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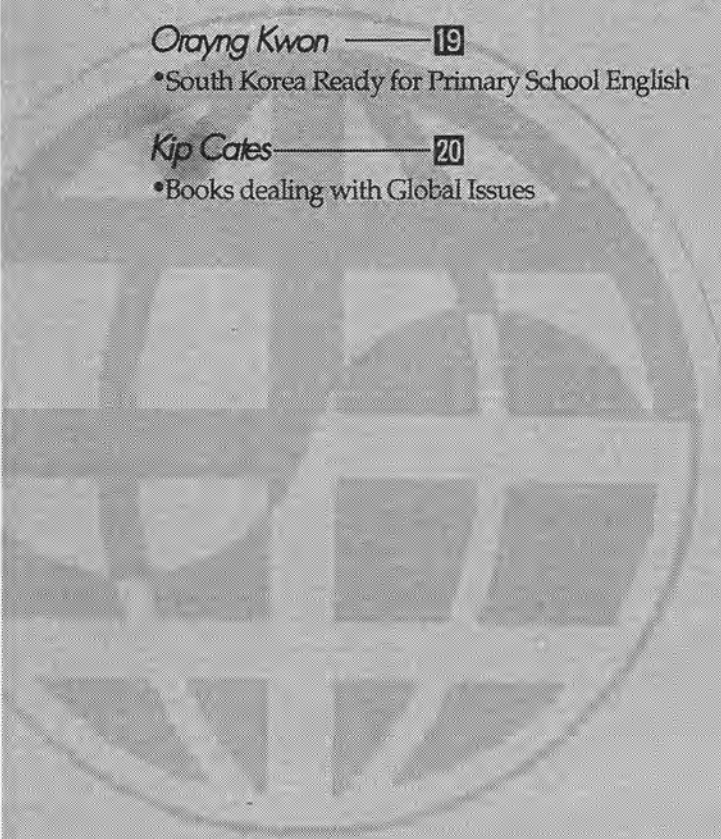
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LANGUAGE TEACHING
The Korea TESOL Journal

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Language Teaching: The Korea TESOL Journal is the successor to the newsletter of the Association of English Teachers in Korea (AETK), which in October 1992 joined with several other language teacher organizations in Korea in the establishment of Korea TESOL. The first AETK newsletter was published in 1982 with the name *Teaching English in Korea*. The name was changed to *AETK News* in 1985, to *IAETK Bulletin* in 1987, and then to *AETK Newsletter* in 1990. The last issue of *AETK Newsletter* appeared in December 1992, at which time the publication was re-established under its present name. Editors: Barbara R. Mintz (1982-1984), Dwight J. Strawn (1985-1989), R.A. Brown and Cha Kyung-Whan (1990), John Holstein (1991-1992), Dwight J. Strawn (1993-1996), Caroline T. Linse (1996-)

Music in the classroom

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THIS ARTICLE discusses the use of music in the language classroom and presents a variety of listening and speaking activities that center around this theme. These activities encourage students to engage in meaningful language use. Used together or separately, they can build and create an enjoyable and cooperative classroom atmosphere. ■

FOR LANGUAGE CLASSES to be successful, teachers must provide students with opportunities for meaningful and purposeful communication about engaging topics. As Tim Murphey points out in *Music and Song* (1992), music is a valuable resource that can bring students together and motivate them.

Despite the obvious potential in this resource, a challenge lies in how to utilize music most effectively. In the past, I have used fill-in-the-blank exercises with various songs. As my students dutifully listened and wrote in the missing words, each song I tried seemed to become just another humdrum cloze exercise. The key, I eventually realized, was to view music not as an artifact to be analyzed but as a tool for stimulating real communication.

I have found the following activities to be very successful for classes of low-intermediate university students. However, most can easily be adapted for students of various ages and proficiency levels. These activities can be used separately, or they can be used together as a three-day unit.

Day 1

Activity 1: Music vocabulary

Materials: Music vocabulary handouts

In a preceding class, pass out music vocabulary lists for students to review (e.g., rhythm, lyrics, melody, tempo, genre). In class, ask students to define the words in English and use them in sentences. Then solicit questions which students can ask each other about music (e.g., What kind of music do you like? Who is your favorite pop singer? Do you play any musical instruments? How often do you go to concerts?).

Activity 2: Musical circles

Materials: Tape of upbeat songs, tape recorder

Clear an area in the center of the classroom and have the students stand in two circles, one inside the other. While the music plays, the circles should walk in opposite directions. When the tape stops, students should form pairs with the persons directly across from them and talk about each other's musical tastes using the questions generated in Activity 1.

Start and stop the music frequently so that the students can talk with many different classmates.

Activity 3: Singing contest preparation

Materials: None

Form teams of four to six students to select and practice English songs for a singing contest on Day 3. Popular choices for college students include "Let It Be," "Love Me Tender," "I Can't Help Falling in Love," and "The Greatest Love." My students have really enjoyed singing, and even those who don't have much talent give it their best shot.

Day 2

Activity 4: Brainstorming musical genres

Materials: None

In small groups, the students should list as many different musical genres as they can. After a few minutes, write the names on the board and ask the students to explain any unusual categories. As many students mention "ballads," for example, you can point out the difference between "genre" and "type of song" by referring to the presence of ballads in various genres (e.g., folk ballads, rock ballads, country ballads). For homework, the students should prepare to describe these genres for a password game on Day 3.

Activity 5: "I Can See Clearly Now"

Materials: Tape of "I Can See Clearly Now," copies of the lyrics (see appendix), tape recorder

As no music unit would be complete without listening to a song, we use "I Can See Clearly Now." This short, upbeat reggae song by Jimmy Cliff was recently popularized in Korea by the Disney movie *Cool Runnings*. I suggest playing the song a total of three times. First, ask students to merely listen and tell you any words that they can understand. Then, read the lyrics aloud to the students and play the tape a second time. Now focus on the overall meaning of the song. Solicit words describing the singer's emotional state both in the past (e.g., sad, depressed, unhappy, discouraged, pessimistic) and now (e.g., happy, cheerful, optimistic, hopeful) as well as the weather terms he utilizes to symbolize these emotions (e.g., rain, dark clouds, blue skies, rainbow). Now pass out and read together the lyrics and discuss any confusing words or phrases such as the line "I can see all obstacles in my way" (which means that, although the singer's life will never be problem-free, he can now face his troubles with a positive attitude). Finally, play the song a third time and encourage the students to sing along. If possible, show the song's video, which appears after the final credits on the movie *Cool Runnings*. This beautifully made video includes both scenes

from the film and images of everyday life in Jamaica.

You can, of course, follow this teaching procedure with any number of songs. I recommend choosing songs with fairly simple, short, and easy-to-understand lyrics. The key is to emphasize what the students can understand, not what they can't, and to pay attention to the meaning behind the words, not just the words themselves.

Day 3

Activity 6: Singing contest

Materials: Slips of paper to serve as ballots

The teams formed on Day 1 should take turns performing their songs in English. After the performances, have all the class members participate in deciding which team gave the best performance. To encourage competition, do not allow students to vote for their own teams. While you count the votes, have the groups begin Activity 7.

Activity 7: Password game

Materials: Envelopes containing slips of paper with the names of various musical genres

Give each group an envelope containing the names of musical genres (e.g., rock 'n roll, classical, opera, rhythm and blues, rap, jazz, heavy metal). The students should take turns describing these genres while their teammates try to guess (e.g., "This genre comes from Jamaica and uses a syncopated rhythm." Answer: reggae). The speakers should use complete sentences if possible and avoid referring to specific performers or songs.

Activity 6 continued: Singing contest awards

Materials: Colorful paper ribbons for all teams, marker

After tallying up the ballots for the singing contest, label paper ribbons with appropriate titles such as "Best Group," "Most Romantic," and "Best Harmony." If possible, try to give all teams some kind of recognition for their efforts. At the end of the class, announce the awards and pass out the ribbons. For fun, throw a little confetti!

Additional activities

THESE ARE JUST A FEW of the wide variety of activities that can be used to create a productive language learning environment centered around the theme of music. In addition to the above, my classes have also enjoyed doing the following two activities as time permits.

Activity 8: Around the world

Materials: Tape containing eight to ten short excerpts of songs from various countries, tape recorder, ribbons (optional)

I use this activity to explain my own rather eclectic musical tastes and expose the students to music from around the world. Prepare a master tape containing short excerpts of music from different countries (e.g., Ireland, Japan, South Africa, Bolivia). Before playing the tape, give the names of the countries. The students should try to identify where each song comes from. They are often very surprised at the diversity of musical genres, and most can only identify three

or four excerpts. To increase interest, make this activity a contest and give ribbons to the top scorers.

Activity 9: Creating song lyrics

Materials: None

This activity is especially successful with younger and less proficient students. Divide the students into groups of four to create and perform their own lyrics to a simple and familiar tune like "Are you Sleeping? (Brother John)." The students will enjoy listening to their different—and often very creative—versions of the same song.

