



# AETK NEWS



NEWSLETTER OF THE ASSOCIATION OF ENGLISH TEACHERS IN KOREA  
VOLUME 4, NUMBER 4  
NOVEMBER 1985

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## ASSOCIATION NEWS

**Recent Meetings.** The September AETK meeting was held on Saturday, September 21, at the Sogang University Institute for English as an International Language. Approximately 25 persons attended the meeting and participated in a discussion led by Margaret Elliott of the Sogang Institute on the use of videotapes in language teaching (see the report elsewhere in this issue). John Byrd of Seoul Foreign School gave a presentation on the use of word games for teaching vocabulary at the October AETK meeting, held on Wednesday, October 16, at the Korea Baptist Mission office building.

**New Members.** AETK extends a hearty welcome to Kwak Young-Eul, Mark J. McTague, Gary W. Salerno, Michael Thornton and Yang Mun-Bong who joined the Association in September, and to Kang Yong-Soon who joined in October.

**Renewals.** Welcome back to Marjorie Schowengerdt who renewed membership in September, and to Shirley A. Dorow who renewed in October.

**Committees.** The Program Committee urgently needs suggestions and assistance in connection with planning the workshop proposed for next March. See the announcement and questionnaire in this issue.

**November Meeting.** Barbara Mintz of the University of Maryland Asian Division will present a program on the teaching of writing at the next AETK meeting, on Saturday, November 16 at 2:00 PM. The meeting will be held at the Yonsei University Foreign Language Institute (FLI) on the campus of Yonsei University in Seoul (see map, page 13). Buses stop in front of the campus. The nearest subway station is Sinchon on the Number 2 Line. Parking is available.

**December Meeting.** Plan now to attend the AETK "Swap Meet" to be held on Wednesday, December 18, at 7:00 PM (location to be announced). This meeting will give you a good opportunity to exchange ideas with other AETK members about your favorite topics and problems. Look for announcements of the meeting location.

## HELP NEEDED FOR PLANNING MARCH WORKSHOP

As reported in the September issue of AETK News, the Coordinating Committee at its June meeting discussed plans for an all-day workshop to be held in March 1986, possibly in connection with the 1986 Annual Business Meeting. The workshop would be held on a Saturday in late March and would deal with various issues related to English language teaching in Korea.

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AETK News is the newsletter of the Association of English Teachers in Korea, an affiliate of TESOL International, and is available through membership in the Association. See back page for membership application. AETK News is published in April, June, September, November and February. News items, announcements, and articles related to language teaching are welcomed (see the TESOL Quarterly for guidelines on the preparation of manuscripts). Send name and address corrections and material for AETK News to Dwight Strawn, KPO Box 740, Seoul, Korea 110. #

**AETK PROGRAM SCHEDULE**  
**NOVEMBER 1985 - MARCH 1986**

- NOVEMBER** November 16, 1985 (Saturday): Presentation by Barbara Mintz on Teaching Writing from Process to Product. Location: Yonsei University FLI (see map, page 13). 2:00 PM.
- DECEMBER** December 18, 1985 (Wednesday): Swap Meet. An event for idea exchange among members combined with holiday festivities. Location: (To be announced) 7:00 PM.
- JANUARY** January 18, 1986 (Saturday): Panel discussion on the topic Assessing Spoken English. Location: (To be announced) 2:00 PM.
- FEBRUARY** February 15, 1986 (Saturday): Report by Young-Shik Lee on Current Trends in EFL in Britain. Location: (To be announced.) 2:00 PM.
- MARCH** March 1986: Annual business meeting and election of officers (Date and meeting place to be announced).

Look for additional announcements or call someone and ask where meetings will be held.

**ELLAK LECTURE SERIES**

ELLAK, the English Language and Literature Society of Korea, is sponsoring a series of lectures and videotape presentations on the theme "New Visions in American Literature." The series of programs began on September 26 and will continue through November 28 at the American Cultural Center in Seoul. Remaining programs for November are:

- Nov 7 5:30 PM America- A Personal History by Alistair Cooke: Home Away From Home
- Nov 14 5:30 PM America- A Personal History by Alistair Cooke: Huddled Masses
- Nov 21 5:30 PM America- A Personal History by Alistair Cooke: Inventing a Nation
- Nov 28 5:30 PM America- A Personal History by Alistair Cooke: Money on the Land

The videotape presentations above are each followed at 6:30 PM by lectures given by faculty members from different universities in Korea.

