

AETK Newsletter



The Association of English Teachers in Korea

December, 1990

LOOKING FORWARD TO...

Details about these and other upcoming events will be published in the AETK Bulletin, distributed as the need arises.

In mid March

- a Workshop on Testing,
- Second AETK Council Meeting; report on JALT

In May

- AETK's Spring Conference

In mid October

- AETK's Annual Conference (at Pusan National University): Meeting the Needs of Korean Students. We have out a CALL FOR PAPERS for this conference.

ROUND UP OF FALL EVENTS

AETK's 8th Annual Conference

Teachers belonging to the Association of English Teachers in Korea gathered from across the nation on September 8 and 9 to participate in their 8th Annual Conference and came away all fired up with ideas to try on their students.

Speakers from Hong Kong, like Jack Richards, and Don Maybin and Mark Caprio from Japan transmitted to the Land of the Morning Calm the newest ideas empowering teachers in their own classrooms, especially those facing large groups of tongue-tied students.

continued on page 2

BOOK REVIEWS

Small Group Discussion Topics for Korean Students, Pusan National University Press (May 1990), 150 pages, by Jack Matire.

Reviewed by Raymond B. Lee

Small Group Discussion Topics for Korean Students is a booklength collection of articles and editorials from the *Korea Herald* designed with intermediate and advanced students in mind.

The selections are short (1 - 3 half pages) and accompanied by simplified English translations of "Words and Phrases" found in the reading. The readings generally focus on a

continued on page 4

"HELP!" they screamed.

You may have been wondering why, over the last year or so, AETK has not been publishing with consistency. We may not have the answers for a lot of questions, but this one is simple: we have not been able to find anyone to put together a publication as consistently professional as the one Dwight Strawn used to produce. From this issue we are making a concerted effort to provide you with what you would hope from an organization for professionals, something at least approaching Dwight's work in content and format. The *AETK Newsletter* will be issued quarterly, in December, March, June and September; we will also issue a simple *Bulletin* from time to time, to keep you posted on upcoming events.

The membership of AETK and its sister organizations throughout Korea is ever on the rise, and as our membership grows, so does our collective expertise. Probably the most important function our Newsletter can perform is getting something of that expertise into print, so that all of us can benefit from it.

Please share with the rest of us your knowledge and experience: ideas on language or language teaching, reviews of books or articles, reports on meetings, work-

shops, seminars, or anything else that would benefit our readers in their professional capacity is welcome material for the *Newsletter*. We don't have typists to put your work into the computer, so we would appreciate receiving your work on computer disk (a DOS formatted 5 - inch floppy disk, in Framework format or ASCII text.) If you don't use a computer, maybe you could have a colleague do it for you. But if you can't get your work on disk, send just the manuscript. Please get your material to us one month before publication of the issue you want your work to appear in.

We will do our very best to provide you with a *Newsletter* which you will look forward to reading. But we can succeed only with your contributions. So please, give us a hand.

from your AETK Newsletter and Bulletin staff.

If you have a submission or a suggestion, please call us:

R. Brown (Editor): (02) 792 - 4636 (H)

John Holstein (Publisher): (02) 762 - 5021, ext 456 (O)

Jake Aller (Troubleshooter): (02) 511 - 8556 (H)

Robert Fouser (Program Chair): (02) 926 - 7563 (H)

Mike Duffy (Pusan): (051) 248 - 4048 (H)

Roundup of Fall Events

continued from page 1

Jack Richards, a doyen of the profession, announced, "The age of teaching methods is over. We as teachers must stop following like sheep the latest method and reflect more on what we are actually already doing now."

Professor Maybin, currently teaching in Japan, stated, "You've got to be able to use careful pressure by dividing classes into teams, giving them points and making them stand up and come up to the front. It's game-like." He had his audience busily going through different speech activities.

Damon Anderson came to us from the American Cultural Center in Indonesia to talk about "Activities for Large Classes." His talk was especially well received by the more than fifty conference participants.

KATE Annual Convocation

When: Oct 27 and 28

Where: Hannam Univ. Taejon

KATE gathered teachers from Kongju to Kyongju for the Association's special brand of fellowship and professional activities at its Second Annual Convocation in Taejon on October 27 and 28th. The KATE 1990 Convocation was a great success. About 65 Koreans and non-Koreans attended the conference, whose theme was "Teaching Large Classes."

Plenary speaker was Kim Haeng Jung, with the Chungchong Namdo Board of Education, advising us to give our students an entree into Western culture with English names. A great performer just when he seemed to have backed himself into an impossibly ridiculous position, language and content wise, he would extricate himself, proving the good teacher has to be a show-off too.

Norman Harris purveyed a collection of his always innovative always interesting activities within the framework of Cooperative Learning, a recent innovation in teaching

methodology.

Patricia Hunt, from Cheju National University, introduced her audience of more than 50 (of whom only about 10 percent were teaching the subject) to process approaches to writing where content drives form. Explaining pre-writing activities like group discussions, brainstorming writing activities like quick-writes, and revising activities like peer review, sample paper discussion and self-checks, she presented full materials for two writing projects that anyone suddenly thrust into having to teach writing could do worse than use to cope.

Brian Tomlinson, author, teacher trainer and curriculum developer from the UK, exhorted teachers to throw off the attitude that small is beautiful and embrace the challenge of large classes with their advantages of allowing the anxious to avoid the spotlight, preventing any one person from talking all the time, and casting the teacher and students as Cecil B. de Mille and a cast of thousands.

The most disconcerting part of his task methodology was the group work conducted preferably in the first language, but this was perhaps explained by his strong bias to literature and creativity, and his belief that his Japanese students would never use English much in real life.

His most interesting activity was the first meeting skit *Mass Games Meets Total Physical Response (TPR)*: the students play a crowd doing things at the beach, and some of them are captured by some creatures from a UFO all under the direction of the teacher. Then the students write a second installment.

Concurrent Sessions were conducted by local ESL professionals including Harry Altman, from Hannam University in Taejon, Ivanna K. Mann at Taejon Junior College and Dong-a Language Institute in Taejon, and Dina M. Trapp from Kangnung National University in Kangnug, Kangwon Province.