Conclusion

MUSIC has tremendous potential in the language classroom for stimulating real and meaningful language use because it gets students to communicate with each other about their mutual interests. This versatile and exciting resource can serve as a springboard for students to practice a wide variety of skills. Korean students very much enjoy listening, singing, and talking about their favorite songs. Just note the proliferation of singing rooms! As a teacher, don't worry if you lack musical talent. Using music in the classroom does not necessarily require your own public performance, and if you do decide to join in, remember that participation counts more highly than skill! I recommend scheduling a music unit towards the beginning of a course as it creates student rapport and an enjoyable and supportive atmosphere for language learning. ■

Appendix

"I Can See Clearly Now"

A: I can see clearly now; the rain is gone.

I can see all obstacles in my way.

Gone are the dark clouds that had me blind.

It's going to be a bright, bright, sun-shiny day.

It's going to be a bright, bright, sun-shiny day.

B: I think I can make it now; the pain is gone.

All of the bad feelings have disappeared.

Here is the rainbow I've been praying for.

It's going to be a bright, bright sun-shiny day.

C: Look all around; there's nothing but blue skies.

Look straight ahead, nothing but blue skies.

Repeat A

References

Murphey, T. (1992). *Music and song*. Oxford: Oxford University Press.

Anxiety and beliefs about language learning: A study of Korean university students learning English

Susan Truitt

THE EXISTENCE of foreign language anxiety can be clearly noted in many societies, particularly in monolingual and monocultural groups. Average citizens often shudder at the thought of learning a foreign language. This anxiety has been attested by language teachers and researchers. For example, Horwitz, Horwitz, and Cope (1986) used a questionnaire to determine how widespread foreign language anxiety was among students at a Texas university, and found it to be quite common. Similarly, MacIntyre and Gardner (1989) found in a study of 104 native English-speaking subjects that they reported significantly more anxiety in their French class than in math or English class.

In addition, the experiences of numerous language learners indicate that anxiety can have a negative effect on their language learning, at times leading the learners to avoid or give up language learning temporarily or altogether (Horwitz et al., 1986; Bailey, 1983). In research using the Foreign Language Classroom Anxiety Scale (FLCAS) with beginning Spanish and French classes, Horwitz (1986) found that higher scores on the FLCAS were significantly correlated with lower actual final grades, as well as lower expected grades. In a study of native English speakers learning French, MacIntyre and Gardner (1989) found that subjects high in Communicative Anxiety learned more slowly and recalled fewer French vocabulary words than those who were low.

In order to reduce foreign language anxiety, which in turn may improve language learning, it is important to determine which factors may lead to this anxiety. Young (1991) discusses six possible sources: personal and interpersonal issues, instructor-learner interactions, classroom procedures, language testing, instructor beliefs about language learning, and learner beliefs about language learning.

Among these factors, learner beliefs about language learning are important to consider because they may be among the most accessible to change by the learner (Horwitz, 1987). For example, Horwitz (1987) states from her experience that many anxious language learners believe that they are supposed to understand every word in their foreign language class. When it is explained to them that this is not expected or necessary, they begin to relax. Young (1991) adds that unrealistic beliefs about the importance of correctness in grammar or pronunciation, or about the time it takes to learn a foreign language, can also lead to frustration and anxiety.

However, little research has directly examined the relationship between learners' beliefs about language learning and foreign language anxiety. In particular, no such study has examined this relationship among Korean university students who are learning English. Therefore, this study de-

scribes the foreign language anxiety and beliefs about language learning of Korean students of English as a foreign language (EFL), as well as the relationship between these beliefs and anxiety levels.

Specifically, the present study explores the following research questions:

1. What beliefs do Korean EFL students have about language learning?
2. How do these beliefs compare to those in previous studies of American foreign language students and other ESL students?
3. Do some Korean EFL students report experiencing foreign language anxiety?
4. Are anxiety and/or beliefs about language learning related to background factors such as sex, major, and living abroad?
5. Do Korean EFL students differ in their levels of anxiety about language learning based on their beliefs about language learning?

Method

Subjects

The subjects of this study were 204 students in required English classes at a university in Seoul, Korea, in the spring semester 1994. Their majors were premed (138) and English language and literature (66). The male-female ratio was 131:70 (3 unknown). The majority of the subjects were freshmen (193), with four sophomores, two juniors, one senior, and four unknown. The subjects ranged in age from 18 to 29, with an average age of 19.5. Twenty-nine subjects (14%) had traveled to a foreign country, including fifteen (7%) who had lived in a foreign country for one year or more. The teachers were all foreign native speakers of English, and the classes were taught only in English.

Materials

The questionnaire used in this study consisted of three measures: The Beliefs About Language Learning Inventory (BALLI, Horwitz, 1983a, 1987), The Foreign Language Classroom Anxiety Scale (FLCAS, Horwitz, 1983b), and a background questionnaire. Open-ended questions were added in order to discover any additional beliefs experienced by the subjects, as well as any difficulties the subjects had in answering the questionnaire. These instruments were slightly adapted to the Korean context, and translated into Korean (see Table 1 and Appendices A and B).

Data analysis

The data in this study were analyzed as follows.

Quantitative analysis

The quantitative analysis of the data was performed using SPSS for MS Windows Release 6.0, as follows:

1. To summarize the students' background information and responses to the BALLI and FLCAS items, frequencies, percentages, means, and standard deviations were computed for each item. In addition, for the FLCAS items, the mean and standard deviation of the total score were computed.

2. Principal-component analysis and factor analysis were computed on the BALLI scores. The former was used to obtain estimates of the initial factors and to determine the number of factors which represent the data. Then the factor analysis was used to discern the underlying factors for the BALLI scores.

3. Multivariate analysis of variance (MANOVA) was conducted to investigate the effects of the background variables, sex, major, and living abroad, on beliefs and anxiety. Post hoc analysis was used to indicate which variables caused significant differences.

4. The relationship between beliefs about language learning and foreign language anxiety was measured by stepwise multiple regression analysis. Each factor score of the BALLI was examined for its ability to predict anxiety level.

Other analyses

1. The subjects' responses to the open-ended questions which were added to the BALLI and FLCAS were categorized and summarized.

2. The results of the BALLI and FLCAS were compared with the results of previous studies of American foreign language students and other ESL students.

Results

The major findings of this study are summarized below.

Beliefs about language learning

Descriptive statistics were computed on the students' responses to the items in the BALLI. Table 1 presents the frequencies of response (in percentage), means, and standard deviations for the 36 items in the BALLI.

The last two items of the BALLI (items 37 and 38) were open-ended questions designed to give the subjects the opportunity to respond freely. Item 37 asked if the subjects had any additional ideas about learning English, while item 38 asked if any of the preceding questions were unclear or confusing.

Regarding beliefs about language learning (item 37), a large number of subjects commented that they believe speaking and listening are more important than reading, writing, and grammar, and that they want more speaking and listening in their English class. Several subjects also commented that there are too many students in each class, and they want more opportunities to participate in class. In addition, they want more opportunities to have conversations with native speakers of English, and they like having a native-speaking English teacher. They also think that the class is too formal and would like more innovative teaching methods.

Item 38 asked whether any of the preceding items were unclear or confusing. While the majority of the subjects had no comment on this question, some thought there were overlapping items on the questionnaire. Regarding item 15 about how long it takes to learn a language, five subjects commented that it depends on the situation or the method of study. Four subjects were confused because there were two items about translation (item 28: Korean to English; item 29: English to Korean).

According to their responses to the BALLI, most of the Korean university students in this study have strong motivations to learn English, but not in order to get to know people who speak it. It seems that their motivation is more instrumental than integrative. They believe that culture is important in language learning, but that grammar is not. They support the strategies of repeating and practicing, pronunciation, and guessing, and believe that it is okay to make mistakes, but they feel timid and uncomfortable speaking English. They are optimistic about learning English, but believe that it is difficult, especially in speaking, and takes time. They also believe that anyone can learn a language, but that some have a special ability, which they may feel they personally do not have.

Comparisons with beliefs of other groups

The responses of the Korean EFL students in this study to the BALLI were compared with those of international ESL students in the United States (Horwitz, 1987), American students of foreign languages (Horwitz, 1988), Chinese EFL students (Yang, 1992), and Korean EFL students (Park, 1995). The ESL students (Horwitz, 1987) appeared to have more confidence in their ability to learn English, more confidence and desire to speak English with native speakers, and more integrative motivation than the Korean EFL students. In comparison with the American foreign language students (Horwitz, 1988), the Korean EFL students seemed less confident of their personal language learning ability, but more confident of the ability of their countrymen to learn languages. The Koreans were more supportive of the roles of culture and pronunciation in language learning, and less supportive of the roles of grammar and correctness. In addition, the Koreans had more instrumental reasons to learn English than the Americans.

