

AETK Bulletin

No. 9 (September 1988)

Newsletter of The Association of English Teachers in Korea



Managing the Methods Course: Situational Leadership

By Andrea G. Osburne

Editor's note: The article below, reprinted from the TESOL *Teacher Education Newsletter*, Vol. 4, No. 1 (Spring/Summer 1988), relates to situations found in Korea as well as in China. Although the focus is upon the teaching of methodology, the suggestions given in the article are also applicable in language classes.

Foreign teacher trainers in China frequently note the primacy attached to upgrading teachers' English language skills in teacher training programs, together with the continuing interest among Chinese teachers in literature rather than in linguistics and methodology. Grabe and Mahon (1981), attempting to explain the reluctance of Chinese teacher trainees to study methodology, list such factors as the traditional nature of China's educational system, the emphasis on examination preparation, individual teachers' limited influence on methods selected for classroom use, and the preference which teachers consider their students to have for traditional methods.

In the face of student reluctance to study methodology, neither inflexibly and insensitively trying to steamroller the

methodology course through nor giving in and moving to language skills exclusively is appropriate. The former will not change students' attitudes, and the latter will not educate students about methodology. If trainers consider methodology essential to teacher development programs, and obviously we do, not just for practical reasons but for reasons of teacher breadth and education, then we must find ways to make the course relevant and acceptable to tradition-minded students. Hersey and Blanchard's Situational Leadership theory is a useful tool. What is situational leadership?

It is a management theory, a model of leadership styles developed by Hersey and Blanchard (1982). Leadership styles are cross-classified along two continua, and a third dimension, effectiveness or (See *Situational Leadership*, p. 13)

Report from the Program Committee

Upcoming AETK Meetings

Marie Fellbaum, AETK Vice President and Program Committee Chair, reports that the new Program Committee is hard at work making plans for events to be held during the fall and winter seasons.

David Kosofsky of Sogang University will speak about "Approaches to Error Correction" at the **September AETK meeting**, to be held at 2:00 PM on **Saturday, September 10**, at the Yonsei University Foreign Language Institute. Mr. Kosofsky is the author of *Common Problems in Korean English* (Seoul: Foreign Language Limited, 1987).

Steven Molinsky, author of the popular texts *Side by Side* and *Expressway*, has been invited to visit Korea and speak in October. Two presentations are being planned for **Tuesday, October 11**. The first will be at the English Training Center in Yoksam-dong at 1:00 PM. (Telephone ETC at 555-7771 for directions to the Center.) The second presentation by Mr. Molinsky will be at the Yonsei University Foreign Language Institute at 7:00 PM.

Plans are being made for a Book Fair to be held in November. This event will feature displays of materials for language teaching from several publishing firms along with presentations about the use of materials.

(See *AETK Meetings*, p. 16)

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The Association of English Teachers in Korea, an affiliate of TESOL (Teachers of English to Speakers of Other Languages), is a professional association of language teachers formed in November 1981 to promote scholarship, strengthen instruction, foster research, disseminate information and facilitate cross-cultural understanding among persons concerned with foreign-language teaching and learning in Korea. Meetings are held monthly except during the summer, and the Association occasionally sponsors other events of interest to language teachers. Membership is open to all persons who support the goals of the Association.

For information about membership, contact Susan Gaer, AETK Secretary-Treasurer, c/o English Training Center, 646-22 Yoksam-dong, Kangnam-ku, Seoul 135. For information about programs, contact Marie Fellbaum, AETK Vice President, c/o Yonsei University Foreign Language Institute, 134 Shinchon-dong, Suhdaemoon-ku, Seoul 120-749.

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AETK Bulletin, the Association's newsletter, 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 Publications Committee welcomes articles in English for *AETK Bulletin* 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, Suhdaemoon-ku, Seoul 120-749.



Meet the Speaker

David Kosofsky, who will be the featured speaker at the September AETK meeting, grew up in the Washington, D.C. area and received a B.A. degree in European history from the University of Maryland and an M.A. degree in comparative history from Brandeis University.