**TESOL AFFILIATE MEETINGS**  
**NOVEMBER 1986**

- Nov 2 OKTESOL, Tulsa, Oklahoma, USA
- Nov 2 PennTESOL East, Philadelphia, Pennsylvania, USA
- Nov 8- 9 TEXTESOL State Convention, Austin, Texas, USA
- Nov 8- 9 Mid-TESOL Annual Conference, Omaha, Nebraska, USA
- Nov 9 Michigan TESOL, Ypsilanti, Michigan, USA
- Nov 14-16 1st Pacific Northwest Regional Conference, Seattle, Washington, USA
- Nov 15-16 COTESOL Annual Conference, Denver, Colorado, USA
- Nov 16 LOS BESOL Meeting, Lancaster, Pennsylvania, USA
- Nov 21-24 TESL Ontario and TESL Canada, Toronto, CANADA
- Nov 22-23 Puerto Rico TESOL Annual Conference, San Juan, PUERTO RICO

## REPORT

Videotapes in Language Teaching:  
A Report on the September AETK Meeting

by Ruth Fischer  
Yonsei University

At the September meeting Margaret Elliott presented a program on the use of videotapes in the classroom. She justified the use of such tapes by alluding to Krashen's idea of comprehensible input and the idea that, in order for students of English to progress, what they are presented should be a little more difficult than what they already know. Given that Korean students of English feel a great deal of uneasiness when they fail to hear and understand every word in a presentation, exposure to such material as videotapes also provides them with the opportunity to wrestle with this problem. By encouraging them to use the extra-linguistic cues which the visual scene provides as well as their familiarity with a continuing series, teachers can further help relieve student anxiety in this area by assuring them that even native speakers do not always catch every word they hear. Rather, they "fill in the gaps," so to speak, with intelligent guessing based on their knowledge of the world, the particular scene and the English language.

Ms. Elliott raised an interesting question for the group's consideration: should students be given a summary of the segment they will watch prior to their first viewing of it? She cited educator and psychologist Frank Smith's idea that "new learning" entails the use of prior learning plus new information to support her opinion that students should be provided a summary or a script to look over prior to class. (This preview provides prior learning.) She also presented a view counter to her opinion in John Harvey's assertion a la Community Language Learning that communication involves reference, intent and uncertainty. By providing a summary beforehand, the necessary element of uncertainty was negated. Along this same line, one of the AETK members at the meeting stated that, if students are provided a summary, they lose the opportunity of having to deal with the ambiguity of not knowing what is going on, a necessity in figuring out the situation and the relation of speakers in it in real-world communication.

Another participant pointed out that when he had used summaries and scripts, the students had a tendency to become overly attached to them and became anxious if the players deviated from the students' perceptions of the script/summary.

Ms. Elliott went on to explain her procedure for using the videotapes. Students, working in groups, are provided a set of content questions to guide them as they watch. By focussing their attention on key pieces of information, the questions relieve the students of having to decipher every utterance. Higher order questions require students to make evaluations on speakers' intentions, feelings, and attitudes. After the students in their groups discuss the questions to make sure they understand them, they are allowed to watch the segment as many times as they need. After a first viewing in its entirety, they are free to stop the segment at any point during repeated showings.

Portions of segments of Switch-On, Follow Me to San Francisco, and Bid for Power were reviewed. #

## My Word!

## A Report on the October AETK Meeting

by Dwight J. Strawn  
Yonsei University

Teaching and learning vocabulary can be a dull experience, or it can be an interesting and enjoyable one for both teacher and students. At the October AETK meeting, John Byrd of Seoul Foreign School shared some of his ideas about ways for making the experience interesting. Mr. Byrd began by showing us an example of the kind of vocabulary text he has often been given to work with. It was a page from one of the books designed to help people prepare for examinations and contained samples of vocabulary test questions in a multiple choice format.

How can one deal with such material in an interesting, enjoyable way? Some teachers would perhaps give up and not even try, but not Mr. Byrd. He showed us a sample lesson outline which included a variety of activities that bring the disconnected and rather dull

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## LANGUAGE PROGRAM QUALITY STANDARDS

### STATEMENT OF CORE STANDARDS FOR LANGUAGE AND PROFESSIONAL PREPARATION PROGRAMS

[Reprinted from TESOL Newsletter, Vol. XIX, No. 2 (April 1985).]

This past half century has seen a rapid and significant rise in the use of English throughout the world. The number of programs providing English language training for speakers of other languages and the number of programs offering degrees and training in the teaching of English to speakers of other languages have increased accordingly.

Teaching English to speakers of other languages is an academic field requiring special programs for its students and special professional education and preparation for its practitioners. Although the name of the organization is Teachers of English to Speakers of Other Languages, its members include researchers and administrators, materials developers and testing specialists, classroom teachers and linguists, as well as specialists in the area of teaching standard English as a second dialect. As the largest professional association dedicated to teaching English to speakers of other languages, TESOL proposes the following set of standards for quality programs to improve ESOL instruction and preparation of professionals in the field.

#### I. LANGUAGE TEACHING PROGRAMS

Programs for teaching English to Speakers of Other Languages (ESOL programs) with many students or with only a few adhere to basic principles and goals. Presented here are statements of standards that the TESOL organization believes to be inherent in quality programs.

##### A. Statement of Purpose and Goals

A quality program of teaching English to speakers of other languages is based upon a set of principles which recognize that all associated with the program--instructional and support staffs, administrators and students--have a wide range of needs and the basic right to pursue the fulfillment of those needs; that language is an essential tool for communication and the fulfillment

of academic and personal needs; that there are differences between first and second language learning; and that all languages and cultures are worthy of respect and appreciation.

A quality program establishes goals which are based on these principles and which guide the program in the development, implementation and evaluation of appropriate performance objectives and operational procedures. These goals are readily available in a written statement which describes the purpose, scope and nature of the program.