More similarities existed between the Chinese (Yang, 1992) and Korean EFL students, but the Chinese students appeared to have a greater confidence in their ability to learn English than the Korean students. Finally, the results of this study were quite similar to those of Park (1995), whose subjects were also Korean university students learning EFL. One difference was that although Park's subjects tended to believe that English is more difficult than did those in the current study, more of his subjects agreed that they would learn to speak English well. In addition, more students in the present study felt that translation is not important, and reported that they did not enjoy practicing English with native speakers nor did they want to learn English for the purpose of getting to know native speakers.

Foreign language anxiety

The FLCAS yields a composite score ranging from 33 to 165, a higher score signifying a higher degree of anxiety. In this

TABLE 1
Frequencies of Response (in %), Means and Standard Deviations for the BALLI Items

Item	1* SD	2 D	3 N	4 A	5 SA	Mean	Std Dev
1. It is easier for children than adults to learn a foreign language.	6**	8	8	38	40	3.98	1.16
2. Some people are born with a special ability for learning foreign languages.	5	8	27	38	22	3.64	1.07
3. Some languages are easier to learn than others	6	9	23	37	26	3.68	1.13
4. English is: (1) a very difficult language; (2) a difficult language; (3) a language of medium difficulty; (4) an easy language; (5) a very easy language.	6	39	41	13	1	2.64	0.82
5. I believe that I will learn to speak English very well.	6	11	24	34	25	3.62	1.15
6. Koreans are good at learning foreign languages.	7	40	26	23	4	2.77	1.02
7. It is important to speak English with an excellent pronunciation.	3	9	7	34	47	4.13	1.07
8. It is necessary to know about English-speaking cultures in order to speak English well.	2	3	11	32	53	4.32	0.88
9. You shouldn't say anything in English until you can say it correctly.	71	22	3	3	3	1.45	0.87
10. It is easier for someone who already speaks a foreign language to learn another one.	4	6	20	45	25	3.80	1.01
11. People who are good at mathematics or science are not good at learning foreign languages.	37	35	16	9	3	2.05	1.08
12. It is best to learn English in an English-speaking country.	3	3	5	25	65	4.46	0.93
13. I enjoy practicing English with people who speak English as a native language.	27	17	23	16	18	2.81	1.44
14. It's O.K. to guess if you don't know a word in English.	3	3	21	43	30	3.95	0.95
15. If someone spent one hour a day learning a language, how long would it take them to speak the language fluently: (1) less than a year; (2) 1-2 years; (3) 3-5 years; (4) 5-10 years; (5) You can't learn a language in 1 hour a day.	1	10	44	32	14	3.49	0.87
16. I have a special ability for learning foreign languages.	26	29	28	12	5	2.43	1.15
17. The most important part of learning a foreign language is learning vocabulary words.	5	23	30	32	10	3.20	1.06
18. It is important to repeat and practice a lot.	2	0	5	24	70	4.61	0.72
19. Women are better than men at learning foreign languages.	31	25	23	16	5	2.40	1.23
20. Koreans feel that it is important to speak English well.	4	6	12	42	36	4.01	1.04
21. I feel timid speaking English with other people.	14	22	23	21	20	3.12	1.33
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	37	25	19	13	6	2.26	1.26
23. The most important part of learning a foreign language is learning the grammar.	36	45	15	3	0	1.86	0.80
24. I would like to learn English so that I can better understand people who speak English as a native language.	28	38	20	10	3	2.23	1.08
25. It is easier to learn to speak than understand a foreign language.	40	29	13	8	9	2.16	1.28
26. It is important to practice with cassettes or video tapes.	3	16	34	31	17	3.44	1.02
27. Learning a foreign language is different than learning other academic subjects.	3	9	20	44	24	3.78	1.00
28. The most important part of learning English is learning how to translate from Korean to English.	23	39	20	14	4	2.37	1.11
29. The most important part of learning English is learning how to translate from English to Korean.	28	43	18	9	2	2.14	1.00
30. If I learn English very well, I will have better opportunities for a good job.	1	5	20	46	28	3.95	1.88
31. People who speak more than one language are very intelligent.	8	18	32	35	7	3.17	1.06
32. I want to learn to speak English well.	0	2	4	12	82	4.75	0.62
33. I would like to get to know people who speak English as a native language.	2	5	14	25	55	4.27	1.00
34. Everyone can learn to speak a foreign language well.	6	17	27	33	17	3.38	1.13
35. It is easier to read and write English than to speak and understand (listen to) it.	6	12	22	37	23	3.57	1.15
36. Language learning involves a lot of memorization.	2	6	18	41	33	3.98	0.95

Notes:

*1=strongly agree; 2=disagree; 3=neither agree nor disagree; 4=agree; 5=strongly agree.

**Percentages in this table have been rounded to the nearest whole number, and thus may not add to 100.

study, the scores ranged from 41 to 162, with a mean of 101.22 and a standard deviation of 23.37. This mean is higher than those of Horwitz's (1986) study of American students of Spanish (mean = 94.5) and Aida's (1994) study of American students of Japanese (mean = 96.7)

Influence of background variables

Multivariate analysis of variance was used to test for the influence of background variables on the BALLI factors. The variables of sex, major, and experience living abroad were chosen as the background variables to be tested.

The students' majors made a significant difference in their beliefs about language learning: English majors had significantly higher means than premed majors in both self-efficacy/confidence in speaking and motivation for learning English. Another large significant difference was found between those who had lived in an English-speaking country for at least one year and those who had not. The students who had lived abroad had significantly higher means in self-efficacy/confidence in speaking than those who had not, and significantly lower means on the FLCAS. Relationship Between Beliefs and Anxiety

This study used correlations and multiple regression to determine the relationship between the subjects' beliefs about language learning and their foreign language anxiety. A factor analysis of the BALLI found five factors: the value and nature of learning English, self-efficacy/confidence in speaking, the importance of correctness/formal learning, ease of learning English, and motivational factors. Two of these belief factors were found to be significantly correlated with foreign language anxiety: self-efficacy/confidence in speaking ($r = -.604$) and beliefs about the ease of learning English ($r = -.231$).

Discussion

This section will discuss the results of this study according to the framework of the research questions.

Beliefs about language learning

The factor analysis of the BALLI produced five factors: (1) the value and nature of learning English, (2) self-efficacy/confidence in speaking, (3) the importance of correctness/formal learning, (4) the ease of learning English, and (5) motivational factors. Each of these factors is discussed below in relation to relevant research.

1. Value and nature of learning English (BALLI items 3, 7, 8, 12, 18, 20)

The subjects in this study tended to strongly agree that "Koreans feel that it is important to speak English well." This indicates the high value that Koreans place on English proficiency.

Pintrich's (1989; Pintrich & DeGroot, 1990) model of motivation emphasizes the role of value beliefs, including importance, interest, and utility. Pintrich & DeGroot (1990) found that students who believed that their school work was interesting and important were more cognitively engaged, self-regulating, and persistent in their academic work. In addition, Meece et al. (1990) found that "students who assigned more importance to achievement in mathematics reported less math anxiety" (p. 68).

If these findings in educational psychology can be applied to the area of second language learning, the fact that Koreans highly value English proficiency may increase their motivation and possibly even help to lower their anxiety about learning English.

In Factor 1, the majority of the subjects in this study also highly valued certain aspects of the nature of learning English, such as pronunciation, repeating and practicing, and learning about English-speaking cultures. In the field of second language acquisition, Wenden (1987) found that language learners often used learning strategies consistent with their beliefs about what aspects of language learning are most important (using the language naturally, formal learning about grammar and vocabulary, or personal factors). Therefore, the aspects of language learning that these subjects value will probably affect the strategies that they use. For example, those who value learning about English-speaking cultures may try to travel to an English-speaking country if possible, or get to know native English speakers living in Korea. However, if these beliefs are unrealistic, they could also lead to frustration and anxiety. For example, since pronunciation seems to be so difficult to master in adulthood (Scovel, 1988), language learners who believe that it is important to speak with an excellent pronunciation may be disappointed.

2. Self-efficacy/confidence in speaking (BALLI items 13, 16, 24, 35, 36)

The subjects in this study tended to disagree (55%) with the statement, "I have a special ability for learning foreign languages," and to agree (60%) with the statement, "It is easier to read and write English than to speak and understand it." These responses indicate that many of these Korean students are not confident about their language learning ability, particularly in the areas of speaking and listening. Bandura (1982, 1986) claims that self-efficacy can influence task choice, effort and persistence, helpful or debilitating thought patterns, and affective reactions. In a study of seventh grade students, Pintrich and DeGroot (1990) found that test anxiety was negatively related to self-efficacy beliefs. Similarly, Truitt (1995) has found a strong negative correlation between this factor and foreign language anxiety.