December Workshop

The Pusan English Teacher's As-

sociation (PETA), Pusan Association of Language Teachers (PALT), and AETK co-sponsored a workshop in Pusan with international participants Jack Richards, Damon Anderson, and Kathleen Graves on December 1, 1990, and in Seoul December 2, on "Conversation Activities for Large Classes in Korea." About 200 Korean English teachers, and non-Korean teachers had the privilege of hearing these famous speakers.

The three speakers spoke about conversation approaches, activities, and motivation. Jack Richards, from City Polytechnic of Hong Kong, and author of *Approaches and Methods in Language Teaching*, the popular text books *Person to Person*, *Interchange*, *Listen for It* and *one just out*, *Interchange: English for International Communication*, gave the key note addresses. Damon Anderson, from the American Cultural Center in Jakarta, Indonesia presented several conversational activities appropriate for large classes, including strip stories, information transfer games, and role playing activities.

Kathleen Graves, who is a teacher trainer from the School of International Training in Vermont, spoke on motivating students learning second languages. After the conference ended, Kathleen Graves remained in Seoul for two more days presenting talks at Yonsei University FLI and ETC on Error Correction and ways to use her new text book, *East West in language classes*.

Susan Bailey Visits Korea

Susan Bailey, Executive Director of TESOL, visited Korea from November 26 to November 28, 1990 to meet with AETK council members, program chairs, past AETK officers, and other interested ESL professionals, gave three presentations to ETC and ELS teachers, and had a dinner meeting with Norman Harris, a few AETK council members, and some of the AETK Bulletin and Newsletter committee people.

Book Reviews

continued from page 1

social issue, such as "Korean - Japanese Relations," "Male/Female Roles in Society," or "Drug Problems in Korea."

The book also contains a "How to Use this Book" section with suggestions on discussion: *Group Size* (Martire favors 4-6 in a group), *Teacher Participation* (Martire favors a teacher-led introduction followed by a milling around process that includes interjection of a question or two from time to time) and *Time Allotted for Discussions* (Martire suggests no less than 35-40 minutes).

The book also contains a detailed preface outlining the author's purpose in compiling the book. It is, the author states, "...an attempt on my part to fill what I see as a dire need among Korean college students for appropriate materials to use in practicing their English speaking skills." This dire need is for relevant materials written in clear, easy to understand English to free the students from the time consuming task of looking up dictionary meanings of unfamiliar words and expressions, he notes. This consumption of time robs students of "free-discussion time," Martire maintains.

Thus, the aim of *Small Group Discussion Topics for Korean Students* is directed toward the *functional view* of language teaching: the view that emphasizes the communicative dimension rather than the grammatical characteristics of language acquisition. Those interested in the "Natural Approach," as outlined by Krashen and Terrell, might find this book helpful.

I used this book during the fall semester at Pusan National University with intermediate students. I found the book useful for facilitating classroom discussion. The articles were clear and easy to read and did, indeed, free the students from the time consuming task of looking up every other word. The materials were

also relevant, and the students found the articles intellectual and socially accessible. In fact, the students were able to bring their own experiences to the discussion and the materials often resulted in quite energetic and involved verbal volleys. In short, it was easy for the students to discuss the materials.

One major fault of the book is that it contains a number of grammatical and typographical mistakes, due to either its origin from the *Korean Herald* or from the publisher. Another pitfall was pointed out by a PNU faculty member also using the book. She was under the belief that since the materials were all related to Korea and many of the editorials pointed out problems facing the country, that without the proper teacher presentation some students may feel an anti-Korea bias.

The book is a paperback, costs approximately ₩2,500, and is available through Pusan National Press and bookstores throughout Pusan.

The book can be used in a formal classroom setting or in the informal discussion group Korean students often form to practice their English in the absence of a native speaker.

(Raymond B. Lee, University of South Carolina at South Carolina, U.S.A., is English Exchange Professor at Pusan National University for 1990.)

East West, Oxford University Press; by Kathleen Graves.

Reviewed by Michael Stewart,
English Department, Pusan
University

Maximizing a student's "on time" in a conversation class is the goal. Close supervision of the students, reinforcement of correct patterns of communication, and the introduction of new material can only be made successful by a constant effort to "get the student to speak." If you are faced

with a class of thirty students, you have probably already discovered how elusive this goal can be. On the other hand you are the envy of teachers facing classes of seventy-five, one hundred, or even more students.

When you approach such obese classes as a unit, only a few students (at best) get time to say anything at all; altogether more likely the instructor him/herself unwittingly monopolizes the time by lecturing. If you divide such classes into smaller conversation groups, the students tend to fall back on repeating the same few worn-out patterns they have already mastered or they ceaselessly reinforce the errors they have picked up here and there and pass them on to other students in the group.

Kathleen Graves' *EAST WEST* series is designed with just these problems in mind.

The three books in this series are formulated to introduce in a progressive and logical sequence those speaking patterns which are most commonly used in conversation. There is a philosophy here laid out in a kind of continuum: context is demonstrated by a dialogue (on tape); usage is stressed and confidence is built by substitution exercises which seek "hidden" material; finally, clear instructions with the patterns and information practiced. But, most useful of all, the exercises. (mini-dialogues and conversation fragments) are presented so that students can be divided into pairs for real "on time" practice. This minimizes "instruction time" and maximizes student participation.

The key to the process is pair-work in a demonstration / practice / performance format. The teacher demonstrates the material with another student (or has a pair of students demonstrate), the students practice in pairs, and then various pairs of students perform what they have been practicing while other students listen carefully. A constant balance of listening comprehension and speaking practice keeps students interested, actively participating and

progressing, I like it; my students love it!

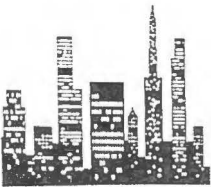
Each of the three volumes is well designed and printed. There is a good balance of color photographs and colorful drawings and diagrams. In addition to the taped dialogue there is a listening section which stresses context comprehension and a discussion topic which uses a reading (also included on the tape). It is also possible to use all three volumes without the tapes by omitting the opening dialogue and the listening section in each unit. There is a

work – book which could be useful as homework if the publisher quadrupled the number of exercises. In addition, there is a hefty teacher's book with extended explanations. The distributor Oae Guk O Yon Su Sa and Oxford University Press have been very helpful in making the series and its related materials available through a private bookstore very near the university. The books are expensive by local standards, but worth every penny.