#### B. Program Structure

##### 1. Administration

A quality program of English to speakers of other languages is under the direction of a professionally-educated administration which is knowledgeable and supportive of the program goals and objectives. The administration implements the principles of mutual responsibility and participatory management in personnel practices, utilization of resources, supervision of program staff and evaluation of program activities. Throughout the decision-making process, input from the instructional staff, support staff and students is sought and utilized in an atmosphere of trust and respect.

##### 2. Instructional Staff

A quality program employs instructional staff who have professional preparation and experience for the duties assigned them. Permanent, full-time positions are created and maintained to the fullest extent possible with the role of each member of the instructional staff clearly defined in terms of the total program and the larger institution. Scholarly and professional development, such as research and publication and/or participation in workshops, study groups, professional organizations and coursework is encouraged and supported by the institution and program administration. Opportunities for advancement, essential to

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**CORE STANDARDS**

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the best performance of the instructional staff, are provided. All instructional staff members are treated equitably and compensated comparably within the program and within the larger institution.

**3. Support Services**

A quality program recognizes that students with limited English proficiency need special attention and provides adequate support services to both student and instructional staff. Examples of support services for students include counseling, classroom space and extra-curricular activities; for instructional staff, quality materials, office space and secretarial support.

**C. Program Curriculum**

A quality program of teaching English to speakers of other languages implements a curriculum that indicates expected learner outcomes in the various instructional components. Methods and materials, selected and/or developed for the particular age, skill level and needs of the students are compatible with the goals of the program. Instructional decisions, such as format and intensity of the program, class size, program and course objectives, learning activities and performance standards are made to serve the needs and interests of the student, the institution and society at large. The administrative and instructional staff share in the responsibility for this decision-making with systematic input from the students served by the program.

**D. Program Implementation**

A quality program of English to speakers of other languages is implemented in a systematic manner following the progression of assessment, instruction, evaluation, review and revision. Upon entry into the program, students are fairly and appropriately assessed with these results dictating the instructional placement, approach and materials for each student. Accurate records are kept on each student and

the instructional program is coordinated with other services which the student may be receiving. Progress is measured at regular intervals to determine growth or changes in student performance.

A quality program provides the public with clear and honest information regarding its purposes, nature and goals as well as information about the community in which the program is located. The cultural, personal, and/or career needs of students, as well as the preferences of sponsors, parents, or guardians, are recognized and respected.

**E. Program Assessment**

A quality program of teaching English to speakers of other languages periodically reviews its objectives, resources and operation in order to determine the program's strengths and weaknesses. Curriculum content, materials and methodologies are scrutinized in relation to student achievement and goals. Availability, cost and quality of human and material resources are considered in program review. Periodic student assessment throughout the program operation and in follow-up studies assures awareness of changing needs and facilitates adjustment of various program decisions such as student placement and scheduling, staff assignments, instructional strategies and extra-curricular considerations.

A quality program evaluates its effectiveness on a continual basis as determined by the program staff, administration and students, as well as when required by outside agencies or the larger institution in which the program operates.

**II. PROFESSIONAL PREPARATION PROGRAMS**

Although the organizational structure of professional preparation programs may differ in various institutions, the principles and goals adhered to throughout the varied professional preparation programs remain the same. Presented here are statements of standards the TESOL organization believes to be inherent in quality programs of professional preparation.

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## CORE STANDARDS

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### A. Statement of Purpose and Goals

A quality program of professional preparation for teaching English to speakers of other languages is based on the same principles as the English language teaching programs. Additionally, since such a professional preparation program is usually offered in an institution of higher education, its goals and purposes must be consistent with those of the institution under which it functions.

A quality program establishes goals which are based on these principles and which guide the program in the development, implementation, and evaluation of performance objectives (competencies) and operational procedures. Since the professional preparation program prepares teachers for many kinds and levels of programs, it may have a number of orientations reflected in its goals. These goals are readily available in a written statement which describes the purpose, scope and nature of the program.

### B. Program Structure

#### 1. Administration

A quality program of ESOL professional preparation is a designated unit of an institution of higher education. This unit is under the direction of faculty members, knowledgeable and supportive of the program goals and objectives, who have the major responsibility for organizing and coordinating the activities of the program. The faculty, support staff and students are systematically involved in the decision-making process regarding personnel practices, utilization of resources, supervision of program staff and evaluation of program activities.

#### 2. Instructional Staff

A quality ESOL professional preparation program employs faculty who have scholarly preparation and professional experience for the duties assigned them. Permanent, full-time positions are

created and maintained to the fullest extent possible with the role of each faculty member clearly defined in terms of the total program. All faculty are treated equitably and compensated comparably within the program and within the larger institution. The administration of the institution of higher education encourages the faculty to engage in scholarly activities, exploration of teaching and service, thereby enriching the program and the field.

### 3. Support Staff

A quality ESOL professional preparation program provides a trained support staff which includes secretaries, advisors, librarians and, perhaps, technologists.

