

AETK Bulletin



No. 8 (July 1988)

Newsletter of The Association of English Teachers in Korea

Attitude and Its Importance in Second Language Acquisition

By Declan Neary

A number of investigators who have addressed the question of success or failure in second language learning have looked at the problem from a social, cultural and psychological perspective. This approach, according to Shapira (1983, p. 2), "focuses on the learner's attitude toward the target language, the people who speak it and the culture of those people which determines the degree of motivation a student might have in learning a certain language." A student can be motivated either integratively or instrumentally. Instrumental motivation "refers to the motivation to acquire a language as a means of attaining instrumental goals: furthering a career, reading technical material, translation, and so on." (Brown, 1980, p. 123) An instrumentally motivated learner learns the second language often within the context of his or her own culture, as in the Philippines and India for instance, where English is used as an international language. For this reason a learner who is instrumentally motivated may not have to deal with the socio-cultural factors that are associated with learning a second language within the culture of the target language.

A learner who is integratively motivated on the other hand has a desire to become "an acculturated member of a new linguistic and cultural community." (Gardner &

Lambert, 1972, p. 2) Regardless of a learner's orientation toward the target language and culture, however, the key to success in learning a second language depends on the learner's attitude and view of foreign peoples and cultures. Anisfeld & Lambert (1972, pp. 224-225) sum it up this way:

The reasons for studying a language, whether instrumental or integrative are not important in themselves: a particular orientation influences language acquisition only to the extent that it is indicative of attitudes towards the language community.

According to Schumann (1976, pp. 396-397) the ideal social setting for learning a second language is where the target language group and the second language group both desire assimilation; where one group is non-dominant toward the other and where social solidarity exists. Schumann (1976, pp. 393-394) sketches a broad picture of the social factors that either promote or inhibit second language learning, the assumption being "the greater the social distance between the two groups the more difficult it is for the members of the 2LL group to acquire the language of the TL group." To use Schumann's terms, "In relation to the TL group is the 2LL group politically, culturally, technically or economically dominant, nondominant, or subordinate?"

(See *Attitude*, p. 4)

AETK Spring Conference Report

By Susan Gaer

The Association of English Teachers in Korea held its second annual Spring Conference on May 28 at the Yonsei University Foreign Language Institute.

The first presentation was titled "Jigsaw Activities for Reading and Listening" by Corinna Davie and Alistair Barnes of Seoul National University. They showed us how to take a complicated reading task and make it much more communicative. They explained that the basic idea of a "jigsaw activity" is giving different parts of a reading to different groups. Each group tries to help each member understand the material, and then one person from each group gets together with members from other groups to explain their material to the other members.

Margaret Elliott of Han Nam University gave a presentation on "New Ways to Use Strip Stories". In this technique, picture sequences, dialogues or short stories are cut into strips line by line or picture by picture. Each student is given one line or picture to memorize. Then they must put the story together orally.

The afternoon was spent with Norman Harris of Prentice-Hall as he demonstrated various techniques to use with the text *Side by Side*. One of the ideas was to use a monitor. This is very useful when you want to divide the students up into pairs but you have an uneven number. Two students practice the dialogue and one is the

(See *Spring Conference*, p. 3)

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AETK

The Association of English Teachers in Korea was formed in November 1981 and is an affiliate of TESOL International. Membership is open to all persons interested in language teaching in Korea.

President:

Paul Cavanaugh, Yonsei University Foreign Language Institute

Vice President:

Marie Fellbaum, Yonsei University Foreign Language Institute

Secretary-Treasurer:

Susan Gaer, English Training Center

Member-at-Large 1987-1989:

Eric Strickland, Yonsei University Foreign Language Institute

Member-at-Large 1988-1990:

William Burns, Sogang University

Past President:

George Matthews, University of Maryland, Asian Division

Publications Committee

Chair:

Eric Strickland, Yonsei University Foreign Language Institute

AETK Bulletin is published as a service to AETK members and may be obtained by joining the Association and paying the annual membership dues (W10,000).

The editors welcome articles in English concerning all aspects of foreign language teaching and learning, especially those with relevance to Korea. All material should be typed, double-spaced, and should follow the APA style as used in the *TESOL Quarterly*.

Send all announcements and articles to be considered for publication to: AETK Bulletin, c/o Eric Strickland, Yonsei University Foreign Language Institute, 134 Shinchon-dong, Suhaemoon-ku, Seoul 120-749.