AETK COMMUNITY LINE.

If you have a question or a problem that's been nagging you, or something to share, or any message you'd like to air, send it, along with your telephone or fax number, to the Newsletter (John Holstein, Department of English, Sungkyunkwan University, Seoul 110-745; office phone (02) 762-5021 ext. 456.) We'll print it, and you'll probably get the response you want from one or more of our 150 Bulletin or Newsletter readers.

To get the ball rolling, let me try mine. I have adapted three full-length plays from Korean folktales ("Two Kins' Pumpkins," from "The Tale of Hungbu and Nolbu," "Hare-lip," from "The Tale of Hare," aka "Song of the Water Palace," and "The Song Bag," from "Grandpa's Goiter.") They have songs in them, without musical arrangement. If a group on your campus is looking for a play but can't find one that's suitable for Korean students (that's how these plays originated), you can use one of these, at no charge, of course. Each of the plays has already been produced, at Sungkyunkwan University, but I would like to see them produced again and then get some feedback for further development. Call John Holstein, Sungkyunkwan University, (02)762-5021, ext. 456.



25th ANNUAL TESOL CONVENTION MARCH 24-28, 1991

The 25th Anniversary Convention of Teacher of English To Speakers of Other Languages, Inc. (TESOL) will be held at the Hilton and the Sheraton in New York City, New York from Sunday, March 24 to Thursday, March 28, 1991.

Convention preregistration materials will be sent to TESOL members in October, 1990. If you are not a member of TESOL and would like to receive these materials, please advise TESOL Central Office.

PREREGISTRATION RATES*

Members	\$ 95 US
Non-Members	\$135 US
Student Members	\$ 65 US
Non-US based members	\$ 75 US
Non-US based non-members	\$105 US

ON-SITE REGISTRATION RATES

Members	\$115 US
Non-members	\$155 US
Student Members	\$ 85 US
Daily	\$ 65 US

*Preregistration applications must be RECEIVED in the TESOL Central Office by January 31, 1991.

1991 Convention Events:

Preconference Symposia registration	\$30 US with convention \$65 US for Preconference Symposia only
Breakfast Seminars	\$18 US
Educational Visits	\$20 US
TESOL Fun Run/Walk	\$15 US
ALL TESOL Event	To be announced

The New York Hilton, The New York Sheraton and The Omni Park are offering discounted room rates for TESOL participants. Hotel reservations must be made through the New York Housing Bureau. Reservation forms will be included with the pre-registration brochure.

Price ranges for these three hotels are:

Singles	\$99 to \$140 + tax
Doubles	\$120 to \$165 + tax

For information about the academic program, contact the TESOL Second Vice President:

Suzanne Griffin, Program Chair
Office of the Superintendent of Public Instruction
FG-11 Old Capital Building
Olympia, WA 98504
(206) 525-8576
(206) 525-8652 FAX

For general convention and exhibits information, contact the TESOL Convention Department of:

1600 Cameron Street,
Suite 30C -
Alexandria, VA 22312-2705 USA
(703) 836-0774
(703) 836-786- FAX

To receive a special airline fare in the U.S., call American Airlines at 1-800-433-1790 and ask for STAR file #S-0131FD. From other areas, call the local American Airlines reservation office and ask for the International Congress desk.



TESOL '91 NEW YORK

TESOL '91 NEW YORK



March 24-28, 1991

AETK'S NEW OFFICERS AND STAFF

In the fall, at AETK's annual business meeting, the members elected a new slate of officers for the 1990-91 year. Complete addresses and contact information follows this list.

President: Dina M. Trapp, Kangnung National University, Kangnung

Vice-President: National Program Chair: Mike Duffy, Dong-A University, Pusan

Secretary-Treasurer: Jake Aller, Korea Daily, Kyung Hee University, Seoul

AETK 1991 National Conference Chair: Dr. Ahn, Jung-hun, Pusan National University, Pusan

AETK 1992 National Conference Chair: Patricia Hunt, Cheju National University

Publisher Liaison, New Member at Large (two-year term): Gail Clarke, Yonsei University, Seoul

During the meeting AETK created several new staff and ad hoc positions.

Membership Secretary (in charge of membership data base): Ethel Swartley, Pagoda Language Institute

Newsletter / Bulletin Editors: R. A. Brown, Ewha Women's University; Kyung-whan Cha, Chungang University

Newsletter / Bulletin Publisher: John Holstein, Sungkyukwan University, Seoul

Seoul Area Program Chair: Bob Fouser, Korea University, Seoul

AETK Past President: Marie Fellbaum, Chungang University, Seoul

AETK Representative at JALT: John Harvey, Sogang University.

MEMBERSHIP DUES

AETK has not raised its dues since its founding, eight years ago. Therefore, the AETK Council has approved the following dues structure effective September 8, 1990.

Individual: ₩20,000 per year

Student: ₩10,000 per year (for full-time university students)

Institutional: ₩50,000 per year. (This entitles the institution to two subscriptions to the *Bulletin* and *Newsletter* at one address. Additional subscriptions at the address are available at ₩3,000 each. It also entitles the institution to place advertisements in the *Bulletin* and *Newsletter*.)

Commercial: ₩200,000 per year. (This gives the company the right to advertise in the AETK *Bulletin* and *Newsletter*, to purchase the AETK mailing list, and to exhibit at meetings and conferences.)

Dues can be paid with a postal money order or on-line at any Shintak (Bank Of Seoul) office to AETK, account #17301-2780606; please send the form below to Jake Aller, c/o Korea Daily, 55-1 Chongno 2-ka, Chongno-ku, Seoul 110-122. If you have any questions, call Jake at his office (279-6621) or home (511-8556) or fax him (office: (02) 268-8633; home: (02) 511-8557).