### C. Program Curriculum

It is recognized that there is a great deal of variation in the goals and objectives of professional preparation programs in teaching English to speakers of other languages. However, regardless of the variation, each program should have courses which present basic theory and practice covering the second language and teaching paradigm, such as those guidelines TESOL and other professional organizations have established.<sup>1</sup>

### D. Program Implementation

A quality ESOL professional preparation program ensures that quality instruction is available to all students on all levels; that its courses are appropriate and relevant to the needs of its students, and that its requirements for graduation are clearly written and available to students when they enter the program. Instructional staff and administration attend to record keeping, orientation and assessment of needs throughout the time the student is in the program and in follow-up studies.

### E. Program Assessment

A quality program of professional preparation for teachers of English to speakers

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**CORE STANDARDS**

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of other languages systematically and periodically reviews its goals, objectives, resources and operations to determine its strengths and weaknesses. The needs of its students, trends in the field, and the course offerings and their content are scrutinized in relation to student achievement and goals. Periodic assessment and/or counseling throughout the program operation and in follow-up studies assures awareness of changing needs and facilitates adjustment of various program decisions.

In a quality program, evaluation of effectiveness is undertaken as determined by

the program staff, administration and students, as well as when required by outside agencies or the larger institution in which the program operates. \*

**FOOTNOTE**

\*Refer to the TESOL publication Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States.

Copies of these standards along with descriptions of ESOL programs are available from TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057.

**Endorsements of TESOL's Standards for Language and Professional Programs**

[Reprinted from TESOL Newsletter, Vol. XIX, No. 4 (August 1985).]

TESOL has just published its "Statement of Core Standards for Language and Professional Preparation Programs." These standards were printed in "The Standard Bearer" in the April 1985 TESOL Newsletter. The Committee on Professional Standards would now like directors, supervisors and administrators of ESOL programs to read the document, recognize the importance of these standards in helping the profession regulate the quality of its programs, and support these standards by writing a letter of endorsement on program stationery. Representatives of the following programs have written statements of endorsement that are now on file (as of June 20) at the TESOL Central Office:

English Language Institute  
Wayne State University  
Detroit, Michigan, U.S.A.

Career English Language Center for  
International Students  
Western Michigan University  
Kalamazoo, Michigan, U.S.A.

Lancaster - Lebanon Public Schools  
Lancaster - Lebanon Intermediate Unit 13  
Lancaster, Pennsylvania, U.S.A.

International English Institute  
Nashville, Tennessee, U.S.A.

Alberta Vocational Centre, Edmonton  
Edmonton, Alberta, Canada

ESL/TESOL Programs  
Department of Foreign Languages and  
Bilingual Studies  
Eastern Michigan University  
Ypsilanti, Michigan, U.S.A.

ESL and TESL Programs  
Department of English  
Western Kentucky University  
Bowling Green, Kentucky, U.S.A.

Division of English as a Foreign Language  
School of Languages and Linguistics  
Georgetown University  
Washington, D.C. 20057, U.S.A.

American Language Program  
Columbia University  
New York, New York, U.S.A.

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ENDORSEMENTS (Continued from page 7)

English for International Students  
The George Washington University  
Washington, D.C., U.S.A.

American English Institute  
University of Oregon  
Eugene, Oregon, U.S.A.

ESL Program  
City College of the City University of New York  
New York, New York, U.S.A.

Harrisburg School District  
Harrisburg, Pennsylvania, U.S.A.

English Language Institute  
The University of Southern Mississippi  
Hattiesburg, Mississippi, U.S.A.

Refugee Education and Employment Program  
Wilson School  
Arlington, Virginia, U.S.A.

Alhambra School District  
Phoenix, Arizona, U.S.A.

In addition, letters of endorsement from individuals and affiliates have been sent to the TESOL Central Office.

TESOL's standards are meant to serve as part of an ongoing process of self-study to be conducted by the staff of the program with the support and assistance of the TESOL organization. After the representative of a program has written a letter of endorsement to TESOL, the staff of the program is encouraged to conduct a self-evaluation. The result of the self-study including documentation will then be filed with the TESOL Central Office.

TESOL is now beginning to collect data on language and teacher preparation programs. Simultaneously, Program Description forms were distributed, along with the Core Standards, to affiliate leaders at the annual convention in New York. Specific program information (e.g., names, addresses, telephone numbers) will not be released. Statistical data may be compiled at a later time, but any release of such information will be in total numbers in terms of the size of the sample and geographical area. Returns are currently being submitted to the TESOL Central Office.

Should you or your program have not yet received these materials (the Core Standards and the Program Description form) from your local affiliate, contact Susan Bayley at the Central Office: TESOL, 201 D.C. Transit Building, Georgetown University, Washington, D.C. 20057, U.S.A. Any program director wishing to endorse the standards may refer to the April 1985 TESOL News-letter and write a letter of endorsement on program stationery to the TESOL Central Office. #

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FROM THE DEPARTMENT OF QUALITY CONTROL

The Korea Times reported in its October 3rd issue that illegal language tutoring by unqualified foreigners is on the increase. The report stated that "Many foreigners who are visiting here with visas issued for tourism and commercial purposes are reportedly engaged in teaching languages, even in tutoring preschoolers, in violation of

the law."

The report referred to a statement by an official of the Ministry of Education to the effect that rich people invite foreigners into their homes for the purpose of private tutoring.

The report also said that immigration officials and the education authorities are investigating the situation and

that persons found violating the law will face punishment whether they are aliens or not.

