together, institutions, Korean teachers of English, and native English speakers can improve the training Korean students receive. Then they in turn will improve themselves and their students' education. These goals are shared by all; the work and communication needed to achieve them must also be shared by all.   ■

Bill Woodall taught in the Department of English at Han Nam University in Taejon and has returned to the US.

Quizzes

I LIKE to give quizzes. I have always found them a good device for reminding students what they are doing, and what they should know. In a listening/speaking class, I give listening quizzes, usually in the form of a dictation. In a composition class, the quizzes can take many forms.

I find that the students have often forgotten verb forms, spelling rules, or word forms, and tend to ignore fundamentals of grammar, such as subject-verb agreement. Their vocabulary and expression is limited because they have not learned two- and three-word verb combinations (e.g., *get out of (a car)*), or adjective/preposition combinations (e.g., *interested in*). While avid proponents of purely communicative activities may shudder at my methods, I have found that one way to help them to notice these lapses, and to begin to work on them, is by giving regular quizzes.

The quizzes can then be averaged at the end of the semester and become a part of the final grade. Students will know that, in addition to their composition, they are responsible for developing their overall English knowledge. They will begin to build up a body of knowledge that helps them in rewriting compositions (especially when their instructor marks and labels the problem but doesn't provide the solution). Finally, they will learn to be responsible for assimilating and retaining information provided in class and in their textbooks. Quizzes can be on basic spelling rules, such as plural or past tense forms, or for identifying topic, effective supporting statements, or controlling ideas. Finally, quizzes provide a helpful and regular review of information and concepts.   ■
Virginia Martin

A question about quizzes

THIS IS not so much a classroom tip as a request for a tip. I am interested in improving an activity I do using Irene Schoenberg's *Talk about Trivia: 1,001 Questions* (New York: Longman, 1986). The book is a collection of trivia questions about the following categories: general knowledge about the US, phrases and idioms, American holidays and special occasions, vocabulary, American history, geography and government, and grammar.

In each category there are both basic and intermediate level questions. The following is an example of a basic question:

A child of three or four attends a ____.

    (a) nursery school
    (b) nursing school
    (c) nursing home

I put students into teams of four and they pick a card or are given a card with a question on it. The good thing about the trivia quiz is that it requires no preparation or photocopying, and it is fairly easy to set up. I don't know what the students think of the questions, but they appear to accept the quiz with good grace over the hour. The problem with the quiz is that the teacher is constantly repeating the questions, and then the students tend to discuss the possible answers in Korean before finally replying to the questions in monosyllables. I think these good points and bad points are probably a characteristic of all oral quizzes. How can I transfer more of the work onto the students and also keep it something simple that I can just pull out of the bookcase?   ■
Greg Matheson

Do you have a "teachnique" you can share with other readers of Language Teaching? *Write it up in 300 words or less and send it to Managing Editor Steve Bagaason for publication in the next issue.*

Andy's English Fun Workshop

Dear Fun-Lovers,

For the past two years, our English Workshops have served students who need the motivation and courage to speak English better. This was done with the wonderful support of dedicated native speakers, who, through drama and various other FUN activities, have made the language learning experience a joy rather than a homework exercise.

Due to popular demand for more frequent workshops in other areas, we would like to announce that there will be three workshops in 1993, to be held in various parts of this great land. We are hoping that more students (and teachers!) will get involved and reap the benefits that await all who participate. The workshops we have scheduled are:

The 8th Andy's English Fun Workshop
May 1-2 (Saturday-Sunday)
Kyoungju, Kyoungsan Province
Site Directors:
      Scott Berlin (Kyoungju University)
      Kim Jeong-Ryul (Korea National Maritime University)

The 9th Andy's English Fun Workshop
September 25-26 (Saturday-Sunday)
Namwon, Cholla Province

The 10th Andy's English Fun Workshop
November 20-21 (Saturday-Sunday)
Songni-san, Choong Chung Province
Site Directors:
      Woo Sang-Do (Choongnam University)
      Carl Dusthimer (Han Nam University)

We are looking for English teachers who are interested in participating in one or more of the workshops as counselors. If you can join us, you will probably experience more excitement than you can handle in one weekend, not to mention the class time you spend with your students! These are some of the hardships you must face by participating in our workshops:

- Meet various enthusiastic English teachers from around the country.
- Share new ideas and techniques with other teachers and students.
- Get a chance to meet students from other schools and see how your students stand in comparison.
- Enjoy a trip to another part of Korea and see its beauty.
- Learn more about Korea from students who can tell you about the areas from which they come.
- Get lots of hugs from lots of wonderful people.
- Get free gifts from Andy.
- Feel the warmth and enjoyment of being with many wonderful people.

If you would like to volunteer as a counselor for the aforementioned hardships, or need more information, please contact Andy as soon as possible:
Andy Kim
KiJeon Women's Junior College
Chonju, Korea 560-701
Tel (H) 0652-221-8595 (W) 0652-80-5225; Fax 0652-86-9995

Come and join us!