After living in Kyoto, Japan and Malacca, Malaysia, he came to Korea in 1982 and since then has been employed at Sogang University's Institute for English as an International Language. While working at Sogang, Mr. Kosofsky became interested in the problems which recur when native speakers of Korean use English as a medium of communication. This interest led to the writing of *Common Problems in Korean English* (Seoul: Foreign Language Limited, 1987), which has become a widely used text and reference for students and teachers as well. □

The AETK Calendar:

A Schedule of Upcoming Events Sponsored by the Association of English Teachers in Korea

- | | |
|-----------|---|
| September | Saturday, September 10, 2:00 PM
September AETK meeting at the Yonsei University Foreign Language Institute featuring a presentation by David Kosofsky, Sogang University Institute for English as an International Language. |
| October | Tuesday, October 11. Two presentations by Steven Molinsky, author of <i>Side by Side</i> and <i>Expressway</i> . The first presentation will be at 1:00 PM at the English Training Center (646-22 Yoksam-dong, Kangnam-ku, Seoul). The second will be at 7:00 PM at the Yonsei University Foreign Language Institute. |
| November | Book Fair. Date, time and location to be announced. |
| December | Wednesday, December 7, 7:00 PM
December AETK meeting at the Yonsei University Foreign Language Institute with John Nance (British Council, Seoul) as the main speaker. |
| January | Plans to be announced. |
| February | Plans to be announced. |

Cooperative Learning in the ESL Classroom

By Sharon Bassano and Mary Ann Christison

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

Evaluation of a teacher of English as a second language is generally centered on that person's ability to manage the subject matter—explain language structure and content, elicit responses, and prepare materials, etc. While these are important skills for teachers, they represent only a small part of the skills necessary for successful teaching. Experienced teachers agree that knowing how to respond to the broader demands of the classroom environment also affects everyone in the class in a major way. One such aspect of an effective teacher is the ability to organize the structure and variation of group dynamics and student-student interaction, implementing classroom management strategies, asking and answering questions. Teachers need these skills to be effective in meeting their teaching situations—especially teaching situations that demand that a teacher interact with more than 30 students in one class.

For the past two years language teachers have been interested in one major objective related to classroom management: developing cooperative learning techniques. For most teachers, cooperative learning has meant encouraging students to work in small groups. However, cooperative techniques can be more than grouping techniques in the development of language activities; three additional areas of cooperative learning can be practically implemented: 1) classroom environment and social tasks, 2) process tasks such as peer tutoring and goal setting, and 3) progress monitoring and evaluative tasks.

Classroom Environment and Social Tasks

Classroom environment and social tasks can be defined as those tasks relating to physical

surroundings, conditions, or influences, perhaps the easiest area in which to begin developing student initiative and cooperation as similar tasks are handled by individuals outside the classroom. These tasks are responsibilities that teachers have always automatically accepted as their own—somehow never thinking to share them with the students. Consider some of the following:

1. *Students can be responsible for the arrangement of the classroom.* Before the day's activities, ask a student to place the chairs in a specific way—rows, dyads, small groups...

2. *Assign students to keep attendance.* One student can be responsible for record keeping for an entire week.

3. *Encourage students to decorate the bulletin board and the classroom.*

4. *If you are fortunate enough to have your own room, you may have plants the students can care for.*

5. *Encourage students to do classroom maintenance,* such as putting the chairs up on the table for cleaning; putting away books, papers, and folders; and cleaning blackboards.

6. *Students can set up for films; manage slide presentations, operate the projectors, and put away the equipment.*

7. *Expect students to hand out and replace materials, books, scissors, pens...*

8. *If you have an adult class, request volunteers to collect money for the coffee break supplies, buy the supplies, make the coffee, and clean up at the end of the day.*

9. *Have the class generate advice on disciplinary action or solutions to critical incidents and cultural misunderstandings.*

10. *Students can make announcements and signal when breaks are over.*

11. *Appoint students to welcome and greet new students, to show them around, and to introduce them to classroom procedures.*

Each class, of course, will have its own particular environmental and social needs, and tasks will vary accordingly. Teachers can help students decide to assume responsibilities by forming general committees. Usually, teachers need only get students organized and express confidence in their abilities. Because of a sense of true participation through these activities, students are not only several steps further down the road to autonomy and cooperation, but they are also saving the teacher two or three hours of often uninspiring but essential work.

