



AETK Fall Activities

September 13 Meeting *Teaching in Another Culture*

AETK, the Association of English Teachers in Korea, will hold its first meeting of the fall season on Saturday, September 13, at 2:00 PM. This meeting, which will take place at the Yonsei University Foreign Language Institute, will offer an opportunity to exchange views on the role of foreign teachers in Korea.

Im Sang-Bin (Language Coordinator, University of Maryland Asian Division) has been invited to lead the discussion and share observations and insights gained from his long experience in working with foreign teachers.

If you are a foreign teacher you no doubt have questions and insights of your own to share, and if you are a Korean teacher you certainly have suggestions to offer based on your experience. Bring your ideas to this meeting and help make it one in which we can all learn more about working together for better language teaching in Korea.

Plans for October *Dialogue with Students*

George Matthews, AETK Vice President and Chair of the Program Committee, reports that the plan in progress for the October AETK meeting is to provide an occasion for dialogue with students.

Teachers and students will talk together about various issues related to language learning and language teaching.

Don't miss this opportunity to "tune in" to some of the things that our students would like to have us hear. The meeting will be on Wednesday, October 15, at 7:00 PM at the Yonsei University FLI.

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Developing an Instructional Strategy for Teaching English Spelling to Students of English as a Foreign Language

Robert G. Wissmath

How should spelling be taught in the ESL classroom? Should instructors ignore it, or should they actively attack it? Should instructors remain in ignorance about how the English spelling system works, or should they master the system and teach it?

Charles W. Kreidler (1971) describes the current status of spelling in the ESL curriculum:

We don't teach the elementary ESL student about English orthography because our efforts are directed, as they should be, toward the oral mastery of the language, and that is quite a lot. And we don't teach the more advanced student about English orthography because we really don't understand the nature of our spelling system and how it works. (p. 4)

The above statement exemplifies the debate over the question of whether or not English spelling needs to be taught at all in the ESL classroom. One may well agree with Kreidler that spelling instruction is not necessary for the beginning student, but it is not true that we don't understand how our spelling system works. There is ample evidence that English spelling contains a great deal of uniformity, and there is no scarcity of scholars who dare to propose ways in which instructors might attack the problem of teaching learners of English as a second language to spell. In the present discussion, therefore, advice on how to go about teaching and learning English spelling in ESL is cited, and some instructional strategies

are proposed for the ESL spelling course.

Some Advice on Teaching Spelling in the Second-Language Classroom

Much has been written about how best to teach English spelling, but the experts are divided on whether words should be memorized one-by-one, or whether the rules of the English orthographic system ought to be taught. They can't agree either about whether individual students should be taught to spell only the words which they already know, or whether they ought to be taught to spell any new word that they might encounter.

The experts are equally divided upon how best to enable learners of English as a second language to acquire the ability to spell correctly. On the one hand are those who suggest that perhaps spelling need not be directly taught at all; they believe that ESL students will "pick up" the ability to spell through incidental learning. At the other extreme are those who suggest that a "phonics" approach to English spelling should be applied from the beginning. They advocate teaching the sound-symbol relationships of English spelling. Other more moderate views include the belief that the more regular features of the English spelling system should be incorporated into the ESL course at appropriate points along the way and that direct instruction in spelling should be given to

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Fall Activities

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Visitors in November

TESOL Representatives Invited

Earlier this year James Alatis, TESOL Executive Director, and JoAnn Crandall, TESOL First Vice President, were invited to visit Korea for a meeting with members of AETK since they will also be attending the JALT Conference in Hamamatsu, Japan, which begins on November 22.

Although we have not learned whether Dr. Alatis will be able to accept the invitation, Dr. Crandall has indicated that she will come to Korea either before or after the JALT Conference. This will be the first official visit by a TESOL representative since AETK became a TESOL affiliate in 1982, so it will be an important occasion.

Plans for the November meeting (or meetings) will be announced later, when more information arrives about the schedules of the two TESOL officials.