In this factor, the subjects also tended to disagree with statements like "I enjoy practicing English with people who speak English as a native language" (44%), and "I would like to learn English so that I can better understand people who speak English as a native language" (66%). These responses show that in spite of their strong belief that knowledge about culture is important, many students do not enjoy speaking English with native speakers, and do not seem to have an integrative motivation for learning English. Perhaps because of their lack of self-confidence in their English ability, they may be afraid to try to talk with native speakers, even though they believe it would help them to learn. In fact, Yang (1992) found a relationship between Taiwanese EFL learners' self-efficacy about learning English and their use of learning strategies, particularly the use of functional practice strategies which involve "actively seeking or creating opportunities to use or practice English functionally" (p. 93).

3. Importance of correctness/formal learning (BALLI items 9, 17, 22, 23, 29, 31)

The subjects in this study tended to believe that the most

important part of learning a foreign language is learning vocabulary (42%), rather than translation (11%) or grammar (3%). Thus, despite the dominance of the grammar-translation teaching methodology used in Korea, most of these students believed that grammar and translation are not important. Perhaps they feel this way because they have studied English for so long using this method, but do not feel that it has been effective. In fact, many students expressed such opinions in answer to an open-ended question asking if they had any additional ideas about learning English.

Another interesting finding in this factor is that the subjects in this study overwhelmingly disagreed with the statements, "You shouldn't say anything in English until you can say it correctly" (93%), and "If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on" (62%). Thus, in spite of the fact that they tended to have low self-efficacy about their English ability and not to enjoy practicing English with native speakers, many Koreans actually believe that it is okay to make mistakes in speaking English. Encouraging students to put this belief more into action might help them to enjoy practicing English with native speakers without fear.

4. Ease of learning English

(BALLI items 2, 4, 5, 19, 34)

The subjects in this study tended to believe that English is very difficult (6%), difficult (39%), or of medium difficulty (41%). However, 50 percent believed that everyone can learn to speak a foreign language well, and 59 percent agreed that "I believe that I will learn to speak English very well." Thus, although they do not believe that they have a special ability for language learning, the majority of these subjects believe that they will succeed. This belief may help increase their motivation to learn, and lower their anxiety. In fact, Truitt (1995) also found a strong negative correlation between this factor and foreign language anxiety.

5. Motivational factors

(BALLI items 30, 32, 33)

These subjects scored quite high in motivational factors. They overwhelmingly agreed that they want to learn English well (94%) and that English ability will give them better job opportunities (74%). Thus, these students seem to have strong instrumental reasons for learning English. In addition, although the majority disagreed in Factor 2 that they wanted to learn English so that they could better understand people who speak English as a native language, 80 percent agreed that they would like to get to know people who speak English as a native language. In other words, it seems that although understanding native speakers is not their main purpose for learning English, most of these students would like to get to know English speakers along the way.

In summary, it is apparent that although many of these students have beliefs which may be helpful for language learning, such as a strong desire to learn and a belief that it is okay to make mistakes, they may have difficulty putting these beliefs into practice because of other beliefs such as a lack of self-confidence about their language learning ability. As Horwitz (1987) suggests, one role of teachers can be to "confront erroneous beliefs with new information" (p. 126), and to help students to develop more effective strategies based on helpful beliefs about language learning.

Comparisons with beliefs of other groups

As summarized above, the beliefs about language learning of the subjects in this study were compared with those found in previous studies of learners from different cultural backgrounds and experiences. For example, in comparison with the American students in Horwitz (1988), the Koreans in this study seemed less confident of their personal language learning ability, but more confident of the ability of their countrymen to learn languages. In addition, the Koreans appeared to have more instrumental reasons for learning English than the Americans did. More similarities existed between the Chinese (Yang, 1992) and Korean EFL students, but the Chinese students appeared to have a greater confidence in their ability to learn English than the Korean students. These differences imply that although individual differences in beliefs about language learning are great, some beliefs may be similar among learners from the same culture. Thus, as suggested by Horwitz (1987), cultural background may influence beliefs about language learning.

Other evidence suggests that previous experiences may also influence language learning (Horwitz, 1987). For example, ESL students living in the United States (Horwitz, 1987) appeared to have more confidence in their ability to learn English, more confidence and desire to speak English with native speakers, and more integrative motivation than the Korean EFL students in this study. In addition, this study found that the Korean EFL students who had lived in an English-speaking country had significantly higher means in self-efficacy/confidence in speaking than those who had not. These results suggest that previous experiences, such as living in an English-speaking country, can have an influence on learners' beliefs about language learning.

Comparison of the beliefs about language learning of the Korean subjects in this study with those in Park's (1995) study show that even among learners from the same culture and with similar previous experiences, differences exist. One difference was that although Park's subjects tended to believe that English is more difficult than did those in the current study, more of his subjects agreed that they would learn to speak English well. In addition, more students in the present study felt that translation is not important, and reported that they did not enjoy practicing English with native speakers nor did they want to learn English for the purpose of getting to know native speakers. Since the majority of Park's subjects were male (91%), and since they had different majors (70% engineering and 30% humanities/social science) from those in the current study, these factors may have led to differences in their beliefs about language learning.

Foreign language anxiety

This study found that Korean university students do report experiencing foreign language anxiety, and that it is, in fact, higher than that of the subjects in other studies. The mean FLCAS score of the Korean EFL students in this study was 101.22, with a standard deviation of 23.37. This mean is higher than those of Horwitz's study of American students of Spanish (mean = 94.5) and Aida's study of American students of Japanese (mean = 96.7). These results are similar to those of Schwartz and Kim (1984, 1986), who found Koreans to have significantly higher scores on the Test Anxiety Inventory (Spielberger, 1980) and the State-Trait

Personality Inventory (Spielberger, 1979) than German, American, Hindi, Dutch, and Hungarian subjects. These findings suggest that learners from certain cultures may have higher levels of foreign language anxiety than those from other cultures.

Influence of background variables

As discussed above, several background variables were related to the beliefs about language learning of the subjects in this study. For example, English majors had significantly higher means than premed majors in both self-efficacy/confidence in speaking and motivation for learning English. Similarly, Yang (1992) found that foreign language majors had significantly higher means on the factor "Beliefs About Foreign Language Aptitude" than other majors.

Another large significant difference was found in the current study between those who had lived in an English-speaking country for at least one year and those who had not. The students who had lived abroad had significantly higher means in self-efficacy/confidence in speaking than those who had not. In a similar way, ESL students living in the United States (Horwitz, 1987) appeared to have more confidence in their ability to learn English, more confidence and desire to speak English with native speakers, and more integrative motivation than the Korean EFL students in this study.

These findings indicate that background factors such as major and previous experiences such as living in an English-speaking country may have an effect on learners' beliefs about language learning. This supports Horwitz's (1987) claim that learners' beliefs may be influenced by previous experiences.

Relationship between beliefs and anxiety

This study used correlations and multiple regression to determine the relationship between the subjects' beliefs about language learning and their foreign language anxiety. Two belief factors were found to be significantly correlated with foreign language anxiety.

First, the correlation between foreign language anxiety and self-efficacy/confidence in speaking was $-.604$ ($p < .001$), and this factor accounted for 36 percent of the variance in the overall FLCAS score. This finding supports other research in the field of second language acquisition. Gardner, Smythe, and Lalonde (1984) analyzed a previous study by Gardner, Smythe, Clement, and Glikzman (1976), which used the Attitude/Motivation Test Battery (AMTB) to test students in grades 7 through 11 learning French as a second language. Gardner et al. (1984) found that French Class Anxiety was most highly associated, out of all the factors in the AMTB, with the factor related to self-perception of French competence, and secondly to French achievement. This also fits Clement and Kruidenier's (1985) view of anxiety as a component of self-confidence. They see self-confidence as consisting of anxiety as the affective aspect, and self-evaluation of proficiency as the cognitive aspect.

The second factor which was significantly correlated with foreign language anxiety was beliefs about the ease of learning English ($r = -.231$; $p < .01$). This factor accounted for an additional five percent of the variance in the overall FLCAS score, after the effects of the first factor were accounted for. This finding supports Weiner's (1986) attribution theory of

motivation. According to this theory, people interpret circumstances such as success and failure by attributing them to some cause. One possible cause, which is uncontrollable and external, is task difficulty. Thus, according to this theory, beliefs about task difficulty can influence one's expectancy for future performance, and can affect persistence, task choice, and affective reactions.

Conclusions

Several conclusions can be made based on the findings of this study. First, the Korean subjects in this study had different beliefs about language learning from those in previous studies of American foreign language students (Horwitz, 1988), ESL students in the United States (Horwitz, 1987), EFL students in Taiwan (Yang, 1992), and even another group of EFL students in Korea (Park, 1995). In addition, the beliefs about language learning of the subjects in this study were related to background factors such as major and experience living in an English-speaking country. These findings provide evidence that learners' beliefs about language learning can vary based on their cultural backgrounds and previous experiences (Horwitz, 1987).