Constitution and Bylaws of the Association of English Teachers in Korea

Constitution

(Revised March 15, 1986)

I. Name

The name of this organization shall be the Association of English Teachers in Korea, herein referred to as AETK or "the Association."

II. Purpose

AETK is a not-for-profit organization established to promote scholarship, strengthen instruction, foster research, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals the Association shall co-operate in appropriate ways with other groups having similar concerns.

III. Membership

Membership shall be open to any person interested in the teaching of English in Korea who supports the goals of the Association. Non-voting membership shall be open to institutions, agencies, and commercial organizations.

IV. Meetings

AETK shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Meeting and shall include a business session.

V. Officers and Elections

A. The officers of AETK shall be a President, a Vice-President, and a Secretary-Treasurer. Officers shall be elected annually. The term of office shall be from the close of one Annual Meeting until the close of the next Annual Meeting.

B. The Council shall consist of the officers, the immediate Past President, the chairpersons of all standing committees, and two members elected at large. The members-at-large shall serve for two years each, with one member elected each year. The Council shall conduct the business of the Association under general policies determined at the Annual Meeting.

C. If the office of the President is vacated, the Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

VI. Amendments

This Constitution may be amended by a majority vote of members attending the business session of the Annual Meeting, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least sixty days prior to the Annual Meeting.

Bylaws

(Revised May 28, 1988)

I. Language

The official language of AETK shall be English.

II. Membership and dues

A. Qualified individuals who apply for membership and pay the annual dues of the Association shall be enrolled as members in good standing and shall be entitled to one vote in any AETK business meeting.

B. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the Association shall be recorded as "institutional members" without vote.

C. The dues for each category of membership shall be as determined by the Council, and the period of membership shall be for one year from the date of enrollment.

III. Duties of officers

A. The President shall preside at the Annual Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within the Association.

B. The Vice-President shall be the convener of the Program Committee and shall be responsible for planning, developing and coordinating activities for meetings sponsored by the Association.

C. The Secretary-Treasurer shall keep minutes of the Annual Meeting and other business meetings of the Association, keep a record of decisions made by the Council, maintain a list of Association members, and be the custodian of all funds belonging to the Association.

IV. The Council

A. All members of the Council must be members in good standing of any other organization with which the Association may establish an affiliate relationship.

B. Four members of the Council shall constitute a quorum for conducting business.

C. Minutes of the Council shall be available to the members of AETK.

D. The members of the Council to be elected each year shall be elected at the Annual Meeting.

V. Committees

A. There shall be a Program Committee chaired by the Vice-President which shall be responsible for planning and developing programs for meetings sponsored by the Association.

B. There shall be a Publications Committee responsible for regular dissemination of information to AETK members.

C. The Council shall authorize any other standing committees that may be needed to implement policies of the Association.

VI. Parliamentary authority

The rules contained in *Robert's Rules of Order: Newly Revised* shall govern the Association in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

VII. Amendments

The Bylaws may be amended by a majority vote of members attending any properly announced business meeting of the Association provided that notice of the proposed change has been given to all members at least thirty days before the meeting. The Bylaws may be amended without such prior notice only at the Annual Meeting, and in that case the proposal shall require approval by three-fourths of the members present.

Spring Conference

(Continued from p. 1)

"monitor". The monitor is responsible for telling the pair when a mistake is made. The monitor should not necessarily correct the mistake. That is up to the pair. Another very interesting technique was called Tele-dictation. Here, students stand across the room from each other and dictate a dialogue. Each pair may have a different dialogue to dictate and thus must listen very carefully to their partner standing on the other side of the room. One caution: If you operate in a classroom with thin walls, this activity might be disturbing to other classes as it can get very noisy.

New Officers Elected Annual Business Meeting

Paul Cavanaugh, Director of Studies at the Yonsei University Foreign Language Institute, was elected as the new AETK President at the Annual Business Meeting held on May 28 in conjunction with the AETK Spring Conference. Paul succeeds George Matthews (University of Maryland, Asian Division), who will continue to serve on the AETK Council as the immediate Past President.

The new Vice President elected at the Annual Meeting is Marie Fellbaum (Yonsei University), succeeding Paul Cavanaugh who held this position last year. In her capacity as Vice President, Marie will also chair the AETK Program Committee for the coming year.