Meetings Here and There--

- Sep 13 AETK September Meeting, Yonsei University FLI, 2:00 PM
Sep 13 Indiana TESOL Conference, Muncie, Indiana, USA
Sep 27 SOVA TESOL, Norfolk, Virginia, USA
Oct 15 AETK October Meeting, Yonsei University FLI, 7:00 PM
Oct 16-18 4th Rocky Mountain Regional Conference, Albuquerque, New Mexico, USA
Oct 17 Mexico TESOL, Toluca, Mexico
Oct 24-25 WATESOL Conference, Washington, DC, USA
Oct 25-26 Mid-America TESOL, Kansas City, Kansas, USA
Oct 26-27 Kentucky TESOL, University of Louisville, Shelby Campus, Kentucky, USA
Nov 1 Oklahoma TESOL, Lawton, Oklahoma, USA
Nov 6-8 2nd Southeast Regional Conference, New Orleans, Louisiana, USA
Nov 6-8 6th Midwest Regional Conference, Ann Arbor, Michigan, USA
Nov 7-8 Intermountain TESOL, Salt Lake City, Utah, USA
Nov 7-8 TEXTESOL State Conference, Houston, Texas, USA
Nov 7-8 Puerto Rico TESOL, San Juan, Puerto Rico
Nov 10-11 Oregon TESOL Conference, Eugene, Oregon, USA
Nov 14-15 WAESOL Conference, Seattle, Washington, USA
Nov 14-16 New York State TESOL Conference, New York City, USA
Nov 15 AETK November Meeting, Yonsei University FLI, 2:00 PM
Nov 21-22 Colorado TESOL Conference, Denver, Colorado, USA
Nov 21-24 TESL Ontario, Toronto, Ontario, Canada
Nov 22-24 JALT Conference, Hamamatsu, Japan
Dec 15-17 Institute of Language Education Second International Seminar on Language Teacher Education, Hong Kong

TESOL Newsletter Introductory Offer

Learn about TESOL by reading the *TESOL Newsletter*

Members of AETK can subscribe to the *TESOL Newsletter* for one year (6 issues) at the reduced rate of US\$5.00 plus postage. The *TESOL Newsletter* contains articles about language teaching, book reviews, job notices, and much more information of interest to ESL/BFL professionals. To take advantage of the offer, send this form with your payment to Susan Bayley, TESOL, Suite 205, 1118 22nd Street NW, Washington, DC 20037, USA. You must use this form to indicate that you are a member of AETK. Payment must be in the form of an International Postal Money Order or a check drawn on a US bank.

I am a member of AETK. Please send me the *TESOL Newsletter* for one year at the special introductory rate of US\$5.00 plus postage as follows (check one):

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"Teaching" "English" "Internationally"

Lis Hamp-Lyons
University of Edinburgh

[Reprinted from the *TESOL Newsletter*, Vol XX, No 3 (June 1986)]

What does it mean to "teach English internationally"?

Each of the words in this phrase causes problems. I propose to imagine for the purposes of this short piece that we know what "teaching" means (no doubt we will return to this question in a future topical issue of the *TESOL Newsletter*).

What do we mean by "English"? Are we referring to the written code, the spoken code, or both? What community of users do we have in mind? Phonologically, must they be "RP" (standard Southern British, often known as BBC English)? Or may they be standard American English? What of Scots English? Or the English of Devon, or Cornwall, or Gloucestershire, or Norfolk? What of New England, or Texas, as acceptable phonological variants of American English? And don't forget the phonological varieties found in Canada, New Zealand and Australia. If "English" is the language used by communities of native speakers of English, then all these phonological varieties must be acceptable. If this is the case, then the phonological varieties used by native English speakers in Anglophone Africa, by the educated higher classes in the Indian subcontinent, by older educated Malaysians, must be equally acceptable.

The same judgments must be made for lexis and syntax: where does "English" (in the sense of a standard which can be taught towards) begin and end? Braj Kachru, in the October 1984 issue of the "International Exchange" in this newsletter, dealt with these questions cogently, and his book *The Other Tongue* (Oxford University Press, 1983) and John Pride's *New Englishes* (Newbury House, 1982) are very helpful. But it remains the

case that there is no clear definition of what "English" is (and thereby of what it is not). In a very real sense, we cannot describe what we are teaching.

However, if we can suspend our consciousness of these problems (again, for the purposes of this short piece) and suppose that we know how to "teach English"—do we know what it means to do it "internationally"? The most obvious interpretation on the phrase "teaching of English internationally" would be something like "the teaching of English in an international manner." But what *is* an "international manner"? Is it a description of how ex-patriates (that is, people from the U.S.A., the U.K., Canada, New Zealand and Australia, living outside those five countries) teach English? We must hope not, since there are still so many unqualified ex-patriates paying their way round the world by what they like to call teaching EFL/ESL, to the discredit and chagrin of the rest of us. Is it teaching English to mixed, transient groups rather than to immigrants, i.e., EFL rather than ESL? (These are the British terms; the American equivalent would be ESL rather than bilingual education.) Again, we must hope not, since most teachers of immigrant children and adults would wish to maintain an international perspective and set of values, hence the term bilingual education, and the bicultural (in Britain, multicultural) movement. And there, perhaps, we are approaching an answer—"an international perspective" ... "teaching English with an international perspective".