Secondly, the Korean subjects in this study were found to have higher levels of foreign language anxiety based on their FLCAS scores than the subjects in previous studies (Horwitz et al., 1986; Aida, 1994). These findings suggest that many Korean EFL learners do indeed experience foreign language anxiety. They also suggest that learners from certain cultures may have higher levels of foreign language anxiety than those from other cultures. Thirdly, two belief factors were found to be significantly correlated with foreign language anxiety: self-efficacy/confidence in speaking ($r = -.604$) and beliefs about the ease of learning English ($r = -.231$). This finding suggests that Korean EFL learners who are self-confident about their English ability and believe that they will be able to learn English well tend to have less foreign language anxiety than their peers without such confidence. More generally, these results suggest that beliefs about language learning, particularly low self-efficacy/confidence in speaking and beliefs about the difficulty of language learning, may be a source of foreign language anxiety. ■

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Appendix A Background Questionnaire (English Version)

The questions below are for research purposes only, and your individual answers will not be made available to anyone. Please answer the following questions or check the proper answers.

- Your sex: _____ Male _____ Female
- Your age: _____ years old
- Your major: _____
- Year of study: _____
- Why are you taking this English course? (Please choose one or two most important reasons for you.)
 - _____ I am interested in the English language.
 - _____ I am interested in English-speaking cultures.
 - _____ It is required for my major.
 - _____ It is easy.
 - _____ I want to get to know English-speaking foreigners.
 - _____ I want to study in an English-speaking country.
 - _____ I will need it in order to get a good job.
 - _____ I will need to use it in my job.
 - _____ I want to use it for travel.
 - _____ Other: _____
- How many years have you studied English in college? _____
- How many years have you studied English in a private institute or with a tutor? _____
- How many years have you had a native-speaking English teacher? _____
- Have you ever traveled to or lived in an English-speaking country?
 - _____ Yes
 - _____ No
 - If yes, what country? _____
 - How long were you there? _____
- How many native English-speaking friends or acquaintances have you known? _____
 - If 1 or more, how often did you speak English with this person?
 - _____ rarely
 - _____ sometimes
 - _____ often
- How often do you watch TV or movies or listen to the radio in English (without looking at the Korean subtitles)?
 - _____ never
 - _____ less than once a month
 - _____ 1 to 3 times a month

- _____ once a week
 _____ more than once a week
12. What was your score on the English test of the college entrance exam? _____
 13. What grade do you expect to receive in this English course?

APPENDIX B

Foreign Language Classroom Anxiety Scale (English Version)

Directions: Each of the following statements refers to how you feel about your English class. Please indicate whether you (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, or (5) strongly agree, by marking the appropriate number on the computer answer sheet for questions 51-83. Start with number 51. Please give your first reaction to each statement, and mark an answer for every statement.

51. I never feel quite sure of myself when I am speaking in my English class.
52. I don't worry about making mistakes in English class.
53. I tremble when I know that I'm going to be called on in English class.
54. It frightens me when I don't understand what the teacher is saying in English.
55. It wouldn't bother me at all to take more English classes.
56. During English class, I find myself thinking about things that have nothing to do with the course.
57. I keep thinking that the other students are better at English than I am.
58. I am usually at ease during tests in my English class.
59. I start to panic when I have to speak without preparation in English class.
60. I worry about the consequences of failing my English class.
61. I don't understand why some people get so upset over English classes.
62. In English class, I can get so nervous I forget things I know.
63. It embarrasses me to volunteer answers in my English class.
64. _____
65. I would not be nervous speaking English with native speakers.
66. I get upset when I don't understand what the teacher is correcting.
67. Even if I am well prepared for English class, I feel anxious about it.
68. I often feel like not going to my English class.
69. I feel confident when I speak English in English class.
70. I am afraid that my English teacher is ready to correct every mistake I make.
71. I can feel my heart pounding when I'm going to be called on in English class.
72. The more I study for an English test, the more confused I get.
73. I don't feel pressure to prepare very well for English class.
74. I always feel that the other students speak English better than I do.
75. I feel very self-conscious about speaking English in front of other students.
76. English class moves so quickly I worry about getting left behind.
77. I feel more tense and nervous in my English class than in my other classes.
78. I get nervous and confused when I am speaking English in my English class.
79. When I'm on my way to English class, I feel very sure and relaxed.
80. I get nervous when I don't understand every word the English teacher says.
81. I feel overwhelmed by the number of rules you have to learn in order to speak English.
82. I am afraid that the other students will laugh at me when I speak English.
83. I would probably feel comfortable around native speakers of English.
84. I get nervous when the English teacher asks questions which I haven't prepared in advance.

*Please write your answers to the following two questions on the other answer sheet.

84. Do you have any other feelings about your English class which are not included above?
85. Were any of the above questions unclear or confusing to you? If so, please write the question numbers and briefly describe what was confusing.

Reflective teaching and burnout: Exercises in rational and irrational thinking about EFL teaching

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THE TEACHING/LEARNING situation is not an orderly world governed by discernible rules and simple cause-effect relations, rather it is a complex system of unclear patterns and irregularities. Sometimes these irregularities can lead to frustrating moments in a teacher's life; this can lead to burnout on the job. However, teachers who recognize these situations by engaging in reflective teaching can have long and productive careers.

This paper starts with a discussion of burnout and its symptoms. Next, rational and irrational thoughts about teaching EFL are considered. For this discussion the following exercises are used: metaphors, picture images, guided fantasy, the wall, and the tree of life. It is hoped that at the end of these discussions EFL teachers will be more aware of themselves as teachers. ■

SO, you're an English teacher! How did this happen to you? What does it mean to you? How do you teach? Do you follow a method or do you "wing it" each class? Do you follow the same old routine every day, each week, each year and not take any time to reflect on what you are doing? If you follow a routine for a long period of time, something inside you will indicate discomfort and you may have an unpleasant feeling of not knowing what is going on in your classroom even though you "get through" the class. What you have done is to neglect your professional development in some way.

People, like machines, become burned out through overuse or neglect. The EFL teaching/learning situation is not an orderly world which can be mastered with set rules and simple cause and effect relations; rather, it is a complex system of unclear patterns and many irregularities. Sometimes these irregularities can lead to frustrating moments in an EFL teacher's life, which in turn can lead to burnout. However, if EFL teachers learn to recognize these situations by engaging in reflective teaching, they can have a long and productive career.

This paper addresses some important issues in the lives of EFL teachers. Burnout is the first issue briefly discussed. This in turn sets the scene for the next issue, that of rational and irrational thoughts about teaching. Rational thoughts about teaching are discussed with the aid of traditional concepts of teaching, and irrational thoughts are discussed with the help of several reflective exercises. As a result of the reflection involved in these discussions and exercises, EFL teachers can

become more aware of themselves as teachers and can thus initiate their own professional development.

Burnout: what is it?

ALBERT CAMUS once wrote that without work all life goes rotten. But when work is soulless, life stifles and dies. This is the real threat of routine in our lives as EFL teachers. EFL teaching, by its very nature of placing the native English speaking teacher outside his or her own culture, is probably the least supported of any of the professions. Alan Maley (1983) gave a chilling account of the isolation of teaching in China, for example, saying that, "Many foreign teachers feel cut off and alone. Clearly both geography and language account in part for this...but they often feel alienated socially and psychologically too" (p. 40).

According to Munby and Russell (1989) a teacher suffering from burnout is recognizable by teaching which is "repetitive and routine, neglectful of the important opportunities to think about what he is doing" (p. 61). Worse still, this burnout affects students with "the consequences of his [the teacher's] narrowness and rigidity" (p. 61). So the consequences of burnout extend beyond the selfishness of the teacher to the students and even to colleagues. Spaniol and Caputo (1980) have identified three levels of burnout as follows: first-degree burnout, which is mild, with symptoms that are occasional and short lived; second-degree, or moderate burnout, in which the victim experiences regular bouts that last longer and are difficult to overcome; and third-degree burnout, which is the most serious and which may involve tissue damage and produce such symptoms as migraine headaches, upset stomach, and even ulcers.

A first step for a reflective teacher is to determine whether he or she is experiencing burnout symptoms. This can be done using the self-tests included in Appendix A and Appendix B. The first test is a general evaluation of the teacher's level of coping with burnout, and the second focuses more specifically on a personal-intellectual inventory.

Satisfaction of personal-intellectual needs often adds a great sense of fulfillment to our lives. Using our intellectual abilities to discover new and often creative ideas is essential for the dissolution of boredom; and most importantly for teachers it can help us with routine. Some teachers have a tendency to neglect their own intellectual stimulation because of heavy schedules, either self-inflicted or imposed.

EFL teachers, as professionals, need to create and to stimulate themselves intellectually to find satisfaction. In order to do this they must first become aware of these needs and how to fulfill them before they give up or "die on the

job." If EFL teachers are experiencing any symptoms of burnout, then this may be a strong indication that they are not very reflective on or off the job. Awareness of burnout and a lack of reflection can be a first step in becoming a more professional EFL teacher. (Take a moment to look over your responses to the questions posed after the questionnaire in Appendix B. What have you become aware of?)