Susan Gaer (English Training Center) was chosen to be the new AETK Secretary-Treasurer, filling the position held last year by Rosemary Lovely (Hallym University).

At the same meeting, Bill Burns (Sogang University) was elected to a two-year term as Member-at-Large, replacing Kang Yong-Soon who left during the year for graduate study in the United States.

Eric Strickland (Yonsei)
(See Annual Meeting, p. 6)

Attitude

(Continued from p. 1)

Whatever the case might be, the successful learner views the social factors and the necessary shift which these factors cause in his or her identity, not as a threat to the values and traditions of his/her native culture, but as being an inevitable consequence of learning a second language. The learner may even see the experience as being advantageous in that it may give a more global perspective on how others see things.

However, Gardner & Lambert (1972, p. 16) point out that being motivated in this way does not mean an individual will easily assimilate into the new culture. Learners may experience a loss of identity with their own culture, and while their ability in the second language allows them to feel a part of the new culture, they may find themselves lost between "two solitudes" and experience feelings of anomie which means having no norms, social ties or identity.

In contrast to the learner who is interested in becoming a part of the new culture, the less successful learner is unwilling and psychologically unprepared to meet the target language and culture head on. This type of person usually associates with and participates in activities that have to do with his or her native language and culture. There are many different reasons why individual learners do this. To give one example, an individual may see the preservation of his/her native language and culture as being vital to a sense of well being and therefore will resist the target language and culture because they are seen as threats to his/her identity.

Schumann's "Pidginization Hypothesis" provides a good example of what I am getting at. In this article, Schumann (1976, p. 396) states, "We would argue that the speech of the second language learner will be restricted to the communicative function if the learner is socially and or psychologically distant from the

speakers of the target language." In fact, Schumann's "Alberto" is a case in point. Alberto was at a social distance from the native speakers of English in his community, "because Latin American worker immigrants are subordinate in relation to Americans". He was at a psychological distance, because he saw the preservation of his own language as being a vital part of his day to day existence. Though living in the United States, Alberto associated with other immigrants having the same socio-economic status, the same language and culture. He was therefore "closed" to the kind of input he needed to progress in acquisition of the language.

The factors that create psychological distance "are affective in nature and involve such issues as the resolution of language shock and culture shock, motivation and ego permeability" (Schumann, 1976, p. 401). The resolution of these issues succeeds and fails depending upon the psychological make up of a particular learner. Notwithstanding what I mentioned earlier with regard to experiencing feelings of "anomie", the successful learner has in the stock of his or her personality traits, the ability to deal with and hold in the balance, the two cultural traditions which he or she belongs to. The less successful learner may not be able to deal with the disorientation, stress, fear and anxiety that can go along with learning a second language. According to Brown's hypothesis: "an adult who fails to master a second language in a second culture may for a host of reasons have failed to synchronize linguistic and cultural development" (Brown, 1987, p. 135).

In this context there are a number of personality traits that come into play, such as self-esteem, empathy, inhibition, introversion and its opposite, extroversion. While it is thought that particular traits can influence success in second language learning, investigators warn us that there is a danger of drawing

conclusions from studies of any one particular trait without reference to the whole spectrum of the personality. Be that as it may, let me cite a few examples of how some of these traits are said to influence second language learning; I will take the liberty of using Littlewood (1986, pp. 64-65) to do so.

In a study done by Heyde (1976; cited in Littlewood, 1986, p. 64) it was found that a high level of self-esteem was associated with second language proficiency. Littlewood says that learners with high levels of self-esteem are probably less likely to feel threatened when communicating and that they may be more ready to risk making mistakes or projecting a reduced image of themselves. But Brown (1987, p. 102) poses this question: "does high self-esteem cause language success or does language success cause high self-esteem?" Indeed the same question could be asked of any aspect of human learning.

Extroversion was thought to be a favorable trait well suited to learning a second language; however, investigators have found that this is not necessarily the case (Littlewood, 1986, p. 64). It is true that a student with an outgoing personality is more likely to become involved in more social interaction. In addition, this type of student attracts more attention from the teacher, and is less inhibited when performing on communicative language tasks and tests. On this point, Littlewood observes that irrespective of learning ability, an extrovert has more advantages for developing oral skills than does an introverted learner.