Regarding qualifications for language teaching at an authorized institute, the report stated that, according to the law, foreign teachers must at least be graduates of a junior college and have the proper visa. #



## EDITORIAL

Our dictionary defines quality both as "something typical" and "something good." We would hope that programs for English instruction in Korea could be described as typically good, but are also aware of numerous problems and obstacles. There is usually a gap between actual quality and potential quality, between what we are doing and what we think we should be doing. Can the gap be narrowed? Can the quality of language programs be improved? What steps are necessary, and what steps are possible?

In this issue we reprint two articles from the TESOL Newsletter related to standards of quality for programs offering instruction in English and programs for the preparation of teachers of English. We do this to call your attention to the efforts being made by Teachers of English to Speakers of Other Languages (TESOL) to establish an internationally accepted set of standards for programs of language instruction and teacher preparation. AETK News supports these efforts to improve the quality of language programs and would like to suggest that those responsible for English programs in Korea consider ways in which they might be utilized.

As we understand it, the process of applying the standards is not one in which an external agency conducts an investigation and then passes judgement on the worth of a particular program. Rather, it is a process by which those responsible for the program first decide to endorse the standards and then conduct their own self-evaluation to determine the extent to which their program measures up to the standards they have endorsed. Letters of endorsement are sent to the TESOL Central

Office in Washington, then later a report of the self-evaluation study is also sent and kept on file in the TESOL office.

Individuals as well as organizations may register their endorsement of the standards by simply writing a letter to that effect and sending it to the TESOL Central Office. AETK News will maintain a list and publish the names of organizations and programs in Korea which endorse the standards, so if your organization decides to take this step please send us a copy of your letter of endorsement.

The quality of the university general English program, which typically centers around comprehension of often rather difficult reading selections, is a subject of continuing discussion among both students and faculty. One of the problems in such programs is that students are often expected--and expect--to be passive recipients of knowledge and insight handed out by the instructor. Could students not learn more English by becoming more actively involved in using it for real communication in their classes? We believe they could, and in the "Idea Exchange" section of this issue we have included two articles which describe techniques for increasing the level of active student participation. Neither of these techniques is a final or complete answer, of course, and perhaps they cannot be used effectively with every class, but both of them represent ideas which can be explored and developed in almost any situation.

Readers of these pages are encouraged to experiment with these and other techniques which can improve the quality of classroom communication in English, and to share reactions and responses by contributing to the "Idea Exchange" so that our dialogue may continue. #

A  
E  
Q U A L I T Y  
U E K  
A E T K  
L K  
I  
A E T K  
Y

## LANGUAGE TESTING

### The C-Test: Another Choice

by Dwight J. Strawn  
Yonsei University

The construction of good tests is a perennial problem for language teachers. Not only is it difficult to write good items in the first place, but once items are written it is not always possible to pretest them--then once they are used it is often considered inadvisable (for reasons of test security) to use them again. What we need is a simple but reliable system for producing tests, one that is economical, easy to use, does not result in tests that intimidate those who take them, and yet provides an accurate measure of what our students can and cannot do.

Traditional testing formats have various problems. Essay, short-answer and translation questions are easy to construct but difficult and time-consuming to score. Multiple choice questions are easy to score but difficult to construct, and the development of good multiple choice questions requires both time and resources for pretesting and analysis. The cloze procedure overcomes some of the disadvantages of other formats, but students resist cloze tests because they appear (and sometimes are) far too difficult.

The C-test may offer a way around these difficulties.

What is a C-test? Basically, it is a form of reduced redundancy testing derived from the same general theory that supports the cloze test, but it is designed to account for specific weaknesses that have been discovered in the cloze format. As summarized by Klein-Braley and Raatz (1984:135; cf. Alderson 1979), major weaknesses are that cloze tests:

- 1) do not automatically provide a random sample of points to be tested;
- 2) may vary in difficulty, reliability and validity according to the deletion rate used;
- 3) suffer reliability problems for homogeneous groups of test takers;
- 4) are difficult to score reliably unless the exact scoring method is used, in

which case the tests may turn out to be too difficult and frustrating.

Klein-Braley and Raatz also point out that the use of only one text may be a source of bias in cloze test scores and that native speakers, who should be able to obtain perfect scores, rarely do.

In contrast to the cloze test, there are two features of the C-test which, according to its developers, compensate for the disadvantages of the cloze format and result in a better measuring instrument which is also less frustrating for the test taker. These features are (Klein-Braley and Raatz 1984:136):

- 1) that the C-test is based on several short passages from different sources rather than one long passage from the same source; and
- 2) that the nth-word deletion procedure is replaced by the "rule of 2," according to which the last half of every second word is deleted instead.

(Discussion of the theoretical reasons for these differences is beyond the scope of the present article; interested readers may refer to the references cited above.)

The two examples below illustrate the difference between the cloze procedure and the C-test procedure when the two are applied to the same short passage from a typical university English text. The cloze example results from applying the nth-word deletion procedure by deleting every seventh word after the end of the first sentence, while the C-test example results from applying the "rule of 2." The sample passage is from Modern Freshman English II (Yonsei University English Department 1985:89).