ASSOCIATION OF ENGLISH TEACHERS OF KOREA

Membership Application (Annual Dues ₩20,000)

Name (Print) _____

Address _____

City _____ Province _____ Postal Code _____

Institution _____ Position _____

Telephone (Work) _____ (Home) _____

Please check one box:

New membership application Membership renewal application Change of address notice

Please check one box:

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

Date _____ Signature _____

(Please pay your dues by postal money order or on line at Seoul Shintak to AETK's account #17301-2780606, and send this form to Jake Aller, c/o Korea Daily, 55-1 Chongno 2-ka, Chongno-ku, Seoul 110-122.)

THE BREADLINE

Time to grow, make a change, move on? TESOL can help you!

TESOL Employment Information

TESOL assists job seekers in finding employment or other opportunities in the EFL/ESL/SES/1/bilingual education field in four ways; the TESOL Employment Information Service and *Bulletin*, the *TESOL Newsletter* Job Openings column, and the Employment Clearinghouse at the TESOL Convention.

The *Employment Information Service Bulletin* is a bimonthly listing of positions, teacher exchanges, and grant announcements received at the TESOL Central Office. The listings in the *Bulletin* are from all over the world — many are for continuous recruitment. Applicants contact and negotiate with employers directly.

The Employment Information Service maintains applicants' resumes on file. Employers and recruiters seeking qualified professionals may review the resume file or request a computer list based on applicants' registration cards and take copies of the resumes with them. Employers contact the applicants directly.

To register for the Employment Information Service, please contact the Placement Director at the TESOL Central Office. The fee to register is \$12 for TESOL members in the USA, Canada, and Mexico (\$18 for TESOL members outside the USA, Canada, and Mexico) or \$20 for nonmembers of TESOL in the USA, Canada, and Mexico (\$24 for nonmembers of TESOL outside the USA, Canada, and Mexico). Prices are effective November 1, 1988.

The Job Openings column in each edition of the *TESOL Newsletter* lists job openings from around the world — usually ones not listed in the *Employment Information Service Bulletin*.

TESOL maintains an Employment Clearinghouse at the annual TESOL Convention. Employers and recruiters conduct interviews on site for

positions, as well as collect resumes for future contacts. All registered convention attendees are eligible to take advantage of the employment opportunities available at the Employment Clearinghouse.

The Field Services Director at TESOL Central Office is also available to provide career information for newcomers entering the field or for more experienced members wishing to enhance their career options.

TESOL Employment Information Service
1600 Cameron Steet, Suite 300
Alexandria, Virginia 22314 USA
Telephone 703-836-0074

Hanshin University

Hanshin University (Suwon campus) is looking for someone to teach English conversation and composition from the first semester (March) of 1991 on Tuesday (1:30 to 5:20 PM) and Thursday (9:30 AM to 5:20 PM), a total of 11 hours.

Qualifications: M.A. in TESOL or linguistics preferred; Bachelor's degree required.

For more information, contact either Professor Kim Young-Sun or Professor Choi Chun-Taek at the university (phone: (02) 233-9438-9; ext. 343 for Prof. Kim, ext. 341 for Prof. Choi) or Professor Choi at home, at (02) 602-6896. You can also fax them at (0339) 72-3343, or write to either of them at the Department of English, Hanshin University, 411 Yangsan-dong, Osan, Kyonggi - 447-791.

Andong National University

The Department of English Education, Andong National University, Andong, Kyongsangbuk-do, is looking for a native speaker of English to fill the position of visiting professor for the academic year of 1991.

Duties: Class lecture of 9 hours per week, four office days per week.

Salary: US \$1,000 per month (negotiable)

Others: Office, Housing (furniture negotiable, utilities not included)

To teach: Spoken English; 6 periods (3 classes); Writing or Audio-visual English; 3 period (1 class).

Please send your resume by fax or mail to: Hyun Tae-duck, Ph.D., Chairman, Department of English Education, Andong National University, 388 Songchon-dong, Andong, Kyongbuk, 760-749, Korea. Phone: (0571) 50-5537; Facsimile: (0571) 50-5599.

Foreign Language Academy

The Foreign Language Academy is a new language academy located near Kyung Hee University. The academy is looking for a few good instructors. Requirements are a BA or an MA with teaching experience. Pay commiserate with experience, about ₩20,000 per hour. Fringe benefits include free room and free use of suana. For interview contact Prof. Jung at 967-9891, or Jake Aller at 511-8556. We need to hire by early January; classes start in February.

Yes! I want to be aware of employment opportunities and trends in EFL/ESL by using TESOL's Placement Service and automatically becoming a subscriber to 6 issues of the *TESOL Placement Bulletin*. Please send an application form to:

Name _____ Member ID No* _____
Address _____
Telephone _____ Fax _____

*To be eligible for this service, you must be a member of TESOL. If you are not, check here _____ Send this coupon to TESOL Placement Service, 1800 Cameron Street, Suite 300, Alexandria, Virginia 22314-2708 USA

ETC English Training Center

The English Training Center in Seoul is inviting applications for qualified people with an M.A. or B.A. in TESOL or a related field. The school services businessmen, college students and the general community at large.

Salary. The starting salary is ₩1,000,000 per month.

Housing. The institute will pay the deposit and the instructor will pay the rent and utilities. On a 2-bedroom apartment shared with one other person, the rent would be no more than ₩150,000 per person, with monthly utilities approximately ₩35,000 per month per person. Single, studio efficiencies are available. The institute will pay a deposit of up to ₩2.5 million while instructors choosing this option are responsible for their own rent and utilities.

Transportation. Roundtrip air fare will be provided.

Other benefits. Health insurance will be partially paid by ETC. Blue Cross International of Hong Kong (not USA) is used. The institute pays 50% and the instructor pays 50%. The average cost per teacher per quarter is about \$125 - \$170. There are four weeks of paid vacation each year.

Teacher's responsibilities.

- a) Up to 5 hours a day teaching. Most instructors teach a split shift and are sometimes asked to work overtime.
- b) Attendance at regular faculty meetings and training seminars/workshops.
- c) Other related activities.