It is possible to teach English with an international perspective as an American in Mexico or Japan; as a Canadian in China; as a

Briton in Thailand or Tanzania; as an Australian in Papua, New Guinea; or a New Zealander in Tuvalu. It is equally possible for a Mexican in Mexico to teach English with an international perspective; or a Nepali in Nepal, a Senegalese in Senegal, a Spaniard in Spain. Teaching English with an international perspective can be done by an American in the U.S.A., a Briton in Britain, a Canadian in Canada, an Australian in Australia and a New Zealander in New Zealand. It may be done by Egyptians in Oman and Pakistanis in Saudi Arabia; in Britain increasingly English is taught by native speaker teachers of the learner's own language, who are bilingual and bicultural. TESOL members' loved and respected colleague Mary Finocchiaro is a Sicilian by birth and grew up speaking Italian; she spent many years teaching English with an international perspective in New York and continues to do so in Italy.

"Teaching English internationally" isn't a method; it isn't a geographic category; it isn't definable in terms of native language, or ethnic origin. It's a statement of where your heart is. In an ideal TESOL, *all* of us would be teaching English internationally.



Integrating Language and Content Instruction

Helena Anderson Curtain
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[Paper given at a seminar on January 6, 1986, sponsored by the Center for Language Education and Research (CLBAR), a project of the Center for Applied Linguistics. Reprinted from the *ERIO|LL News Bulletin*, Vol. 9, No. 2 (March 1986)]

Integration of language and subject content has successfully been accomplished in immersion programs and has emerged as a feature of sheltered-English programs for limited-English-proficient (LEP) students. In both programs students succeed in acquiring language and subject matter content knowledge at the same time.

Immersion programs have very successfully demonstrated for a period of over 20 years that students can learn subject content and language simultaneously and achieve in standardized tests administered in English at the same level or often at higher levels than students in English-only classes (Swain, 1984). In immersion programs, the second language is used as the medium for subject content instruction and students learn the second language naturally, because they need it to communicate about school subjects and what is happening around them. In total immersion programs, the first two or three years in the program are conducted entirely through the second language, and students begin initial reading instruction in that language.

The goals of immersion programs are usually four-fold (Genessee, 1984):

1. to provide the participating students with functional competence in both written and spoken aspects of the second language;

2. to promote and maintain normal levels of first language development;

3. to ensure achievement in academic subjects commensurate

with students' academic ability and grade level; and

4. to instill in the student an understanding and appreciation for the target language group and their language and culture without detracting in any way from the students' identity with and appreciation of the home language and culture.

Immersion programs are not alone in providing successful content-based instruction for second language learners. Sheltered-English programs, which originated in California, have also proven to be very effective in this regard. Sheltered-English programs are components of bilingual education programs, which are designed to teach English and subject content to LEP students using specially adapted (but not watered-down) curriculums and materials. In the sheltered-English class, as in the immersion class, language is only a tool through which subject content is learned.

The goals of sheltered English programs for language-minority students as articulated by Hold and Tempes (1982) are: that LEP students will (a) attain high levels of oral English proficiency; (b) achieve in academic areas; and (c) experience positive psychosocial adjustment to life in a complex, multicultural society.

A third example of successful content-based instruction can be found in "enriched FLES" (foreign language in the elementary school) programs or partial immersion programs in which students receive some subject content instruction in a second

language in addition to formal language instruction.

Examples of such programs can be found in Cincinnati, OH, where elementary students are learning Arabic, Chinese, Japanese, or Russian through art, music, and physical education classes, and in Milwaukee, WI, where a group of middle school students are learning Spanish and mathematics taught through Spanish. Elementary students in the Maple Dale-Indian Hill School District just outside of Milwaukee, participate in an interdisciplinary Spanish program. Spanish and selected science, art, and social studies lessons are taught in Spanish.

Recent second language acquisition research gives theoretical support to the success that content-based second language learning programs have shown. The distinction that has been made between "acquisition" and "learning" (Krashen, 1981; Stevick, 1980) shows that acquisition occurs when language is "picked up" naturally—a subconscious process almost like learning a first language. Research further suggests that acquiring a second language is dependent on sufficient understandable linguistic input that the brain processes in order to generate speech. Krashen (1981) uses the term "comprehensible input" to describe this process.