#### Example 1 (Cloze):

Controlling air pollution is another crucial objective. Without food, man can live for \_\_\_\_\_ five weeks; without water about five \_\_\_\_\_. Without air, he can only live \_\_\_\_\_ minutes, so pure air is a \_\_\_\_\_. Here the wrongdoer is the automobile. \_\_\_\_\_

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there is a concentration of automobiles, \_\_\_\_\_ in our big cities, air pollution \_\_\_\_\_ severe. It is important to see \_\_\_\_\_ our cars are equipped with pollution-control \_\_\_\_\_. Such devices effectively reduce the harmful \_\_\_\_\_ emitted from the engine.

**Example 2 (C-test):**

Controlling air pollution is another crucial objective. Without fo\_\_\_\_\_, man c\_\_\_\_\_ live f\_\_\_\_\_ about fi\_\_\_\_\_ weeks; wit\_\_\_\_\_ water ab\_\_\_\_\_ five da\_\_\_\_\_. Without a\_\_\_\_\_, he c\_\_\_\_\_ only li\_\_\_\_\_ five min\_\_\_\_\_ so pu\_\_\_\_\_ air i\_\_\_\_\_ a mu\_\_\_\_\_. Here t\_\_\_\_\_ wrongdoer i\_\_\_\_\_ the autom\_\_\_\_\_. Where th\_\_\_\_\_ is a concen\_\_\_\_\_ of autom\_\_\_\_\_, as i\_\_\_\_\_ our b\_\_\_\_\_ cities, a\_\_\_\_\_ pollution i\_\_\_\_\_ severe. I\_\_\_\_\_ is impo\_\_\_\_\_ to s\_\_\_\_\_ that o\_\_\_\_\_ cars a\_\_\_\_\_ equipped wi\_\_\_\_\_ pollution-control dev\_\_\_\_\_. Such devices effectively reduce the harmful gases emitted from the engine.

Example 2 shows blanks of equal length for each mutilation of the text. An alternative, which might make the test easier, is to leave blanks representing the number of missing letters in each deletion. Example 3 shows the

result of selecting this alternative.

**Example 3 (C-test):**

Controlling air pollution is another crucial objective. Without fo\_\_\_\_\_, man c\_\_\_\_\_ live f\_\_\_\_\_ about fi\_\_\_\_\_ weeks; wit\_\_\_\_\_ water ab\_\_\_\_\_ five da\_\_\_\_\_. Without a\_\_\_\_\_, he c\_\_\_\_\_ only li\_\_\_\_\_ five min\_\_\_\_\_ so pu\_\_\_\_\_ air i\_\_\_\_\_ a mu\_\_\_\_\_.

A full test based on the C-principle would include several short passages from different sources and contain about 100 deletions.

The C-test is a relatively new development in the field of language testing and represents yet another choice among the various formats available to the classroom teacher. Readers may wish to determine its appropriateness in their particular circumstances by comparing results obtained through the use of this procedure with those obtained by using other procedures. #

**References**

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Klein-Braley, Christine, and Ulrich Raatz. 1984. A survey of research on the C-Test. Language Testing 1(2):134-146.

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**REVIEWS**

[No reviews were submitted for publication in this issue. Ed.]

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Your AETK officers are:

- Joe Gene Autry, President
- Ruth Fischer, Vice President and Program Chair
- Young-Shik Lee, Secretary
- Robert Wissmath, Treasurer
- In-Won Kim, Member at Large

## IDEA EXCHANGE

### Invest in Reading

by Gayle Nelson  
American University in Cairo

[Reprinted from the TESOL Newsletter, Vol. 19,  
No. 4 (August 1985), page 12.]

For those of us schooled in the Carl Rogers - Caleb Gattegno - Charles Curran - Earl Stevick tradition of humanistic and student-centered learning, the reading class presents a dilemma. As we watch students read textbook reading selections and answer the comprehension and discussion questions, we are aware of the lack of student investment and we wonder, "How can we get students to invest in this class?"

One technique that works is having students write their own comprehension questions. The objectives of this question formation technique are 1) student comprehension and 2) student investment. After students have finished the reading, they write questions about the reading text. In writing questions, they are forced to look closely at the text, thus improving their comprehension, and they also make an investment by choosing the content and kind of questions they write. At first, students may write simple yes/no or wh-questions such as:

Is junk food good for you?

Who were the first people to immigrate to the United States?

What is junk food?

Soon, however, with encouragement and practice, they'll write questions that ask the responder to increase his/her investment, questions such as:

What do you think about the informality of American society?

Would this system of transportation work here? Why? Why not?

After students have written their questions, the class divides into pairs or small groups and Student A asks his/her questions to Student B and Student B responds. Students should not refer to the reading unless there is a misunderstanding or disagreement, in which case they should closely examine the portion of the text necessary for settling the

dispute. These minor disagreements are excellent vehicles to encourage students to look closely at the reading. Students often pick up on important word clues that they missed the first time. After Student A has asked his/her questions, then Student B becomes the questioner. Once students are familiar with the question technique, they may stop writing questions and move directly from the reading to the asking. They will soon ask follow-up questions when responses have been incomplete.