There are a number of other traits which investigators have studied in the context of second language success. There is Guiora's (1975) alcohol study for instance which showed that when a learner's inhibition was lowered by a small amount of alcohol, pronunciation improved. Also a learner with a capacity for empathy--the characteristic of putting yourself in another

person's shoes--is said to enhance a learner's success in second language learning. In summary, the danger of putting too much weight on any one personality trait without consideration of the "larger whole" is expressed by Littlewood in this statement:

It is more likely that personality interacts in complex ways with other factors in order to affect learning. As purely speculative examples: extroversion could turn out to be a greater advantage in natural learning situations than in formal learning, or when it is combined with a high degree of field independence. Similarly, of course, particular combinations of personality traits may be important, rather than particular traits in themselves. (1986, p. 65)

Finally there is one more factor to be considered and that is "cognition" in how it affects second language learning. One must make a distinction, however, between acquiring a second language in the environment--where a learner's more natural learning mechanisms are at work--and a classroom setting--where learners, in addition to using their natural learning mechanisms, can put to use whatever cognitive equipment they have available to them.

By natural learning mechanisms, I mean in learning a second language, it is thought that an adult processes the language--forms hypotheses and overgeneralizes--just as a child does in learning a first language (Littlewood, 1986, p. 14). In a classroom situation a learner has to call upon learning aptitude, which is what one associates with learning grammatical rules, making inferences about a point in a reading text and developing writing skills (Littlewood, 1986, p. 62). Krashen (1977, pp. 152-159) makes the distinction which I have illustrated above, that learners acquire the language in the environment and use the classroom situation to monitor their language output, using rules and patterns which they have been formally taught, which he calls

"comprehensible input", to edit their target language production." Furthermore, he points out, as does Schumann (1976) in reference to Alberto, that language aptitude appears to relate directly to "monitor competence" that is to the cognitive equipment one employs in a classroom situation, and therefore operates independently of attitude and motivation in regard to achievement in second language acquisition (Krashen, 1977, p. 152).

Pedagogical Implications

A number of methodologies, namely the Silent Way, Counseling-Learning and Suggestopedia, were put forward in the 70's. These methods, according to Scovel (1978, p. 140), recognized the importance of "controlling and regulating affective motivation, in particular, anxiety..." in the task of second language learning. But we know now that methodology does not offer a satisfactory answer for degrees of success or failure in second language learning, because "no single methodology is intrinsically better than others in all situations" (Littlewood, 1986, p. 60). Were the scribes of the 70's not suggesting what all good teachers have known all along--that students learn better in a supportive, non-threatening environment? Teachers must do whatever is within their control to keep the students' "affective filter" as low as possible: be supportive; be selective in correcting errors; be sympathetic to their plight and endeavours, as the lives of many of our students have been so disrupted for one reason or another that they are silently suffering a great deal of personal loss.

Curriculum designers must take some responsibility too in this context. A good deal of our curriculum at Humber College is now content and culturally based. It was designed with the intention of bringing our students closer to the target language community, thus it is hoped the task of finding a job and the transition into the work place will be easier

for them. This type of curriculum, according to Stern (1981, pp. 134-139), encourages teachers to plan their classroom lessons so that the students become involved in real communication--it offers students an opportunity for language acquisition--rather than being detached observers who analyze and rehearse the language for later use.

Finally, it is no secret that language aptitude is much more refined in some students than in others. Whether this fact has to do with former academic training or not is beside the point. Scovel (1978, p. 139) says that anxiety is more directly implicated in the formal activity of language learning than in the informal enterprise of language acquisition. Consequently, as a way of keeping the "affective filter" in check in this context, courses should be designed to suit different levels of language aptitude; in extreme cases where a teacher cannot awaken any cognitive equipment in a learner, it may be appropriate to recommend that the learner acquire the language in the environment. □

The author: Declan Neary is a graduate student in TESL at the University of Toronto and a full time instructor in ESL in a Community College, where his students are immigrants from many different countries, in a government subsidized English language course designed to help them find jobs and become financially independent.

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Attitude

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Annual Meeting

(Continued from p. 3)

University FLI), Member-at-Large elected in 1987, continues as a member of the AETK Council for another year of service.

In other business at the 1988 Annual Meeting, a motion to delete Article I from the Bylaws (which specifies that English will be the Association's official language) was defeated, a motion for the President to conduct a study of the question of having an official language and report to the Association at the next Annual Meeting was approved, and a motion to delete the Bylaws article providing for a Nominating Committee was also approved. The Constitution and Bylaws now in effect as a result of this change are included in this issue of *AETK Bulletin*.