Some characteristics of comprehensible input are:

1. It must contain some language already known to the students and some language not yet acquired.

2. The language that is acquired is acquired through context, gestures, and linguistic modifications.

3. The message must focus on meaning and not on form, and must be interesting to the student.

4. The input is not necessarily grammatically sequenced.

5. Affective factors that are present are self-confidence and low anxiety.

Additional second language acquisition research that supports content-based instruction is that of Cummins (1981) who states that first or second language proficiency can be looked at in terms of the degree of contextual support available for expressing or comprehending through a language and the degree of cognitive involvement necessary to do an activity. Asher (1977) talks about the role of a "silent period" in second language instruction when students are not required to produce utterances before they are ready. Dulay and Burt (1978), among others, point to the importance of the separation of primary and target languages in second language programs.

It is interesting to note that all of the aspects of second language acquisition research that have been mentioned here are present in immersion and sheltered-English programs:

1. There is a focus on meaning rather than on form. There is no overt error correction.
2. Linguistic modifications such as simplified speech and controlled vocabulary that are necessary for comprehensible input are used.
3. Instructional language has contextual clues to help convey meaning.
4. Conversational interaction--usually the subject content--is interesting and real to the students.
5. Languages of instruction are kept very carefully separated.
6. Students are allowed a silent period and do not have to speak until they are ready.

The successes of content-based instruction as evidenced in immersion programs and sheltered-English programs need to be carried further into other more traditional foreign language programs, at the elementary, middle

school/junior high, and high school levels. Especially in the area of elementary foreign language programs, the incorporation of content-based instruction would give increased impetus to language study at that level, not only because of the increased language learning success it would bring, but also because it would provide a solution for the perennial problem of what to take out of the curriculum in order to find time for elementary foreign language instruction. If content-based instruction were incorporated into elementary foreign language programs, the classroom teacher who must struggle to schedule a multitude of curricular areas into a limited amount of time would see the elementary foreign language teacher as an ally in this effort, rather than someone who is taking away another valuable block of time.

Serious consideration should be given to incorporating the successful elements of sheltered-English and immersion programs into other types of language programs. With everything that is already known about the success of content-based instruction and the theoretical basis underlying it, and considering the ever greater need for second language instruction in an increasingly interdependent world, we cannot afford to do otherwise.

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AETK September Meeting
 Saturday, September 13, 2:00 PM
 Yonsei University FLI
 Teaching in Another Culture

Producing Videotapes for Teaching English

Joyce Hutchings
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[The use of television in language teaching was the subject of presentations at both the AETK Spring Workshop on May 10 and the CBTA (College English Teachers Association) Summer Workshop on June 28. The discussion of this medium was continued in the July issue of *AETK News* in two articles contributed by Robert Wisniewski and Joyce Hutchings, in the article below reprinted from *ERIC/COLL Bulletin*, Vol. 7, No. 2 (March 1984), offers more suggestions for the use of video materials which we hope will be useful for readers of *AETK News* (84)]

No longer are we confronted with the question of whether to use videotape in ESL classes but, rather, what tapes exist, where to get them, and how to use them. Videotapes available for the classroom fall into four categories:

1. *Adaptations of Televised Material.* These include television programs taped off the air or educational films commonly purchased by library audiovisual departments or other institutions. The obvious problem is that these are intended for native speakers, necessitating the development of extensive supplementary and explanatory material if the same programs are to be used for any but the most advanced ESL students.

2. *Commercially Produced Language Teaching Programs.* Ranging in cost from several hundred to several thousand dollars, these programs are designed to teach specific language skills and are usually accompanied by a textbook or a workbook. While some of these programs require a teacher to facilitate or interpret the lesson for the students, most can be used outside of class in self-study.

3. *Teacher-Produced Video Recordings.* In this instance, teachers assume the role of videotape producer by taping guest speakers, college lectures, or other sources of authentic English. Turning these tapes into useful teaching aids is a challenge, but a major advantage of these recordings for teachers lies in having access to material which

is both relevant and appropriate for the class. By creating the tapes themselves, teachers get what they need.

4. *Student Recordings.* With the teacher as producer and students as performers, these videotapes are not only an entertaining departure from the usual classroom routine, but a powerful error correction tool as well.

Adapted and commercially produced videotape programs were discussed in the September 1983 issue of the *ERIC/COLL News Bulletin* by Monica Maxwell in her article, "Off-Air and Commercial Video Recordings in ESL Classes." Items 3 and 4 above, those which involve in-house production of tapes, will be dealt with in this article to expand our consideration of videotape in language teaching.

Do-it-yourself video production is proliferating for a number of reasons. First, being able to make tapes appropriate to the needs and language proficiency of a given class affords tremendous curriculum flexibility. For example, a teacher wishing to provide listening practice for university bound students primarily interested in business courses may find that videotaping a lecture on international finance is easier than attempting to purchase one.