In discussing the teaching of questions, Abbott (1980) says that the most common teaching technique, the use of transformations, is not successful for three reasons: 1) lack of motives for questions, 2) inhibited spontaneity, and 3) no instructions for following up initial questions. A side benefit, therefore, of having students ask questions about the reading is that their question-asking skills improve. They appear to be motivated when asking their questions because they are seeking real information; they can spontaneously build on their own and others' questions; and they typically follow up initial questions with additional ones.

This same question-answer format can be used in whole class discussions. After reading an article, a story, or a simplified reader, the students write questions; the class forms a circle; and Student A begins by asking Student B a question. Student B answers and when the discussion on that question is finished, Student B asks Student C a question. The process continues with little or no intervention from the teacher.

One word of warning. In formulating their questions, students should not be so concerned with details that they lose sight of over-all comprehension. They should be encouraged to ask questions such as "What is the main idea of this article?"

Note: This article is an elaboration of one technique mentioned in "Reading: A Student-Centered Approach," English Teaching Forum, 22, 4, 1984, pp. 2-8. #

### Reference

Abbot, Gerry. 1980. Teaching the learner to ask for information. TESOL Quarterly 14,1.

**Elephants in Difficult Circumstances:  
A True Story**

by Dwight J. Strawn  
Yonsei University

lar task. (The tasks in this instance were to construct answers to questions I asked based on an essay the students had read before coming to class.)

If they judged a response satisfactory, the elephants would say something like "Excellent!" or "Wonderful!" If they could not hear or could not understand, then they would ask for a repetition of the report, ask for it to be given by a different person, or even ask someone in another group what the person in the first group had said. The third option, if they judged a response unsatisfactory, was to cry--making the sound an elephant makes when in difficult circumstances.

The other requirement placed upon the elephants was that they would have to work out a system among themselves whereby they could quickly agree upon what they would do and then speak--or cry--in unison.

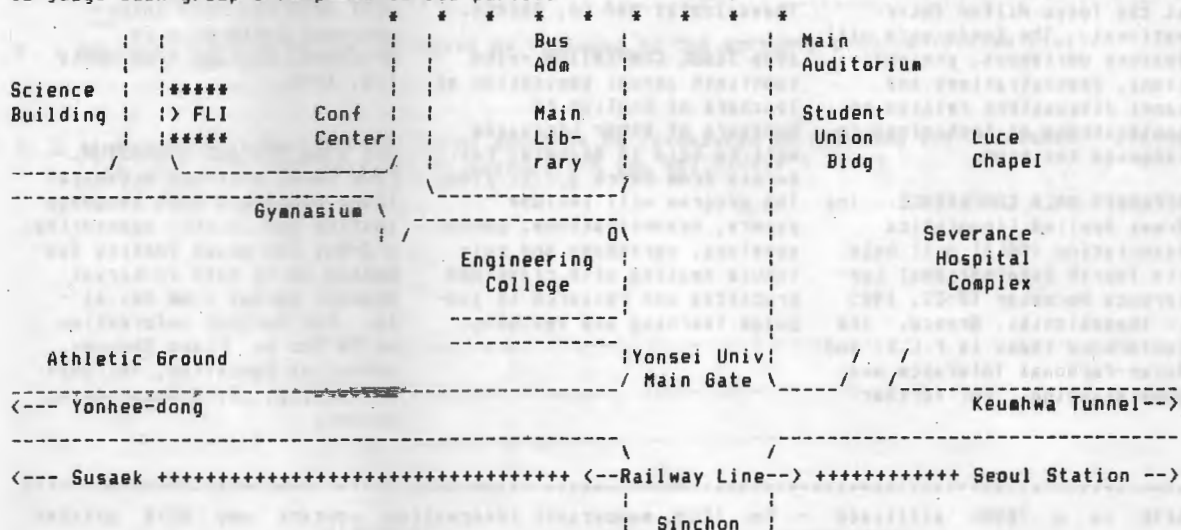
These special people were quite adept at performing their special task. Not only were their judgements accurate, but also their delightful expressions of them brought laughter and relieved the boredom of discussing a rather dull and difficult essay. \*

Michael West once defined "difficult circumstances" for the teaching of English in terms of classes having more than thirty students (West 1962:1). By that definition, many of us find ourselves in circumstances of extreme difficulty, for we regularly have classes with fifty to sixty students and sometimes even more. One very effective technique in such circumstances is to "divide and conquer" by breaking the class into small groups and setting tasks for group members to work on together.

Usually when I divide a class into groups I assign numbers or letters to identify each group, then ask the groups to arrange themselves in small circles around the classroom, leaving room between the chairs for me to move from one group to another. When doing this one day recently, I designated certain students to be "elephants". The elephants were sent to a reserved corner of the classroom called "the zoo" and given a special task. Their task was to react to the reports given at the end of the period by each of the other groups. Thus they had to be familiar with the tasks assigned to all groups, and to be able to judge each group's response to its particu-

**Reference**

West, Michael. 1962. Teaching English in difficult circumstances. London: Longmans.



HELP NEEDED (Continued from page 1)

The Committee agreed that holding a workshop would provide a way to share information and ideas in a more extended fashion than is usually possible at our regular monthly meetings. However, such an undertaking would also require active support from AETK members. The Program Committee needs to know who is interested in attending the workshop, who is interested in making a presentation and on what topics, and who will volunteer to help with publicity, hospitality and other necessary arrangements.