Process Tasks

Process tasks are those that implement a shared responsibility in the learning process itself and include peer tutoring, correction of written work, selection of content, goal setting, and the preparation of learning materials.

Peer-tutoring. Peer-tutoring refers to any activity involving students helping one another to understand, review, practice, and remember. The first task may be to dispel the notion that helping is cheating. (In a cooperative classroom, knowing and not sharing what you know is considered unfair.) Peer-tutoring obviously provides an opportunity for students to talk more and to learn by teaching. Such pair work requires collaboration, solving a problem, or completing a task. Students work together to achieve a common goal that is external. As an example, consider the following: The teacher teaches a content lesson to a student, a one-on-one optimal teaching situation. After the teacher has checked the

(See *Cooperative Learning*, p. 4.)

Cooperative Learning

(Continued from page 3)

student for competence in the content, the student becomes a tutor for student 2. After student 2 meets the competence criteria for that content, s/he becomes a tutor for student 3 while student 1 becomes a tutor for student 4. Thus, the knowledge can be handed from one student to the next.

Peer-correction of written work. The moment students finish a written task and hand it in, their motivation is at its highest because they are interested in finding out if their answers are correct. Most teachers collect work, take it home to correct, and return it the following day. By then, students may have lost interest. They may glance over their work briefly (perhaps counting the red pen markings) and then throw the work away. An important moment for the student has been lost, and several hours of teacher time have been wasted.

Consider the following strategy as a way to work with this problem: After presenting some specific content to the class, give the students a set amount of time to work on their own. Then, have them choose partners and compare papers to spot anything that might need changing. Tell students that if they are not absolutely sure about something they have written, they can write the sentences or information in question on the board. When the board is full of such samples, focus the class on one sample at a time. This activity should be done as a whole group discussion. Students learn very quickly that if they want feedback about their classwork, they will have to write on the board. They also learn the value of open class discussion, that everyone who is learning is doing it, and that this kind of immediate feedback is more helpful and instructive than red pen markings.

Selection of content and goal setting. Many learners come to a language class without clear or consistent goals other than a desire to learn a second language. It becomes the task of the teacher to help guide the learners to discover for themselves what is worth learning, worth doing, and worth knowing in the second language. How can a teacher assist students in selecting content and setting personal goals?

Find out what kinds of things students already know and what they want to know. Organize these ideas into topics and manageable subtopics. When goals are set, content determined, progressions planned, and resources chosen, the teacher can provide a "goal sheet" appropriate for level and content. These goal sheets help learners be specific about what they want to accomplish. The sample goal sheet that follows clarifies this procedure.

Figure 1. Sample Weekly Goal Sheet

Date _____

Goals for the week of _____

List your personal goals for the week. Then place a check in the blank on the left when your goal has been completed.

1. Read and understand three articles about inventions and share the information with the group.

2. Go to a museum for a lecture and take notes.

3. Learn 30 new vocabulary words.

4. _____

5. _____

Goals for the week of _____

1. _____

2. _____

3. _____

4. _____

5. _____

Materials development.

Students can also be involved in the preparation of language learning materials at all proficiency levels. The preparation of the materials, in every case, is a learning and reinforcing activity in itself. Consider the following example: Two students at the beginning level can work together. One finds pictures in a magazine (or draws picture) and pastes them on a 3" x 5" card. The partner makes a corresponding word card. Teachers may prepare a list of words ahead of time on a ditto or write them on the board. Students may select whatever interests them. Each partnership makes 10 picture cards and ten word cards. These sets are clipped together to be used in various classroom activities such as matching and concentration.

Progress Monitoring and Evaluative Tasks

Progress evaluation is a much more significant process than testing and assigning grades based on product. Charting progress inspires students to learn and encourages positive attitudes toward learning. To motivate students to maximum effort, a teacher can help learners monitor their progress, to help them make realistic assessment of the constraints of all kinds that occur to limit progress. A positive system for monitoring progress that guarantees rewards of some kind for obvious effort and achievement must be a part of the cooperative classroom. Figure 2 represents a sample progress sheet for this type of task.