If interested, please send a resume if not already sent, a copy of the first page of your Passport, Diploma, Transcript, and References to:

Fred Linkenhoker
Head Co-ordinator
English Training Center
646 - 22 Yoksam 1 - Dong,
Kangnam - ku,
Seoul. 135 - 081
Korea

December, 1990

**Careers begin and grow
in this book.**

**Directory of Professional Preparation
Programs in TESOL in the United States,
1989-1991**

This eighth, revised edition of the *Directory* provides basic information about college and university programs in the United States leading to a degree or certificate in the teaching of English to speakers of other languages (TESOL).

Lists 158 institutions which offer 245 programs, including:

- 30 programs for a doctor's degree
- 151 programs for a master's degree
- 26 programs for a bachelor's degree
- 34 programs for a certificate

This Directory is the first step toward identifying and answering individual needs.
Call 613/974-3518

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Speakers of Other Languages, Inc.
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YES! I need this comprehensive edition of the *Directory of Professional Preparation Programs in TESOL in the United States, 1989-1991*

I understand that this order must be prepaid with a check in U.S. funds made payable to TESOL or with appropriate credit card information. I will include postage & handling as indicated. (UPS for U.S. mailings only.)

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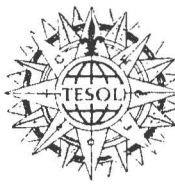
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TESOL '92



"EXPLORE AND DISCOVER"

CALL FOR PARTICIPATION

The Twenty-Sixth Annual Convention of
Teachers of English to Speakers of Other Languages

Vancouver, British Columbia Canada

Tuesday, March 3 to Saturday, March 7, 1992

Proposals due May 1, 1991

PROGRAM CHAIR
 Merrill Knowles, Mission College, Santa Clara, California

ASSOCIATE CHAIR
 Earl D. Wyman, Brigham Young University-Hawaii Campus

LOCAL COMMITTEE
 The Association of British Columbia
 Teachers of English as an Additional Language

TWO PERSPECTIVES ON THIS YEAR'S JALT

JALT 1990 Conference

by John Harvey, Sogang Institute

The 1990 Conference of the Japan Association of Language Teachers was held in Omiya, an hour or two north of Tokyo, from Friday through Sunday, November 24-26. The conference theme was 'Directions for the 90s.'

About 2,000 English instructors were in attendance, most from Japan but a fair number from other Asian countries (at least five from Korea). Several distinguished speakers were invited from abroad, including David Nunan (Hong Kong), Jack Richards (Hong Kong), Robert O'Neill (Great Britain), Alan Maley (Great Britain), and John Faneslow (United States).

It would be hard to summarize the conference any further than do the several hundred pages of the conference guide. It was an eight-ring circus with acts changing every hour or two. Of greatest interest to most AETK members, I believe, would have been the several plenary and smaller sessions devoted to the communicative approach, particularly under the rubric of task-based instruction. Authors and their publishers were busy hawking their wares in the lecture halls and in the display area (respectively). No one individual could do more than sample all there was on offer.

During the conference a one-hour meeting was held to discuss the wisdom of founding an organization tentatively to be called the Association of Asian Language Teachers (AALTO). There were four representatives from Korea: Dina Trapp, Marie Fellbaum, An Chonghun, and myself. The others were Thomas Robb (Japan, who called and chaired the meeting), Deborah Foreman-Takano (Japan, President of JALT), Denise Vaughn (Japan), Janagowri Shivatumar (India), Alan Maley (Great Britain), Zakia Sarwar (Pakistan), and Susan

Bayley (United States, representing TESOL).

The conclusion reached was that it might be premature to establish the proposed organization at this time, but that the individuals and organizations participating in the meeting (and others interested) should keep in touch with each other through Thomas Robb and continue to explore such possibilities as coordinating speaking tours of the region, exchanging administrative know-how, and holding AALTO meetings in conjunction with annual conferences of participating TESOL affiliates on a rotating basis.

A Report on the JALT Conference

Park Nae-il, Supervisor, Pusan City Teacher Training Center

JALT, the Japan Association of Language Teachers, lured me by its name. How come teachers of English from foreign countries and Japan exchange their ideas and opinions about teaching/learning? My curiosity forced me to follow Prof. Ahn Jung Hun of Pusan National University to attend the conference.

At around 9:30 on November 22nd, registration began and the number of participants amounted to about one thousand. Prof. Ahn and I also registered and paid ¥13,000. Among the participants, about ninety percent of them were native English speakers who are teaching English in Japan. The rest of them are Japanese teachers who can speak good English plus some Indian, Pakistani, Indonesian, and Korean teachers.

When I examined the program brochure, "Directions for the '90s," which has 172 papers, I was overwhelmed by the variety of presentations being given in twenty-four

rooms for six or eight hours from Friday through Sunday.

Prof. Ahn and I had to separate because each one's interest and favorite subject were different. With my little Handycam Video 8, I managed to videotape some presentations successfully. Thus, in the near future, I'd like to share my JALT experiences with PETA members who are willing to know what happened during the JALT conference.

According to my observation, the JALT conference was not run by Japanese teachers of English, but by native English speakers. Japanese teachers were just guests like us. Interestingly, the conference was supported by lots of publishers, e.g. Oxford University Press, Cambridge University Press, Longman, Macmillan, and so on.

The best part of the conference was that many presenters were encouraged to discuss their ideas and experiences with participants. Their presentations were very informative and based on their teaching experiences. While listening to their presentations, I felt that many teachers of English in Pusan could do the same job done by the JALT presenters. I dare say that some teachers of English in Pusan are able to have a good presentation in any international conference as well. What they only need is courage.

Editor's note: The next JALT will be in Kobe next year. Watch for information in upcoming editions of the *Newsletter*.

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The Do - It - Yourself Study Group

John Holstein
Sungkyunkwan University

Study groups get scant attention in the professional literature. This is natural, since most students don't "do" them, and neither do teachers. But why this attitude problem?

A good study group program is as beneficial for the learner as study in the classroom. The member of a study group can get at least as much exposure to the language, and as much effective exercise of the language. He can get as much or more native-speaker correction (though not "live" correction) than he does in the classroom. The students in a study group, who naturally join with those of their own ability, work at their own level and pace. They select material and activities which meet their specific interests and needs, providing for greater motivation. The initiative which the study group requires of its participants guarantees their more active personal involvement, which improves their individual and classroom language study outside the study group. And, because the study group student takes the responsibility for and exercises authority over how he works with the language, his experience with the language is more real than the classroom students' experience.