A second reason for producing tapes in-house is economy. As in any do-it-yourself project, users provide their own labor and expertise in lieu of paying the price of a packaged video program. Many times, having invested in an expensive commercial program, teachers feel forced to use it

even if it proves inappropriate or simply not very educationally valid. On the other hand, if a tape produced in-house turns out to be unacceptable, teachers feel free to erase the tape and record something else.

A compelling reason for videotaping in the classroom is the opportunity it provides to tape students performing in the target language. This type of activity, discussed in detail later, is a popular and effective way to motivate students to listen to themselves, correct their own errors, and, eventually, to develop better and more grammatically correct ways of expressing themselves.

Teacher-Produced Video Recordings

Few teachers have the facilities or equipment to videotape without institutional support. In reality, "teacher-produced" may actually mean planning the production, making arrangements for taping, and developing teaching materials from the finished tape. The technical execution of the project, including setting up equipment, filming, and editing, is often performed by support staff from the language laboratory or audiovisual departments of the institution. Assuming this support is available, what, then, must the teacher do to produce a videotape suitable for ESL instruction?

There are two approaches to this type of project. The first is to define a need such as that mentioned previously: university bound students requiring listening practice. After establishing that a desired tape does not already exist, the teacher seeks out a willing lecturer, makes a date for taping, and, with luck, ends up with a videotaped college lecture.

In addition to defining the need, it is also necessary to determine if video instruction is the most effective way to meet the need. Consider, again, a situation where ESL students intend to pro-

gress into regular university studies. These students require practice in note taking and familiarization with rhetorical devices used by college lecturers to signal a change of subject, emphasis on important points, or any one of a number of relationships between parts of the discourse. In addition, students benefit by becoming familiar with the overall management of a large lecture class, e.g., when and how assignments are given, or how the lecturer directly or even indirectly indicates what to study for an upcoming test. For such pre-university ESL students, viewing and analyzing a videotaped lecture has a much greater impact than simply being told by the ESL teacher what to expect in university classes.

When selecting the lecture to be recorded, it is recommended that introductory classes in courses such as economics, business, or political science be considered. The content of the lectures is likely to be already familiar to many foreign students, making it easier for them to focus on the language and structure of the lectures without having to deal with the added burden of unknown subject matter as well.

However, that is not to say that the content of the lecture should be ignored. By making the students responsible for difficult content, just as they will be when they enter regular studies, the lesson in lecture comprehension is more realistic and relevant.

It is suggested that the lecture selected for taping be one of the first class meetings of the semester. An early lecture will include presentation and definition of new terms and a minimum of references to previously introduced material.

During videotaping, the camera should be positioned so that writing on the blackboard will be visible even during playback on a small screen. Technical considerations such as placement of the microphone, prevention of glare or

reflection from the blackboard, and inclusion of close-ups of any handouts or textbook pages should all be anticipated and discussed in advance with the technical support staff of the institution.

In addition to building listening skills, ESL students need information about the English-speaking environment in which they are studying. A videotape that demonstrates how to use local public transportation or conduct simple business transactions is more efficient and almost as effective as the often unrealistic alternative of taking students out to walk through these experiences.

For the thousands of foreign students on American campuses, orientation to the university can be presented via a videotape intended for both group and individual viewing. A project of this type was completed last year by William Crawford and Mary Lee Gibbon, EFL teachers at Georgetown University. Using ESL student actors as guides, a walking tour was conducted through offices that serve students. The university health center and the language laboratory were two of many places where university personnel explained, on tape, what services they provided.

In contrast to defining a need and then developing a videotape, a second approach to producing one's own video material is to record a person or event which seems to be of cultural or linguistic value, deciding later how to use the tape. Material can be extracted and developed to teach a given skill at a given level of difficulty. While this approach may seem haphazard, even a 30-minute videotape will yield a rich supply of instructional data. A single segment from a good speech can be used to teach vocabulary to an intermediate class, note-taking to a high-intermediate class, and register differences to a group of advanced students.

Inviting guest speakers into ESL classes and videotaping them

yields a number of benefits. First, the students who hear the guest speaker in person not only enjoy the break in routine but, subsequently, have the opportunity to view and discuss the videotaped speech in detail during classes. For ESL students who go through many situations with only partial comprehension, it is satisfying and encouraging to be able to achieve complete understanding.

A long-range benefit of this activity derives from using the taped speech as the basis for future lessons. To develop a lesson, the teacher selects a segment of about 20 minutes from the tape. When used as one component of a lesson, a 20-minute segment can require up to two hours of class time. Pre-viewing activities with the class include discussion and vocabulary work. During viewing, the teacher stops the tape to make intermittent checks for comprehension. Post-viewing discussion and further comprehension exercises reinforce the material on the tape.