Awareness of the causes of personal frustrations on the job can also be accompanied by awareness of some rational and irrational thoughts about EFL teaching. For example, how, why, and when did you choose to become an EFL teacher? Did you in fact *choose* to become an EFL teacher? What is your approach to teaching? What are your beliefs about teaching? Is teaching an art or a craft or both? Do you ever think about your teaching day-to-day, or your life as an EFL teacher? These are just a few of many questions that can arise when teachers enter a mode of reflection on their work.

Rational views of EFL teaching

MOST DEFINITIONS of reflective teaching look at teaching from a rational point of view. Jack Richards points out that "Reflection, or 'critical reflection,' refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose" (Farrell, 1995, p. 94). This can include an examination of the different conceptions of EFL teaching as a reflective exercise.

Richards and Freeman (1993) classify the conceptions of EFL teaching which underly the field of language instruction into three main categories: (1) The Science/Research Model, (2) The Theory/Philosophy Model and (3) The Art/Craft Model. All three models take a different stance to EFL teaching, and even the most unqualified, unreflective EFL teachers will find themselves somewhere in these models.

The Science/Research category sees the teaching of EFL as being guided by research supported by experiments in psychology. For example, the learning principles which guided the development of audiolingualism held that learning a language was a matter of habit formation. Another example of this model is the recent emphasis on learning strategies in learning and teaching foreign languages, which has come from research in cognitive psychology. This approach says that if we can identify good learning strategies (presumably by observing good students) we can then teach these strategies to other language students. Also included in this model is task-based language teaching, which is guided by research in Second Language Acquisition Theory. Tasks are used to get students in small groups to negotiate meaning in the foreign language.

The Theory/Philosophy model sees EFL teaching as based on what ought to work (theory) and what is morally right (values-based teaching). The highly-touted communicative method of language teaching is included in this category because it was developed by systematic and principled thinking rather than empirical investigation. Humanistic teaching and learner-centered teaching also come under this category, and teaching effectiveness is seen more in terms of beliefs than in the successful application of a method. Both these first two models emphasize a system of teaching over the individual teacher's role in using the system.

The Art/Craft model, in contrast to the previous two models, depends on the individual teacher's skill and personality in unique teaching situations. Teachers are allowed to

be themselves to act on their own best understanding of what is happening in the classroom. Good teachers will describe and analyze their classes non-judgmentally, and will realize that a range of options is available. This model depends on the teacher, not on the form of teaching.

Those EFL teachers who want ready-made solutions in their teaching will be influenced by the Science/Research model of teaching, those who want general solutions in their teaching will be influenced by the Theory/Philosophy model, and those who want self-made solutions in their teaching will be influenced by the Art/Craft model.

Regardless of the particular method EFL teachers follow in their classrooms, it is important to realize that each method has an underlying philosophy and associated implications that can be explained rationally when reflected upon. One important step in the professional development of an EFL teacher is the articulation of one's teaching philosophy, beliefs and methods in a rational manner.

Irrational views of EFL teaching

THESE CONCEPTIONS of EFL teaching and reflective teaching share the underlying assumption that teachers should use logical, rational, step-by-step analysis of their own teaching and the contexts in which it takes place. Other, non-rational ways govern everyday classroom thinking and behavior. Schön's (1987) "knowing-in-action" is an example in which rational analysis plays no role—at least not in the moment of action.

For Schön, "knowing-in-action" is the tacit dimension. We recognize a face in a crowd, but our recognition does not proceed by listing the features of that person. We need to learn to appreciate something without immediate reasoning (often in the form of judging), and without the need to describe it in words. Schön says that knowledge-in-action is publicly describable in physical performances which are spontaneous, but he says, "...we are unable to make it verbally explicit" (p. 35). Sometimes it is possible, by observing and reflecting on our actions, to make a description of the tacit knowledge we have. However, these descriptions are always constructions and are thus symbolic. Knowing-in-action is dynamic, and facts are seen as being static.

Another educator who talks about the so-called irrational side of teaching is Van Manen (1991), who uses the term "pedagogical moment" to describe the complexities of reflection in teaching. The following is an example of a type of pedagogical moment:

An accident happens right in front of you in the street when a 13-year old girl calls her father whom she sees on the other side of the road. The father waves back to her, then steps from the pavement to meet his daughter, and before her very eyes he is run down by a car. He is killed, but she does not yet know that. Soon she will. Already she cries loudly. Later she will go on crying and seeing the image of her father's death happening in front of her. She has an irrational feeling of guilt. She knows she is not guilty, but she called his name, she waved to him and then he stepped off the pavement and it happened.

What would you do in a situation like this? First, one has to respond; one has to act. This is what Van Manen calls the Pedagogical Moment. A personal response becomes a pedagogical response. Here is my reflection on what I think I would do in this pedagogical moment.

My first question is, "Should the girl see her father crushed and bleeding?" However, before I knew what I was doing, I had already decided and I had taken the girl's hand in order to prevent her from approaching that horrible sight. "Let's go quickly to get your mother," I say. "Where do you live?" Immediately I assure her that people are looking after her father. Why did I do these things? Did I consciously decide to act after thoughtful reflection about the consequences of the action? Do people in such situations consciously decide to act and rationally reflect about the consequences of the action?

I would say that a pedagogical moment does not permit us to step back from the situation in order to deliberate rationally and morally what the various possibilities and consequences are. A pedagogical moment is embedded in the situation where something pedagogical is expected—we must act, even if the action is non-action. That action is the pedagogical moment.

EFL teachers encounter lots of these situations or pedagogical moments in their teaching, because life in the classroom is contingent, every moment is situation-specific. No matter how much teachers plan they must be constantly aware of the interactive situation in the classroom. However we handle these situations, or moments, we nevertheless have time to reflect when they are over by asking questions like, "Why did I do that?" We try to give words to our so-called irrational moments as a teacher—our pedagogical moments (Van Manen, 1991), our reflection-in-action (Schön, 1987).

The following exercises will help reflective practitioners see both the rational and the irrational sides of their work. They are designed to allow one to step back for a moment and become more aware of one's life as an EFL teacher.

1. The Tree of Life (Merryfield, 1993). When teachers enter the EFL teaching profession, they have already developed views of themselves as people and even as teachers. This exercise is designed to allow participants to reflect on where they are now as both a person and a teacher, and is a good introduction to the reflective process. The "roots" of the tree (Fig. 1) are for the early experiences growing up: the values, beliefs, experiences, and knowledge that have shaped you. The trunk brings you up through childhood into high school as you develop your world-view. Each limb represents an adult experience or action in your adult world. This also includes your teaching world.

2. The Wall (Korthagen, 1992). The aim of this exercise

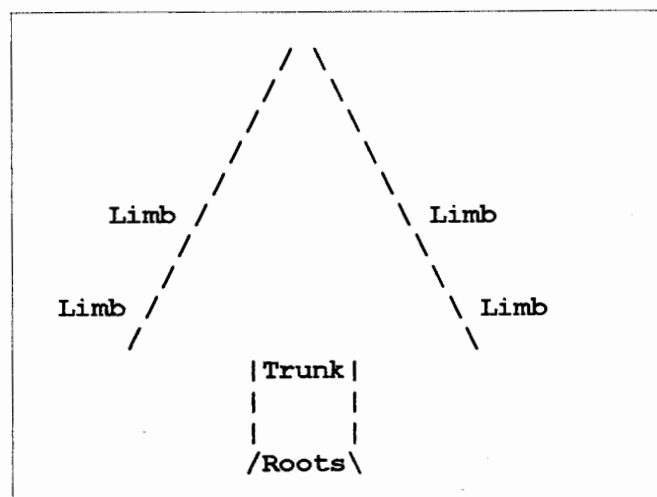


Figure 1. Tree of Life

is to promote reflection on the teacher's subjective attitude toward different educational goals and theories. Each participant in a group receives a number of paper "bricks" with statements about educational goals, values, learning theories, language theories, teaching theories, etc. Some are blank and must be filled in by the group. The assignment is to build your own "teaching wall." You place the bricks that you think are most important at the bottom, others at the top. Groups compare walls, thus giving voice to their views of teaching. A critical reflection process can occur when the groups critically reflect on each other's wall.

3. Metaphors (Munby & Russell, 1990). The word metaphor comes from the Greek *metapherein*, which means to carry across. Using metaphors to make sense of our teaching brings a rich vocabulary to describe these experiences. It brings together language and thought and, in the words of Lakoff and Johnson (1980, cited in Munby & Russell, 1990, p. 5), "The essence of metaphor is understanding and experiencing one kind of thing in terms of another." Munby and Russell (1990) say that we construct our world or "see" it metaphorically (p. 117). So, for this exercise you write a paragraph beginning "Teaching is like..." Then in groups we can share these paragraphs, analyzing the metaphors and looking for relationships between metaphors and beliefs about teaching. Is there any dichotomy between professional theories and theories in use?