So why don't more students have study groups?

The main reason, of course, is that most students do not have the strong learning desire required to devote free time to a study group. Others who would be willing are not exposed to an appropriate stimulation. And there are those who have tried a study group which did not work out - most attempts at study groups fail to provide the benefits mentioned above. This is where the teacher comes in. She, though, is usually overworked and underpaid, and giving precious free time to hearing a young student's thoughts on democracy or the meaning of friendship is not quite her cup of tea.

If there were an effective study group program which students would enjoy doing by themselves, and which would not require too much of the teacher, there would probably be a lot more study groups.

The Do - It - Yourself Program

Try the "do-it-yourself study group." This is a general format which can be applied to different study groups and various materials. It is do-it-yourself because once the program is launched the learners take over and do it themselves.

The counselor provides a material and a standardized program of activities to exploit the material, shows the students how to do the program, guides them through three or four sessions, and then lets the students take charge of their learning, making only an occasional visit (once every two weeks or so) to give encouragement.

A well designed do-it-yourself program provides for the students' personal involvement in their learning (through assumption of responsibility), and active, structured exercise (as opposed to "free talk") of the language. It allows the teacher to give guidance to his students' efforts and, at the same time, frees him of the unnecessary and often tedious task of language monitor. And there are rewarding by-products of the do-it-yourself study group: it forges a deeper relationship between the teacher and students, which will contribute to the students' classroom study, and gives the individual student a new perspective of and attitude toward his individual language study. **Materials.** The key to a successful study group program is the material and its exploitation. Some language materials on the market provide lots of activities (herein to include the range from mechanical exercises to games to discussion), some provide

just a few, and some provide none at all. We can supplement any of these materials with standard methods which enhance activities provided in the material, standard generic activities which can be added to the material, or both.

A do-it-yourself group can use any one of many kinds of materials, from readers to integrated texts (with tapes) to general language development materials (such as *Non-Stop Discussion, Take a Stand*, etc.). The group can even use materials designed for individual language study, and any form of media product developed for native speakers. The range of usable materials is limited only by the imagination of the study group counselor. And their effectiveness in the study group is limited only by how they are exploited.

Enhancing provided activities. The basic principle involved in enhancing activities provided in the selected material, as in almost any language activity, is getting the students to actively exercise both listening comprehension and speaking. In a reader text's multiple choice activity designed to look closer at the reading the learner who has been conditioned in the traditional education system will tend to look at the question, say "A!" or B, or C, and then go on to the next item. Such activities can be enhanced to induce active involvement with the language. The mental processing of aural signals can be exercised by having one of the group (the only one looking at the exercise) read the lead to the others. Realistic use of the language will be provided when the other group members (referring to the reading) offer their own idea without seeing the choices. And they can have added listening exercise and fun by having the leader read the choices to them and their selecting the correct choice. Even the most mechanical exercises become interesting and effective when the students have to use their ears instead of their eyes.

Generic added activities. This kind of activity is generic because it can be applied to a general aspect of lan-

guage (e.g., a reader, an integrated text/tape, a TV broadcast) and general type of material. The "WH- is?" can be used with any listening material, the word forms activity can be used for vocabulary in any text, and so on. (Examples of these activities, with their directions, are presented later.)

Program Execution

Before getting started. The facts of life have a perverse habit of interfering with our loftiest goals and our best laid plans. But we can minimize their interference. One way is to plan the study group's program realistically and clearly before the introductory session. Activities are tested and proven before they are presented to the study group; almost any activity will have bugs, and if a study group activity is presented before most of the bugs are worked out, it may well cause the study group to lurch back in uncertainty at the outset, just when it needs a good priming to get up momentum.

Launching the program. *At the first session* the counselor discusses with the students the basic principles of a do-it-yourself study group. (They will already have been introduced in general to the do-it-yourself concept, when it was first suggested to them.) These principles include the objectives of the study group, the spirit (initiative and responsibility); rules (attend regularly and punctually, don't hurry through the activities, only English from the time you walk in the door...); program elements (session leader, proper balance of structured exercises and discussion, no individual preparation...); and a reminder of the counselor's role (to observe and guide, not teach or correct). The material is introduced section by section, along with the standard activities for each section; both the objectives and procedure for the activities are explained.

At the second session the counselor helps in problems with principles and procedure. While lan-

guage mistakes are not corrected by the counselor, students are encouraged to help their mates with correction. Here, as at every session, praise and encouragement are essential. The counselor's participation will be required again *at the group's third and fourth sessions* if the material requires two or three full sessions to cover one unit. The counselor participates at these sessions in the same way as at the second session. But at the end of this session weaning begins: the students are reminded of the spirit (initiative and responsibility) of the do-it-yourself study group, and told that, as agreed even before the group was launched, the counselor's next visit will be a week later.

Maintaining the program. At the following week's visit the counselor's participation is more as an observer than a counselor, though help is provided when requested. Toward the end of the session the counselor comments on procedure as required; the students are congratulated for having maintained the spirit and developed the ability to be on their own from this point.

Activity Examples

A few examples of enhancements and additions are presented here, just to give you an idea of what the counselor can create for standard application to many study groups using different materials.

Enhancement of provided activities. The first example is a multiple choice exercise from *Developing Reading Skills*. The text's directions:

Exercise A, Analysis of Ideas and Relationships. Circle the letter next to the best answer.

The activity can be enhanced like this:

Whenever the item permits [in each unit one or two items require all students to look at the exercise], do it according to this method. It will give you additional practice in using English, and the exercise will be more fun.

1. Each of you is a leader for a few

items in this exercise. Divide the items equally among your group.

2. The leader refers to Exercise A; others refer only to the reading.

3. The leader turns the lead into a question. For example, the original lead for #1 is, 'The main idea of this article is that:' Change it to 'What is the main idea of this article?'

4. The others correct the grammar of the question if it is wrong.

5. The others answer the question, without looking at the choices; use the reading to support your answers. Exercise language in the reading.