This issue of AETK News contains a questionnaire prepared by the Program Committee for use in determining whether the workshop should be held or not. All AETK members (and other readers of AETK News who are interested) are asked to complete the questionnaire and return it by mail to Ruth Fischer, Yonsei University English Department, Sinchon-dong, Sudaemoon-ku, Seoul 120. #

My Word! (Continued from page 3)

text material to life. The plan included pronunciation points, a number of exercises based around finding synonyms and discovering variant meanings of words in the text, and the use of acronyms as a device to help students remember the words they are learning.

During his presentation, Mr. Byrd showed us how these techniques work in the classroom

by involving us as learners with him. Then he went on to bring out additional ideas and suggestions from the audience about ways of teaching vocabulary. AETK members who were unable to attend this meeting missed a very helpful occasion. Those of us who did attend will certainly draw upon the experience as we plan our next lessons. #

NOTES

**DECEMBER CALICO CONFERENCE.**-- The First CALICO Language and Technology Conference in Tokyo will take place December 2 - 4 at the Tokyo Hilton International. The Conference will feature workshops, presentations, demonstrations and panel discussions related to applications of technology in language teaching.

**DECEMBER GALA CONFERENCE.**--The Greek Applied Linguistics Association (GALA) will hold its fourth International Conference December 15-22, 1985 in Thessaloniki, Greece. The Conference theme is F.L.L. and Inter-Personal Tolerance and Understanding. For further

information contact: The Applied Linguistics Association, Aristotle University of Thessaloniki, PO Box 52, Thessaloniki 540 06, GREECE.

**1986 TESOL CONVENTION.**--The twentieth annual convention of Teachers of English to Speakers of Other Languages will be held in Anaheim, California from March 3 - 7, 1986. The program will include papers, demonstrations, poster sessions, workshops and colloquia dealing with classroom practices and research in language learning and teaching.

**1986 IATEFL CONFERENCE.**-- IATEFL, the International Association of Teachers of English as a Foreign Language, will hold its 20th International Conference in Brighton, England from April 1-4, 1986.

**MAY 1986 TESTING SYMPOSIUM.**-- Four international organizations concerned with language testing are jointly sponsoring a 3-day Language Testing Symposium to be held in Kiryat Anavim, Israel from May 11 - 13. For further information write to: Dr. Elana Shohamy, School of Education, Tel Aviv University, 69978 Ramat Aviv, Israel.

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AETK is a TESOL affiliate -- For TESOL membership information contact any AETK officer.

AETK MEETING SATURDAY, NOVEMBER 16, 2:00 PM, YONSEI UNIVERSITY FLI

**URGENT! HELP NEEDED RIGHT AWAY!**

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March 1986 AETK Workshop Questionnaire

All AETK members please complete the following and send to:

Ruth Fischer  
Yonsei University English Department  
Sinchon-dong, Sudaemoon-ku  
Seoul 120

1. I think that AETK should sponsor an all-day workshop on English language teaching in March 1986.  
 Yes  
 No
2. I plan to attend the workshop.  
 Definitely  
 If at all possible  
 No
3. I am willing to participate by:  
 Assisting with publicity  
 Assisting with hospitality arrangements  
 Helping to arrange facilities for the workshop  
 Leading group discussions  
 Presenting a paper or research report  
 Presenting a demonstration of teaching techniques  
 Participating in or chairing a panel discussion  
 Screening presentation proposals  
 Other (Please specify: \_\_\_\_\_)
4. I suggest that the following topics be included in the workshop program (please list):
5. I also request that the following concerns be remembered in planning the workshop (please list any additional concerns or suggestions you may have):

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_

[Photocopy this page]

Joining AETK for the first time? Renewing your membership? Photocopy this page, complete the application, and send it with your membership dues (W10,000) to the Treasurer or bring it with you to the next meeting.

ASSOCIATION OF ENGLISH TEACHERS IN KOREA  
Membership Application

Name (Print): \_\_\_\_\_

Mailing address \_\_\_\_\_

City \_\_\_\_\_ Province \_\_\_\_\_ Postal code \_\_\_\_\_

TEL (Office) \_\_\_\_\_ (Home:) \_\_\_\_\_

Position title \_\_\_\_\_

Institution \_\_\_\_\_

Application is for:

- New membership
- Renewal: Current membership expires (YY/MM/DD) \_\_\_\_/\_\_\_\_/\_\_\_\_  
If you are renewing, please indicate the year you first joined AETK:  
 1981  1982  1983  1984  1985

Area or level of work:

- Primary school  Middle school  High school
- College/university  University-related institute
- Private or commercial institute  Other \_\_\_\_\_

Major interests:

- Fellowship and sharing with other teachers
- Teaching methods and techniques for classroom use
- Materials development
- Theory and research on language learning/teaching
- Language testing
- Other \_\_\_\_\_

AETK committees you would like to be considered for:

- Program  Publications  Other \_\_\_\_\_

Are you a member of TESOL?  No  Yes (Membership expires \_\_\_\_\_)

Today's date: \_\_\_\_\_

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