A major benefit from these tapes of people speaking informally and naturally before a small group is that the speech is authentic. Unlike prepared speeches and dialogues found in professionally produced programs, it is full of the hesitations, digressions, incomplete sentences, and idioms of real speech. Furthermore, the content is often interesting and even provocative as many guest speakers are willing to deal with topics that ESL teachers might avoid. Whether consciously or unconsciously, many teachers steer away from discussions on politics, religion, racial prejudice, and a number of other sensitive topics.

Recording Student Performance

With few exceptions, students respond favorably to making and viewing videotapes of themselves. Several types of assignments work

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Hutchings Continued from page 7 well when videotaping students in the classroom. In some instances, students may be asked to prepare a 3-4 minute speech on a set topic requiring use of grammatical forms such as past tense verbs or indirect speech. A slightly more advanced assignment may require using structures which compare and contrast in a speech. Less proficient students often find prepared speeches not as intimidating as spontaneous speech because they are given the chance to rehearse and focus on correct form.

When groups of students perform, the assignment depends on the teaching objective. If vocabulary building in a specific subject area is desired, a role-play such as that between doctor and patient may be assigned after preliminary vocabulary work. Assignments can also be given in functional terms where students are asked to create a scenario incorporating functions like giving advice or using persuasion.

The overall aim of videotaping students is error correction by teacher and student resulting in permanent improvement in performance. The corrections can involve pronunciation, structure, or discourse; however, when replaying the tape in class, the teacher should direct attention to only one kind of error in order not to overwhelm or discourage the student.

During the taping, the teacher should take notes, leaving the operation of the camera to a technical support person or a willing student. Replayng the tape for review and discussion should take place immediately after taping. For that reason, a two-hour period is recommended for this activity.

During playback, the teacher introduces each taped segment, either an individual or group performance, by summarizing what was said and mentioning some strong points of the presentation. Then the teacher may ask the student(s) involved to focus on a

particular language skill. For example, attention can be given to formation of questions. After each instance of an incorrect question, the tape is stopped and the student, perhaps with the help of classmates, attempts a correct version of the question.

Subtle corrections can be made as well. For example, appropriate ways to interrupt someone can be taught using taped examples of correct and incorrect interrupting behavior.

Videotaping is ideally suited to error correction as it provides the means to give immediate feedback on errors without disturbing students' train of thought as they speak. During taping, students can concentrate on communication knowing that attention to correct form will be given during playback. The social and emotional aspects of error correction cannot be ignored. The correction process is easier for all concerned when the teacher interrupts a tape rather than a living, breathing person.

Conclusion

The introduction of videotape to the classroom has been resisted by many who fear it will become a replacement for face-to-face teaching. The teacher-produced videotapes described here should be seen as aids only; they are nothing more than components of programs in which the teacher introduces and explains the lesson, leads discussion, and continuously monitors to see that students understand the material. The videotapes, whether they be student recordings or authentic speech from native speakers, are not intended to stand alone. Without the teacher as facilitator, videotape does not belong in the classroom; it cannot be expected to substitute for the teacher.

Others have resisted using videotape and, in particular, producing their own tapes because they think the technology is too complex to master or the machines

too awkward and time-consuming to use in class. In fact, with the advent of a camera able to film under lighting condition found in regular classrooms and also increased willingness of institutional audiovisual departments to provide support, producing videotapes is hardly more complicated than using an audiocassette recorder.

The distraction caused by jumping up and down to operate the recorder has been eliminated by the introduction of a remote control device. Other improvements such as the combination of camera and playback recorder in the same unit further simplifies in-class videotape production.

Ultimately, however, no matter how advanced the technology or simplified the taping process becomes, videotapes produced by the teacher are only as good as the way they are used in the classroom.

Suggested Reading

Teachers using, or contemplating using, videotape in the language classroom will find these new publications valuable.

McGovern, J (Ed) (1983) *Video applications in English language teaching* New York: Pergamon Press

Assembled by the British Council, this collection of articles explores the uses of video in language teaching as well as a rationale for its use

Wals, J (1982) *Error correction techniques for the foreign language classroom* Washington, DC Center for Applied Linguistics

While videotaping students is not specifically mentioned, the numerous techniques for error correction and categorization of error types are useful when analyzing and assessing videotapes of student performances. A case is made in the book for avoiding excessive interruptions in class and yet providing immediate recognition and correction of errors. The dilemma created by these contradictory conditions can be solved with the use of videotaped student performances.