4. Pictures (Korthagen, 1992). Drawing or painting pictures is a visual gestalt. For this exercise you first draw a picture of an effective EFL teacher and then draw a picture of an "ideal educational setting." Now compare the two pictures. Photographs of different teaching situations can also be incorporated in this exercise. The idea is to generate discussion of our beliefs about teaching EFL, and to develop associations between pictures and words.

5. Guided Fantasy (Korthagen, 1992). This exercise takes you on a trip back into the past. You have to close your eyes, turn off the lights, breathe and tense/relax your muscles until you feel relaxed. Bring yourself back to when you were in elementary school or early high school. Take a look at the desks, the moment class began, ten minutes later, the walls and anything you "see." Now return to the present and draw pictures of what you saw. In small groups tell your story. This exercise will help teachers reflect on their own experience with learning.

Conclusion

THESE five reflective exercises focus on the teacher rather than on any one problem in teaching. As teachers, we cannot develop or reflect if we do not know where we are coming from in the first place. This paper sought to heighten the awareness of teachers of themselves both personally and professionally. By doing some or all of these exercises, alone or in a group, an EFL teacher may come to a starting position for deeper reflection, or "critical reflection." I have included so-called irrational thoughts about teaching not because they are more important than a more rational approach, but because they are a much neglected side of teachers. These tacit thoughts are what guide many EFL teachers all around the world.

Reflection is less a process than a way of life (Oberg & Blades, 1990). Lewis Carroll wrote in *Through the Looking Glass*, "Where do you come from?" said the Red Queen. "And where

are you going?" You too can answer these not so simple questions. ■

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Appendix A How Burned Out Are You?

How often do you experience these feelings in relation to your job?

Never - Once - Rarely - Sometimes - Often - Usually - Always

1. Being tired
2. Feeling depressed
3. Having a bad day
4. Exhausted (physically)
5. Exhausted (mentally)
6. Being wiped out
7. Feeling pushed around
8. Being unhappy
9. Trapped
10. Cynical
11. Worthless
12. Want to quit
13. Hostile
14. Disillusioned about people
15. Bored
16. Hopeless
17. Resentful toward people
18. Pessimistic

19. Listless
20. Anxious

How to obtain your score: For every Never give 0; Once, give 1; Rarely, give 2; Sometimes, give 3; Often, give 4; Usually, give 5; Always, give 6 points.

Scores: 0-60 Ideal
61-80 Mild Burnout
81-100 Moderate Burnout
101-120 Severe Burnout.

Source: Alschuler, A. (1980). *Teacher Burnout*. Washington, D.C.: National Education Association.

Appendix B Personal-Intellectual Inventory

Answer Yes or No to each question below.

1. I take sufficient time each week to think about new ideas for my professional work.
2. I enjoy intellectual challenges and look for them in work.
3. I find teaching to be intellectually stimulating most of the time.
4. I look for novelty in my professional life and use it as often as I can in my teaching.
5. I develop innovative techniques in my teaching.
6. I encourage other teachers to critique my lessons and I find this useful.
7. Teaching offers me the intellectual excitement that I have needed since my college days.
8. If you answered No to #7, do you find your own intellectual fulfillment?
9. I am a positive thinker most of the time.
10. I like to discover things for myself.
11. My work is intellectually gratifying for me most of the time.
12. There are many opportunities for me to inquire about things for myself.
13. I am creative in my teaching.
14. I often use critical thinking skills to satisfy my intellectual curiosity.
15. I use the process of self-analysis to keep myself interested and growing.
16. I enjoy many aesthetic experiences.

Now circle all the NO responses. You have now identified the area of your needs you must work on.

Now answer the following questions for more insight:

1. List three things you have learned about yourself after taking this inventory.
 1. _____
 2. _____
 3. _____
2. Can you change these things? How?
3. Are you willing to change? How?
4. Will you get help if necessary?

Source: Gold, Y., & Roth, R. (1993). *Teachers managing stress and professional burnout. The professional health solution*. London: The Falmer Press.

South Korea ready for primary school English

The South Korean government has decided to introduce compulsory English language classes in primary schools from the third grade on beginning next school year. Professor Oryang Kwon, chair of the Department of English Education at Seoul National University, has been involved in developing English curriculums for middle schools (1992), high schools (1993) and primary schools (1995). He discusses his government's new programs with the Daily Yomiuri.

Daily Yomiuri: Did you meet with any objections or difficulty in setting up the new project which starts this spring?

Kwon: Yes, there were some objections to the introduction of compulsory English instruction at the primary school level. However, the greater portion of objections were not against the implementation itself, since more than 90 percent of the nation's primary schools, for the past 15 years, have been teaching English to fourth graders and up as an extracurricular activity subject. The objections were against the earliness of its introduction, on the grounds that we needed more time to prepare the curriculum and teaching materials and train teachers.

DY: What is the most difficult part of launching the project as a national project?

Kwon: Teacher training is. Up until now, English teaching in primary schools has been part of extracurricular activities, which could be taught by one or two teachers in each school. However, if it is compulsory with two class hours a week, we need very many teachers, whether regular primary school teachers or special part-time teachers. The government is considering the possibility of putting secondary-school English teacher certificate holders into primary schools. This plan, however, is not welcomed by primary school teachers.

DY: Why not start the program from the first grade rather than from the third grade?

Kwon: The results of a 1995 survey by the Korea Educational Development Institute showed that only 15 percent of the respondents favored English teaching from the first grade, while about 80 percent favored English teach-

ing from the third grade and up (with 22 percent favoring third grade). The main reason given for the preference of third grade and up was that English should be introduced after the students have firmly established basic competence in Korean.

DY: What kind of English is going to be taught to primary school children?

Kwon: Primary school English will be different from the current middle school English, in that greater emphasis will be placed on spoken language rather than on written language. Only spoken language will be taught to third graders. In their second year, very basic written English will be introduced for reading, but not for writing. Writing will be taught in the fifth and sixth grades.

DY: What kinds of textbooks are used in the classes? Who prepares them?

Kwon: Up until now, textbooks varied from school to school, although there have been some coordinated efforts in each province to produce one standard textbook and tape series. Under the new plan, since it is now part of the nation's overall plan of primary education, there will be government authorized textbooks and audio and video tapes as is the case of middle and high school textbooks. The publishers are expected, by the end of June 1996, to submit, for government approval, the first volume of the textbook series with the teacher's manual and the audio and video tapes that accompany them. The remaining three volumes will be authorized initially in April 1997 and finally in July 1997. The government-approved textbooks will be introduced to schools on a yearly basis, so that all four grades will have their textbooks by the year 2000.

DY: How is the English curriculum at the primary and middle school levels integrated?

Kwon: That has been one of the problem areas for the past 14 years, because the official curriculum required English in middle school, while in reality, most primary school graduates had already had some knowledge of English. In the future, when the third graders, who will begin learning English in 1997, advance to middle school in 2001, the new middle school English will begin when the primary school English ends.

DY: What do you expect the level of English to be among people in your country?

Kwon: Koreans have been known to be poor speakers of English, mainly due to the grammar-translation method of English teaching. However, as Korea is now undergoing a very rapid change in the educational system and in society with renewed interest in practical English and with an increased influx of native-speaking teachers of English, the people's language ability will gradually improve. ■

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Books dealing with global issues

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Here we present summaries of textbooks on global issues; the summaries were written by Kip Cates and have been excerpted from the "New Textbooks" section of JALT's Global Issues in Language Education newsletter. Reprinted and edited with permission of the author. (The numbers for book pages presented here are approximate. Telephone numbers, unless indicated otherwise, should be prefaced 81, Japan's country code.)

KOREAN EFL BOOKS ON GLOBAL ISSUES

Small Group Discussion Topics for Korean Students. Jack Martire. Pusan: Pusan National University Press, 1995. Pp. 180.

This exciting 180-page Korean global issues EFL text is sub-titled "Topics based on political, economic, environmental, and social issues facing Korea and the rest of the world in the 1990s". The book's 55 topics are divided into world issues (AIDS, pollution, the population explosion, the Internet, recycling, violence in society, a globalized world) and Korean issues (Korean reunification, women's rights, the exam hell, the military, the westernization of Korea). Each chapter includes a reading passage, vocabulary and discussion questions. (Pusan National University Press, Pusan 609-735. Tel: 051-512-7812. W5,500.)

BOOKS PUBLISHED IN THE US/UK

Making Peace. Elaine Brooks & Len Fox. New York: St. Martin's Press, 1995. Pp. 280.

This 280-page book, subtitled "A Reading/Writing/Thinking Text on Global Issues", is aimed at advanced students of English and native English

speakers who wish to improve their reading, writing and critical thinking skills. The text comprises 24 peace-oriented reading passages, each 2-5 pages in length, organized under six broad themes: (1) The State of the World; (2) Men and Women; (3) Children, Family and Education; (4) Cross-Cultural Encounters; (5) Spiritual Values; and (6) Working for a Better World. Topics include nuclear weapons, children and war, Third World poverty, environmental sustainability, gender stereotypes, inter-cultural understanding, social activism and feature writers such as Lester Brown, Martin Luther King, Rigoberta Menchu, Aung San Suu Kyi, Margaret Mead, Edward Hall and Al Gore. Each chapter includes key vocabulary, reading exercises and writing activities. The book aims to improve students' language skills while encouraging them to think about important issues of world peace and relate these to their own lives. (St. Martin's Press, 175 Fifth Avenue, New York, NY 10010. ISBN 0-312-10603-3.)