6. The leader reads the choices (but not the letter of each choice) from the exercise; the others listen and decide which of the choices is best, and which of their answers is closest to the best choice.

Another example of a provided activity comes 'from an integrated program (with text and tapes), *American Kernel Lessons: Intermediate*. The original directions:

Transformation Exercise

Example

He works hard. His father worked hard too.

You write:

He works as hard as his father did. Here are the directions for enhancement:

1. All read the directions and the example.

2. The leader looks at the text. (The others listen.) Read the two sentences aloud.

3. After the leader reads the sentences, she appoints another to combine the sentences.

4. Everyone: Is the answer correct?

Generic added activities. The first example is an activity made for *Audio Magazine*, by Sisayongosa, for the "VOA News," which comes with no activities. This material is intended for passive individual study. The activity presented here can be adapted to any listening passage, from any source, for any study group; thus

continued on page 13

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LISTEN FOR IT

Jack C Richards,
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The Do-It-Yourself Study Group

continued from page 11

"generic." Its objectives are to focus attention on the contents of the passage, to give a tempting introduction to its language, and to stimulate some use of the language from the passage in post-listening discussion.

AFKN News. WH - is? Before you listen to the tape, assign one WH - (who, what, where, or when) to each group member. (Assign one student 'WHO is...,' another student 'WHERE is...,' another 'WHEN is...,' and so on.) Play the tape. One student asks, 'Who is X (name)?' Another student answers the question by telling what the person's role is in this news story. (Some passages will not have one of these elements.)

Example:

The 'WHO is...?' student asks: 'Who is Gorbachev?'

Another student: 'Gorbachev (is the one who) warned that Russia would not allow states to leave the union.'

The 'WHAT is...?' student asks: 'What is Estonia?'

Another student: 'Estonia is (the country) where Gorbachev got into an argument with secessionists.'

Another versatile activity is for vocabulary development:

Word Forms. This activity is good not only for 1) learning and re-viewing word forms, but also for 2) learning new conventions (which are included in the dictionary's sample sentences), 3) grammar review, and 4) listening.

1. Each member selects one word from the passage.

2. Look up your word in either *Longman's* or *Oxford* or *Collins Cobuild*. It should have 1) at least three forms, and 2) one sample sentence for each form. If it doesn't, select another word from the passage.

3. Memorize the sample sentence for one form of the word. Next, tell the others the base form of the word (the form of the word as it appears

in the article). Then, say the sentence; say "blank" where the word form should be.

4. Another member says the complete sentence with the correct word form. (Leader: If the replier says the word form before the complete sentence, don't say anything - just wait for the replier to say the complete sentence.)

5. Did you find any useful conventions in the sample sentences?

6. The leader presents the next form of the base word (according to steps 3 and 4).

Using "Catch the Error," grammar can be exercised with any passage from any material for any study group. (The students can make a baseball game out of it if they want: form teams, use coins to represent base runners on a printed baseball diamond; the faulty or correct phrase is pitched by one team, and the batter on the other team either gets a hit or makes out.)

Catch the Error. Select a short sentence or phrase (not exceeding ten words) from the passage. It should have a language element which you yourself might have trouble with. Read the sentence to your study group mates, with or without an error. One of the group says the entire sentence correctly.

And, for the general development of the speech process (turning ideas into speech), here are some discussion questions originally designed for an *Audio Magazine* study group applicable to almost any passage of any type of any length.

Standard Discussion Questions.

At least two of these questions can be used for any news report. Select the ones which are best suited to the report which you are studying.

- Could this general situation happen in Korea? Could each major element of the situation happen? How would it be similar, how different, if it happened in Korea?

- Where else in the world has this happened before? What finally happened?

- What should be done to correct

this situation? What should each participant do?

- What additional (outside) factors could change the general situation, or specific elements of the situation?

- How do you think this happened? What caused it to develop as it has?

- Which of the major characters is right, which wrong?

- Predict how this situation will develop in the future. Establish a concrete period (e.g., by next week, next month, next year).

The following example is the entire program designed for *When Do Fish Sleep*, originally produced for native speakers. (Contact this writer for the tape and annotated script.) On the tape the host presents one of life's imponderables (the title is one of them), each of his three cohorts offers an answer (two are bluffs), the host tells the correct answer, and then the one who gave the correct answer explains it. This is the program adapted for an advanced study group.

1. Listen to the question. Restate the question, to make sure you all understand it.

2. Each give a concrete answer. Explain fully, and be sure that everyone in the group knows exactly what your answer is.

3. Three choices - A, B, and C - are presented on the tape. Listen carefully to the first choice, then summarize it, using the lexicals which you hear. If you think it's just a bluff, explain why. Then do the same for the second and then the third choice.

4. Listen to the narrator's summary of all the choices. Does his summary of each choice agree with yours?

5. Listen to the answer and the explanation. Who in your study group selected the correct choice? That person gets one point. If he also proposed this as the answer at step 2, he gets an additional point.

6. Use one or more of the standard do-it-yourself activities to make

continued on the next page

I Need a New Name!

The AETK Newsletter needs a new name, one that will reflect our mission with elan, snaz, and dignity. The name should also be one which will look good on an individual's list of publications. If you've got a suggestion, please contact John Holstein (at 762-5021 ext. 456) or Jake Aller (at 511-8556).

Seoul Program Committee

If you have suggestions for programs for the Seoul area, please contact Bob Fouser (926-7563).

The Do-it-Yourself Study Group

continued from page 13

the imponderable's language your own.

The element which allows the students to continue the study group by themselves is the standardization of activities. If this is done in a way that each activity can be applied to its corresponding target in every unit throughout the selected material, the group will achieve and maintain the required direction and momentum. The more general applicability crafted into the activities, the more widely these activities can be used by the same group at another time - and other study groups - on other types of material.