Look for announcements later of upcoming AETK meetings.

TESOL ' 89
23rd Annual
Convention
Tuesday, March 7,
1989 to Saturday,
March 11, 1989
San Antonio,
Texas, USA



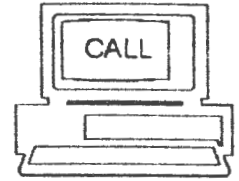
1988 TESOL AFFILIATE MEETINGS

- | | |
|------------------------|---|
| July 9-11 | TESOL Summer Meeting, Flagstaff, Arizona, USA (in conjunction with the 1988 TESOL Summer Institute) |
| September 29-October 1 | Southeast Regional Conference, Orlando, Florida, USA |
| October 8-10 | Japan Association of Language Teachers, Kobe, Japan |
| October 14-15 | Washington Area TESOL, Bethesda, Maryland, USA |
| November 3-5 | Rocky Mountain Regional Conference, Salt Lake City, Utah, USA |
| November 4-5 | Carolina TESOL, Greensboro, North Carolina, USA |
| November 4-5 | Ohio TESOL, Akron, Ohio, USA |
| November 17-19 | Colorado TESOL, Denver, Colorado, USA |

For more information: Write to Susan Bayley, Field Services Director, TESOL, Suite 205, 1118 22nd Street, NW, Washington, DC 20037 USA. Telephone 202-872-1271.

Beyond the Technology: Components for a Successful Computer Lab

By Roberta Lynch and Shelly Wong



Reprinted from *TESOL Newsletter*, Vol. XXII, No. 2 (April 1988), p. 5.

After you have just the right software and computer equipment set-up, how do you make the computer lab a welcoming and inviting place for ESL students? How can you make computer use as friendly as possible for new users, especially ESL students? Why do some labs thrive and others languish in underuse?

If you are investigating the possibility of using your school's computer lab or are going to be setting up such a facility yourself, here are some nontechnological aspects that will affect the success of this venture: lab layout, student assistants, available hours, and even storage.

At Baruch College, a branch of the City University of New York, the ESL Computer Lab has been in operation for two and a half years. Computers are used in two types of learning activities: 1) word processing and editing of student writing, and 2) punctuation and grammar programs with correctional exercises in ESL areas (prepositions, articles, and subject-verb agreement).

Layout of the Lab: It is important to have a computer for each student (and, ideally, one printer per computer). It is also necessary to have sufficient work space for each student to spread out books and papers around the computer. At Baruch, our room is light, clean, and attractive. There is a blackboard in the corner. On the walls are coat racks and notices with the name of student aides, hours of the lab, and announcements. In the corner is a library of CALL (Computer-Assisted Language Learning) materials for teachers to check out for reference, stacks of instructions for FrEdWriter (a public domain word processing program for Apple II computers), and a number of handbooks and descriptions of the other programs available in the lab. The software is kept in file

cabinets for easy retrieval. Students file their floppy disks at the lab under their instructor's name, eliminating the problem of "Teacher, I forgot my disk."

Student aides: Student consultants are always available to check out programs and to answer questions. They help teachers and students learn word processing features such as how to underline, center, or "bold." They are familiar with the common "trouble spots" and circulate to make sure that the programs are functioning properly.

Personnel attitude is very important. Some ESL students, too shy to ask for help, would be intimidated if the helpers displayed an unfriendly attitude. All of the student aides are nonnative speakers of English, which is a powerful message to other ESL students: They too can learn to use computers and can teach other students.

Hours: At present 15 classes use the lab for 50 minutes a week. In addition, students come individually to use the grammar programs or for word processing. Sign-up sheets are available for teachers to check student use of the lab. Ideally, the computer center would be open 24 hours a day, but now tutorial hours are only 12 hours a week.

Conclusion: Here are some guidelines to consider when you use computers for the first time with your class: Arrange a trial period of four or five sessions. During these sessions keep an open mind: Do you like reading typed compositions better than handwritten ones? Are your students more willing to write or revise with the computer? What parts of computer use do you like? Computers might make some of your own work easier. You just might want to use these machines to create and save class handouts from one semester to the next. Besides being beneficial to your students, computers can help you.