The purpose of a cooperative classroom is to provide opportunities for learners to take more control, show more initiative, and learn to work democratically and cooperatively, all skills with implications reaching far beyond the classroom. The teacher is the guide, the planner, the observer, and the informant who gives

structure to the learning process. In cooperative classrooms learners begin to feel more successful and confident, become more self-disciplined, and blossom into independent thinkers and willing

Figure 2. Sample Progress Sheet

Name _____ Date _____
 Circle the number that represents your progress:

I am happy with my work	1 2 3 4 5	not happy
My grammar is improving	1 2 3 4 5	not improving
My writing is improving	1 2 3 4 5	not improving
My speaking is improving	1 2 3 4 5	not improving
My reading ability is improving	1 2 3 4 5	not improving

The thing that was hardest for me this week was _____
 One thing I learned was _____
 One thing I liked about class was _____
 One thing I didn't like about class was _____

I feel that...
 I don't have enough time or space to do work at home.
 I am not very interested in the work of this past week.
 the work is too difficult for me at this time.

I would like to...
 do something different.
 do this work over again.
 do more of the same kind of work.

exploreres. These learners converse because they have something to say, they listen because they truly want to hear one another, they read for enjoyment, for purpose and

meaning, and they write because they want to convey their thoughts and work together supportively. This positive attitude pervades the basic level, as illustrated by the following anecdote.

Azar, a 50-year-old Iranian housewife, is dictating numbers to her partner, Leong, a young Chinese man. Both have been in the United States less than a month and are valiantly struggling to learn English. "Sixteen," she says, from her side of the table. He writes "16," then they lift up the tagboard barrier that sits between them to see if they have written the same number. (This is a beginner's cooperative exercise in pronunciation, listening, and number review.) "Tier-tea-tree," she says. Leong hesitates. "Tier-tea-tree," she repeats, somewhat louder. Leong peers up at her over the paper divider that hides what she has written, confusion wrinkling his young forehead. "Wha-ju-say?" he asks politely. "I say 'tier-tea-tree,'" she answers, somewhat impatiently. (She knows that she is pronouncing it well!) I control my impulse to jump up and run over to bail them out, telling myself that they can do it. Luisa, a Mexican woman at the next table has been listening and comes to the rescue, "Leong! She say 'durdi-dree.' 'Durdi-dree,' Leong!" Our Chinese friend now thinks that these two women must be speaking Hungarian and shrugs his shoulders. Luisa scribbles a "33" on her notebook and holds it up for Leong as dawn breaks. He writes on his paper. "Ah, fuh-tee-flea," he says.

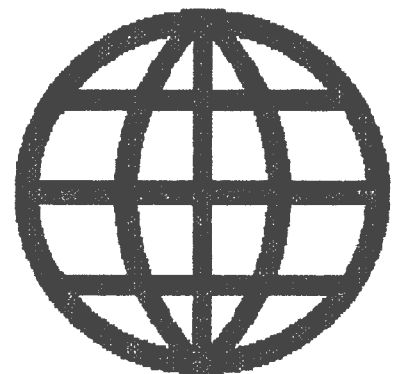
These students are successfully on the road to self-direction and cooperation in their second language learning process. Their journey may have many false starts and sudden stops. They may go back to retrieve bags of skills that they long ago left behind or pull out for rest stops to unload preconceived notions or expectations collected on past

learning journeys. But throughout the experience they come to realize the joys and advantages of conducting their own adventure. Their teacher-guide provides the road maps, the enthusiastic voice of the seasoned traveler, a finger to point the way. They choose the destination and the roads they will take. □

The authors: Sharon Bassano is the ESL coordinator for the Santa Cruz Adult School in Santa Cruz, California, USA. Mary Ann Christison is an associate professor and ESL director at Snow College in Ephraim, Utah, USA.

TESOL '89

23rd Annual
 Convention
 March 7-12, 1989
 San Antonio,
 Texas, USA



British team conducts workshop at Inha University

We have ways of making you talk!