Wissmath

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 ESL students at the intermediate and advanced levels.

Foreign language teachers, as well as ESL experts, have advice to offer on the subject of teaching spelling to learners of a second language. Many discuss the French system, which is similar to that of English because of the many silent letters which it contains. Jean Boudot (1970), for

example, advocates teaching writing before reading to students who have already assimilated the acoustics of the language. He proposes that instructors systematically teach spelling through the use of key words, grammatical points, and expressions to be learned by heart. Nina Catach (1974), who also deals with French spelling, develops a table of "archgraphemes" for the French language. She

suggests that, by referring to this table and learning the main relationships between the graphemes, students will make few spelling errors, since these archgraphemes form 80-90 percent of all graphemes. Catach also claims that this is less confusing than learning by means of an initial teaching alphabet. Alfred Goller (1976) suggests that the rules for spelling French phonemes can be quickly learned when special attention is given to the use of accents and sounds which do not exist in the mother tongue. He argues that if the graphic unity of words of the same family is taught, many homophone mistakes will be avoided, and he claims that, to avoid frequent grammatical spelling errors, the pupil must be constantly aware of the relationship between meaning and syntax. To foster such an awareness on the part of the student, he recommends frequent free compositions and dictations. And Jean Llasera (1971) emphasizes that "both meaning and grammatical usage have to be clear before the spelling of the written form can be correct." Although these writers are talking about the French language, their remarks are equally applicable to English. English, like French, is a language in which there are many silent letters and in which many graphemes may represent more than one sound.

Other writers have provided insights into the problem of teaching English to speakers of specific languages. Giovanni De Martino (1974), for example, discovered that a group of English 8 to 11 year-olds was more prone to make spelling mistakes than a comparable group of German children, and that in teaching English spelling to Italian children, less time is spent teaching orthography once the phonemic structure of the English language is grasped. Heinrich Erk (1970)

See Wissmath, page 10

TESOL HONORS PEACE CORPS

US agency observes 25th anniversary

At a ceremony to be held on the Mall in Washington, DC on Saturday, September 20, 1986, Joan Morley, President, and James Alatis, Executive Director, of TESOL International will congratulate the Peace Corps on the occasion of its 25th anniversary and recognize the contributions that this agency has made to the development of the EFL/ESL profession. At a later date, a TESOL roster of returned PCV's, including name, country and years of service, will be presented to Peace Corps headquarters in Washington. Former Peace Corps volunteers who are members of AETK are urged to complete the form below and return it to the TESOL Central Office so that their names will be included in the roster.

Complete this form if you belong to AETK and are a former PCV

I wish to record that I, _____, a member of the Association of English Teachers in Korea, served as a Peace Corps Volunteer in _____ from 19__ to 19__ . I congratulate the Peace Corps on its 25th anniversary and wish to thank the organization for contributing to the development of the profession of English language teaching in many countries around the world.

Signature _____

Address _____

Please return this form no later than November 30, 1986 to:
 TESOL/Peace Corps Roster, Suite 205, 1118 22nd Street NW,
 Washington, DC 20037, USA. Thank you.

Wissmath

Continued from page 9
states that English and French cause more spelling difficulty than German for native German speakers because of the variance between written and spoken codes. He advocates comparing the writing system of the language to be mastered with that of the language learner, teaching speaking and writing skills together, and teaching the learner to be able to hear what he or she reads and writes, and to read and write about what he or she hears. Finally, Ewald Festag's (1976) study describes the problems involved in teaching English spelling to German speakers. He observes that teaching the spelling of new words and continuously reviewing the spellings of words already taught are the two principle objectives of writing instruction in advanced ESL spelling courses.

Other writers have provided suggestions for teaching ESL spelling in general. Dickerson and Finney (1978), for example, advocate working on spelling patterns in the pronunciation class. They caution, however, that the irregularities of English sound-symbol correspondences constitute a "serious limitation to the study of spelling patterns in order to predict vowel quality" (p. 165). Finally, Bruce Cronnell (1981) summarizes the aspects of English spelling that must be considered in the developmental portion of the ESL spelling class:

- 1 Teach your students that English spelling is systematic
- 2 Teach your students which spellings are predictable.
- 3 Teach your students which spellings are not predictable, but are common
- 4 Teach your students the relative frequency of unpredictable but common spellings
- 5 Teach your students how to use a dictionary to find the spellings of words with unpredictable but common spellings

- 6 Teach your students how to spell useful but irregularly spelled words
- 7 Teach your students what roots and affixes are, and how to spell them individually
- 8 Teach your students how to combine roots and affixes (p13)

Cronnell's eight points should form the foundation of any program for teaching English spelling, and faithful adherence to them would help a person avoid many spelling errors which he or she might otherwise make.