Teaching Without a Textbook: Student Generated Learning

by Edward John Wade, ACT Institute of TAFE

Recently I was given a short contract to work with the staff of the University of Nusa Cendana in Timor, East Indonesia. There are many post graduate scholarships on offer to the Timorese from English speaking universities around the world but none of the academic staff could take advantage of the overseas scholarships because of English language proficiency. My job was to teach enough English in four months to the professors and lecturers to enable them to get through the English Language barriers and take up the scholarships. How did I teach a class of forty erudite academics of mixed English levels sixteen hours of EFL English for most of the course without a textbook and have most of them break through their English barrier? The answer is Student Generated Learning (SGL).

SGL is also a useful way to teach ELS for any purpose in a class of any size at any level, even mixed levels. Here is how it works in a general English class.

1. **Relaxation.** Every session starts with a five minute relaxation such as deep breathing, progressive muscle relaxation, listening to the teacher describe a pleasant, relaxing scene, or playing a cassette of gentle music.

Relaxation helps the learner by getting rid of excess tension which would otherwise interfere with concentration.

2. **Class Persona.** At the very start of the course I spread out dozens of photographs of people at work and invite each leader to choose one. This photograph is adopted as the leader's class persona.

When the learner has a class persona to hold up, it is akin to having a mask to wear at a fancy dress ball. It encourages all kinds of risk taking and fun and thus faster learning.

3. **Generating the Language.** With absolute beginners I may spend

the first sessions "force feeding" English into learners using ample non-verbal explanations. The language is related to the persona. Meanwhile all the others also get a bit of useful English about their own persona.

There's a lot of useful English generated for everyone in even the beginners group.

Most classes are not beginners. I start these by taking on a persona myself: "My name is Edward. I'm an archbishop. Every Sunday I love to put on my beautiful archbishop's hat and robes and sit in front of the church where everyone can see me, etc."

Then I invite others to talk about the persona they have chosen.

The only guidelines I have for this generation phase are that I rarely correct anyone while they are speaking (the corrections are done when I write the stories down) and that I invite people to talk rather than demand that they talk. In this way, everyone sees that he is lucky to be able to contribute and it is not a painful duty. Some groups dispense with their persona when their English becomes sophisticated enough.

The big advantage of using the persona is to avoid beginners being embarrassed by only having limited contributions to make. As an imaginary person, their lives have no boundaries and they strive ingeniously to express their adventures.

4. **Recording.** On an overhead transparency away from the view of the group I take the exact concepts of each learner's story and manipulate them so that it is written in complete and grammatically correct sentences.

I sometimes make other changes. I can increase the complexity of the vocabulary, or throw in a few idioms, or even implant examples of whatever tenses or sentence constructions we happen to need to look at on the day. The integrity of the story must be maintained.

5. **Feedback.** Now the transparency goes onto the overhead projector. Learners put their full attention on what they see. They are encour-

aged to discuss anything interesting that they observe. If this is to be used for a dictation passage one of the learners can mark out a passage the group will learn for the dictation in the next lesson.

6. Copying. For a set time, learners copy what they want to into their exercise books. Some students will race to get everything down while some will spend all the time just getting their own story into their books.

It has been my experience over the years that almost all the language produced in these sessions is highly pertinent to the needs of the learners at their exact stage of English acquisition. The language is used and recycled much more frequently than any section I have initiated from a curriculum. This is evident from the freewriting journal work they do as a complement to the lessons. The group learns concepts far more quickly this way than if I moved traditionally through a curriculum step by step.

7. Extension. SGL is open to development in any direction. There are all kinds of exercises and tests that can be drawn up. I mentioned the dictation which teaches spelling and grammar. Spitting on a tissue I can create an instant cloze on the transparency by rubbing out every nth word. Or we can do a verb tense exercise by changing the "Yesterday" orientation of the stories to "Next weekend..." and so on.

8. Other modes of SGL. Mystery Guests. A meeting is arranged with an unknown English speaker to be interviewed by the group who simply ask questions to find out as much as they can about the Guest as quickly as possible. I upgrade the language and record it in correct English on the transparency to feed back to the learners.

When the Guest leaves we can play with the material by looking at the questions and recalling the answers. As a variation I record the answers and we reconstruct the questions.

After the first few Mystery Guests, all the basic question forms are known so then we explore more ad-

vanced question types. I advise the Guests beforehand that they may be asked personal questions and that they can decline to answer or invent a fantasy response if they wish.

Some of my Timor group of academics later told me that their fluency in questioning skills was their greatest asset in dealing with postgraduate programs in overseas universities. Apart from feeling comfortable about questioning the overseas lecturers, they were able to socialize competently and easily with native English speakers simply by asking streams of questions.

Audio Cassettes. Sometimes in

our relaxation sessions we will do guided relaxation with music. What do you see? What are the colors? How does it feel? What can you hear that is different from the music? Are there any scents or aromas?

Drawing. When the group has learned trust and support, I set a task for homework where they are asked to draw a picture of something important in their lives. In the next lesson they describe the picture to the group. It is necessary for everyone to have developed active listening skills before this is attempted.

continued on page 16

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AETK COUNCIL MEMBERS AND STAFF, 1990-1991

Teaching Without a Textbook: Student Generated Learning

Addresses and Contact Information (in alphabetical order)

continued from page 15

Appreciation. Towards the end of the course, we start a series of Appreciations in which each member of the group, starting with me, sits in the front of the class and lets the group talk for a short time about "Things we know and appreciate about this person." These affirming comments are recorded and later compiled into an end-of-course momento of all the wonderful people who helped each other to learn English in this group.

9. Advanced Techniques. Getting the body involved, usually in the form of roleplay, is essential if the new English learned is to be effortlessly retained. I do body work in the form of roleplays, play-back or psychodrama anytime after the Generating, Feedback or Copying sessions are completed.

Videotaping or audiotaping the roleplay often gives insights into how to develop coping strategies as the action can be replayed and frozen for discussion at each point. With videotaping, the importance of nonverbal language becomes obvious.

10. Re-Vision. Emotions can run high in the SGL session. English learned with emotion is English remembered. However, I like to manage the lessons so that no matter how good everyone was feeling as they arrived, they will feel even better after four hours of English.

To accomplish this we all relax again as I play a tape of gentle music. For the last 15 minutes I slowly read over the mountain of material we have generated as the learners allow the images from the lesson to form again in their minds' eyes. And then we all quietly leave.

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