Global Views: Reading About World Issues. M.E. Sokolik. Boston: Heinle & Heinle, 1993. Pp. 200.

This 200-page advanced-level illustrated ESL reading text is part of the communicative theme-based Tapestry series. It aims to provide a variety of readings and points of view on important global issues, emphasizes global citizenship and student-centered interaction, and encourages reflection, not just comprehension. The book's 10 chapters focus on world political systems, population & immigration, food and world hunger, war, eco-politics, travel, space exploration, international media, religion and language. Each chapter includes pre- and post-reading exercises, practice with reading strate-

gies, a summary section with discussions, debates, role-plays & writing assignments, and a final self-evaluation where students list what they learned. In addition to cartoons, photos and graphs, the book includes thought-provoking facts in the margins. (Heinle & Heinle, 20 Park Plaza, Boston MA 02116, USA Tel: 1-800-237-0053; Heinle & Heinle Tokyo Tel: 03-3221-1385 Fax: 03-3237-1459 ISBN 0-8384-2313-2. 1,250 yen.)

Face The Issues: Intermediate Listening & Critical Thinking Skills. Carol Numrich. Tokyo: Longman ELT, 1990.

This intermediate-level English-as-a-Second-Language text consists of language exercises built around authentic interviews and reports broadcast on US National Public Radio. In addition to general topics (breakfast, dogsled races, table manners...), the 12 textbook units include social issues such as divorce, homelessness, 'who is more afraid of nuclear war' (a survey of US and Russian teenagers), American Indians, and children with cancer. Each chapter contains pre-listening exercises (prediction, discussion, vocabulary), listening tasks (main ideas, details) and follow-up activities (discussion, essays, thinking tasks). Cassettes must be ordered separately. (Longman ELT, Tel: 03-3266-0404 Fax: 03-3266-0326. ISBN 0-8013-0300-1.)

Timely Topics. Patrick Aquilina. Boston: Heinle & Heinle, 1993. Pp. 300.

This 330-page advanced-level EFL reading, grammar and vocabulary text provides authentic readings on current social issues. It aims to improve students' language fluency and accuracy through active learning, pair and group work while promoting community awareness and stimulating discussion and debate. The book's 10 chapters focus on immigration, education, the American character, the rights & responsibilities of parents, drunk driving, smoking, child custody, pets, women & families, and the environment. Each chapter includes three medium-length reading passages, pre- and post-reading exercises, active vocabulary practice, comprehension & discussion questions, a grammar focus section plus ideas for essay writing and class projects. (Heinle & Heinle, 20 Park Plaza, Boston MA 02116, USA Tel: 1-800-237-0053; Heinle & Heinle Tokyo Tel: 03-3221-1385 Fax: 03-3237-1459.

Worldbeat. Laurie Blass & Meredith Pike-Baky. Tokyo: McGraw-Hill, 1991. Pp. 160.

This 160-page English textbook, subtitled "Current Readings for ESL Students", aims at building reading fluency and reading skills. It is divided into 10 chapters which deal with general topics such as eating, fashion, fitness, superstitions and TV from a cross-cultural perspective. Chapter 5, "Thinking Globally", focuses most directly on global issues. It features cartoons, readings and vocabulary exercises on topics such as Earth Day, garbage and recycling, environmental bumper stickers and environmentally safe products, and ends with an interview of a school teacher who is active in the environmental movement. (McGraw-Hill, Tel: 03-3542-8821. 1250 yen.)

US/UK BOOK & VIDEO MATERIALS

Earthwatch. S. Stempleski. In *ABC News Intermediate ESL Video Library*. Tokyo: Prentice Hall Regents, 1994.

This video and textbook set, part of the ABC News ESL Video Library series, focuses on environmental issues with an interactive, task-based, integrated skills video approach. The book (produced on recycled paper) features 12 lessons grouped into 4 units: Trying to Save the Earth (children working to save the Earth, celebrity activists, whales), Protecting Forests (rain forests in Panama, the spotted owl, wetlands), Global Problems (development in India, global warming, the ozone layer) and Living for the Future (books about the environment, ecologically sound technology, traffic control). Each chapter features a short video clip with preview questions, key vocabulary, listening tasks, language points, discussion, a role play and reading. The complete pack costs 13,500 yen for the video, text and instructor's manual. (Prentice Hall Regents, Tel: 03-3237-1460. ISBN 0-13-034935-6. 13,500 yen.)

Focus on the Environment. Susan Stempleski. Tokyo: Prentice Hall Regents, 1993.

This video and textbook set, part of the ABC News ESL Video Library series, focuses on environmental issues with an interactive, task-based, integrated skills video approach. The book's 12 lessons are grouped into 4 units: Plant

& Animal Habitats (species extinction, rain forests, environmentalists), Air, Land & Water (ozone, oil spills, plastic pollution), Energy, Resources & Recycling (Earth Summit, global warming, recycling) and Ideas & Applications (solar energy, mass transit, eco-shopping). Each chapter features a video clip supplemented by previewing questions, vocabulary and listening tasks, and discussion points. The complete pack costs 12,900 yen and includes video, text and instructor's manual. (Prentice Hall Regents, Tel: 03-3237-1460 ISBN. 2,700 yen.)

ITN World News. U. Meinhof & M. Bergman. New York: Oxford University Press, 1993.

This task-based video and textbook set for upper-intermediate/advanced learners aims to develop students' ability to understand international news broadcasts in English. The set consists of a 60-minute video of TV news stories and an 80-page student activity book filled with video viewing tasks, a transcript of the news stories and exercise answers. The 8 units deal with 21 news stories grouped by topic area: International Crises (the Gulf War), Diplomatic Visits (Mandela), Demonstrations (Tiananmen Square), Drugs (cocaine), Natural Disasters (earthquakes, storms), Environmental Issues (oil slicks, acid rain). The text aims to improve vocabulary, listening comprehension, thinking skills and media awareness. (Oxford University Press. ISBN (student book) 0-19-458600-6. (Video 14,400 yen; Book 1,270 yen; both the video and the teachers book are needed.)

BOOKS PUBLISHED IN JAPAN

Environmental Issues. David Peaty. Tokyo: Macmillan Language House, 1995. Pp. 100.

This illustrated 100-page ELT course book is designed to improve students' English as they learn about critical environmental problems. The book's 18 chapters deal with all the main environmental topics: air & water pollution, tropical rain forests, endangered species, food and hunger, garbage, toxic waste, acid rain, the greenhouse effect, the ozone hole, energy, motor vehicles and a final chapter on what students can do entitled "Meeting the Challenge". Each chapter contains 2 reading texts, a listening passage and discussion

questions. A separate Skills Book provides practice with vocabulary, note-taking, oral presentations and writing. Students who finish this book will be environmentally aware global citizens. (Macmillan Language House. Fax: 03-3943-6863. Book: ISBN 4-89585-160-5. (Book price 1800 yen. Cassettes sold separately; must also order Teacher's Book & cassettes.)

Global Perspectives. David Peaty. Tokyo: Kinseido Ltd., 1996. Pp 80.

This 80-page university-level Japanese EFL reading text aims to help students understand and act on key global issues facing our world. The book's 12 chapters cover topics such as the economy vs the environment, the population explosion, poverty and debt, bio-diversity, indigenous peoples, child labor in the Third World, stateless minorities, TV and cultural imperialism, buying for a better world with one chapter even devoted to global education! Each chapter contains a 5-page reading passage, comprehension questions, vocabulary exercises and questions for discussion or composition. A cassette is available separately. (Kinseido Ltd. Tel: 03-3263-3828 Fax: 03-3263-0716. 1,600 yen.)

World Issues. Richard Young. Tokyo: Macmillan Language House, 1996.

This 120-page Japanese college-level English textbook raises students' international awareness through short readings on a wide range of global and environmental issues. The book's 24 chapters cover topics such as endangered species, sustainable lifestyles, indigenous peoples, eco-tourism, oil spills, computers and energy saving, a US eco-olympics, child slave labor, fighting poverty in Bangladesh and the spotted owl. Each chapter features a 2-page "eco-essay", Japanese notes, comprehension questions, translation exercises, listening comprehension and words of ecological inspiration. A cassette is available separately. (Macmillan Language House, Tokyo Tel: 03-3943-6857 Fax: 03-3943-6863. 1500 yen.)

If you are interested in finding out more about these books or in receiving the *Global Issues in Language Education*, contact Kip Cates at WP/F: 0857 31-5650 or HP/F: 0857 28-2428, or e-mail kcates@fed.tottori-u.ac.jp