A Suggested Instructional Strategy for Teaching ESL Spelling

A complete program designed to teach English spelling would begin with developmental problems and end with interference problems. One of the developmental problems considered would concern the absolute rules of suffix addition. Such rules include the rule for adding *-ing*, the rule for adding other suffixes beginning with vowels, and the rule for writing *i* before *e* except after *c*. The first two rules incorporate the dropping of the final *e*, the changing final *y* to *i*, and the doubling of final consonants. A second developmental problem is that of distinguishing and spelling correctly true English homonyms (e.g., *isle*, *ill*, *isle*). A third developmental problem is that of spelling the vowel in the unstressed syllable (e.g., *ignorance*, *baggage*). Finally, one other developmental problem is that of choosing the proper alternate grapheme for a phoneme. Examples of this problem are the following:

- (1) double vs. single consonant (water, butter);
- (2) *s* vs. *c* (waitress, surface);
- (3) *g* vs. *j* (gem, jewel); and
- (4) *ea* vs. *ee* (teacher, seems).

Developmental spelling rules such as the above can be found in many ESL spelling texts.

The source of spelling errors varies with the individual word misspelled by each individual student. Sometimes the error is developmental and can be overcome through the mastery of given aspects of the English orthographic system. Sometimes the error comes from the application of native-language orthographic rules to English words. And in still other cases the error comes from a mispronunciation of an English word, often one influenced by native-language pronunciation habits.

The performance of a miniature error analysis can be a useful instructional tool for understanding and planning strategies for dealing with spelling problems. In addition, another useful tool may be the administration of weekly spelling tests consisting of words frequently misspelled and/or of families of English words. Instructors could also include a daily 5-10 minute spelling segment in their ESL classes.

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The author: Bob Wissmath, a frequent contributor to *AETK News*, was AETK Secretary-Treasurer and taught at the Sogang Institute for English as an International Language until recently. He has now returned to California for further study in the field of English language teaching.

AETK October Meeting
Wednesday, October 15, 7:00 PM
Yonsei University FLI
Dialogue with Students

JALT '86
Hamamatsu, Japan, November 22-24, 1986
The Japan Association of Language Teachers
International Conference on Language Teaching/Learning

For information, contact Thomas Robb, JALT, c/o K.E.C., Sumitomo Seimei Building 8F, Shijo Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600, Japan. Tel. (075) 221-2376.

TESOL '87
Miami, Florida, April 21-25, 1987
Teachers of English to Speakers of Other Languages

Contact: Rosemarie Lytton, TESOL, Suite 205, 1118 22nd Street NW, Washington, DC 20037, USA.

A.I.L.A. WORLD CONGRESS
Sydney, August 16-21, 1987
New Approaches to Applied Linguistics
as an International Discipline

The 8th World Congress of the International Association of Applied Linguistics will open in Sydney, Australia, on August 16, 1987. Issues to be discussed include the international nature of applied linguistics, language disorders and disabilities, the concept of language education, and specific concerns related to language education.

Requests for information should be addressed to the Department of Linguistics, University of Sydney, NSW, 2006, Australia.

16th FIPLV WORLD CONGRESS ON LANGUAGE LEARNING
Canberra, January 4-8, 1988
Learning Languages is Learning to Live Together

Professor Wilga M. Rivers of Harvard University will be the keynote speaker at the 16th FIPLV World Congress on Language Learning, to open in Canberra, Australia, on January 4, 1988 under the sponsorship of FIPLV (Federation Internationale des Professeurs de Langues Vivantes), AFMLTA (Australian Federation of Modern Language Teachers' Associations) and MLTA (Modern Language Teachers' Association) of the A.C.T.

Requests for information about registration should be sent to XVI FIPLV World Congress, Canberra Tourist Bureau, GPO Box 744, Canberra, 2601, Australia.

Call for Papers

Participants are invited to submit abstracts of papers, workshops or demonstrations on topics related to the Congress theme (*Learning Languages is Learning to Live Together*). Topics may range from theoretical questions to practical ones such as motivation, assessment procedures, use of computers and interactive video, and language for specific purposes, in the context of language for communication. Send three copies of the abstract by November 1, 1986 to the Congress Secretariat, GPO Box 989, Canberra, 2601, Australia. Give the following details: name of the proposer(s); title of the presentation in the language in which it will be presented; language in which the presentation will be made; English translation, if the abstract is not in English; type of presentation (paper/seminar/workshop); time required (20/45/75 minutes); maximum audience, if applicable.

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 Language testing
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