Many of us in the Humanities have been slow to become computer literate. Suspicious of technology, some of us "can't do math." Others "can't do statistics." Still others "aren't mechanical." We value interpersonal and communication skills over technical skills and understand that nontechnical details, such as layout, personnel, or hours of access can make or break successful use of the computer lab. These are things to consider before deciding whether or not to use a computer lab with your ESL students. □

ASSOCIATION OF ENGLISH TEACHERS IN KOREA

Membership Application (Annual Dues ₩10,000)

Name _____ Date _____

Address _____

City _____ Province _____ Postal Code _____

Institution _____ Position _____

Telephone (Office) _____ (Home) _____

Application is for: New membership Renewal

(Send application with dues payment to AETK, c/o Susan Gaer, English Training Center, 646-22 Yoksam-dong, Kangnam-ku, Seoul 135.)

JALT '88 International Conference on Language Teaching/Learning

The Japan Association of Language Teachers (JALT) will sponsor the 14th JALT International Conference on Language Teaching and Learning at the International Conference Center, Kobe, on October 8-10, 1988. The Conference will feature presentations dealing with all aspects of language teaching and learning, a job information center, and book exhibits by major ELT publishers.

Special Outreach to Third-World Participants: In the interest of making this a truly international conference, JALT is making a special effort to encourage participation by colleagues from other nations, especially those in Asia. Recognizing that the strong yen can make a trip to Japan very expensive, JALT is offering a 50% reduction in the conference fees for residents of third-world countries. Also, while arrangements for conference accommodations have been made with hotels in a wide price range, assistance will be offered in arranging even less expensive accommodations, such as a hostel or homestay, for residents of developing countries who request this. In addition, all presenters who attend the full three days of the conference are entitled to a 25% discount from the conference registration fee, so that third-world presenters will receive an additional 25% discount from the already half-price registration fee if they attend all three days.

For further information contact the JALT Central Office, c/o Kyoto English Center, Sumitomo Seimei Bldg 8F, Shijo Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600, Japan. TEL:81-75-221-2376.

CALL FOR PAPERS International University of Japan First Conference on Second- Language Acquisition and Teaching "E(nglish)SL and J(apanese)SL Research: Influences and Opportunities" Tokyo, September 3-4

We are soliciting papers dealing with the conference theme and related areas of second-language research and methodology, including classroom processes, bilingualism, adult second-language acquisition, language transfer, language universals, and discourse analysis. Presentations will be 50 minutes in length (35 minutes presentation and 15 minutes questions). Send three copies of a 300-word (English) or 600-character (Japanese) abstract (name on one copy) and two 3" x 5" cards with name, address, paper title and affiliation to one of the co-chairs by **July 1, 1988**. A conference proceedings will be published. For further information write to: Michael Harrington or Yoshiko Tamaru, Co-chairs, CSLAT, International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata, Japan 949-72.

For their cooperation and assistance throughout the past year, AETK extends its appreciation to:

- The Yonsei University Foreign Language Institute for providing facilities for AETK meetings.
- Members and invited guests who presented programs at AETK meetings.
- Authors of articles for the *AETK Bulletin*.

CALL FOR PAPERS Second International Language Testing Conference

Sponsored by JALT (Japan Association of Language Teachers), Thursday and Friday, March 30-31, 1989, Foreign Language Center, The University of Tsukuba, Tsukuba, Japan

Papers are being solicited on topics related to language testing. Send a 50-100 word abstract in English plus a short biographical statement to arrive by October 1. Applicants will be notified of the status of their proposals by November 1. The complete conference schedule will be published in the February issue of JALT's magazine *The Language Teacher*. Send proposals to: International Language Testing Conference, c/o H. Asano, Foreign Language Center, The University of Tsukuba, Tsukuba-shi, Ibaraki ken 305, Japan.

Hong Kong Institute of Language in Education Fourth International Conference

The Hong Kong Institute of Language in Education (ILE) will hold its Fourth International Conference December 13-15, 1988 at Hong Kong's new Convention and Exhibition Centre. The Conference theme is "Teaching and Learning Styles Within and Across Cultures: Implications for Language Pedagogy". Registration is due by September 30, 1988. For further information write to Dr. Verner Bickley, Director, Institute of Language in Education, 21/F, Park-In Commercial Centre, 56 Dundas Street, Kowloon, Hong Kong.

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- sharing on a professional level about all aspects of language teaching in Korea
- information about current trends in the theory and practice of language teaching
- increased self-awareness of your role as a language teacher in your situation