"We have ways of making you talk!" is the theme of new language teaching methods being introduced in the Audio Visual Institute of the University of Inha with the help of staff from the Language Centre at the University of Newcastle upon Tyne.

The Newcastle staff, Derek Green and Philip Shaw, both feel that the grammar and vocabulary of English are already well taught in Korea. Where problems seem to arise is in using English to communicate orally. Mr. Green and Mr. Shaw have just spent two weeks at Inha training Korean staff and teaching assistants to use new methods designed to overcome shyness and encourage students to communicate easily in spoken English both in and out of the classroom.

These methods are applicable irrespective of class size and the availability of equipment, although Inha staff have used the language laboratory for years and

are increasingly making use of the video. Over the next few years the two universities also propose to retrain a number of Inha professors in Masters programmes in English as a Foreign Language and in Software Design for English as a Foreign Language.

As another expression of cooperation between the two universities, plans were made to send about thirty Inha students to the Language Centre in Newcastle for the Summer School course in July, giving them the opportunity to use and improve their spoken English while living in the university and sampling British life. □

From *On...line* (Newsletter of the British Council in Korea), Summer 1988.

Video Group Recognized by TESOL

At the 1988 Annual Convention of TESOL (Teachers of English to Speakers of Other Languages), the Executive Board voted to recognize the TESOL Video Group as an official unit of the international organization. At a meeting of the TESOL Interest Section Council, delegates voted against giving full-ledged interest section status to the group at this time. However, at a later meeting in Chicago, the TESOL Executive Board awarded the videophiles official "group" status with responsibilities including:

- up to 5 refereed presentations at TESOL annual conventions
- responsibility for overseeing the Video Theater
- a US\$200 fund for communication expenses
- a Video Hospitality Room at TESOL '89 in San Antonio, Texas
- official recognition as an integral part of TESOL

Video was very much in the convention picture at the TESOL '88 in Chicago. Over 30 presentations either used video as part of their sessions or were specifically concerned with the production and use of the medium in ELT. Additionally, a video hospitality room made possible informal screenings of video materials and frequent small group meetings and discussion among video enthusiasts. A colloquium, "Video in Language Teaching: Is the Medium the Method?", sponsored in cooperation with the IATEFL (International Association of Teachers of English as a Foreign Language) Video Special Interest Group, brought users and producers together to provide an overview of the history of ELT video as well as a look at current research and pedagogical approaches.

At a business meeting of the TESOL Video Group in Chicago, members selected Susan Stempleski (Hunter College of the City University of New York) as Chair, and Paul Arcario (LaGuardia Community College of the City University of New York) as Associate Chair. Important projects launched at the meeting include a database of existing ELT video materials and a library of classroom and teacher-training videos to be made available on loan to TESOL members. The *Video Newsletter* will continue to be published under the editorship of Paul Arcario.

Membership in the TESOL Video Group is open to TESOL members who have signed the petition to form a Video Interest Section in TESOL. For further information and copies of the petition form, please contact: Susan Stempleski, Hunter College IELI, 1025 East Building, 695 Park Avenue, New York, NY 10021, USA. Tel: 212-772-4290. □

Teaching Writing

Writing Aids Writing: Diaries, Newspapers, and a Storybook

By Lurline Lawson Bennett

Reprinted from *The Language Teacher*, Vol. XII, No. 7 (June 1988). *The Language Teacher* is a monthly publication of JALT (Japan Association of Language Teachers).

Teaching composition at the secondary or college level can be fun, or it can be tedious. The traditional methods widely employed in English-speaking countries often fail in awakening creativity in students, so they are doubly hard to use successfully in non-native classrooms. After trying and discarding various methods, including sentence combining, I have devised a method that involves little correction or emphasis on form, but that produces good writing even from the poorest of my students.

I used the method I outline here with a second-year junior college class of 25 students. I have this class each week for three 90-minute periods, one of which is devoted to writing.

Assumptions

I assume that the purpose of composition teaching is to tap the inner resources of students and to develop individual writing styles. My teaching assumptions are that personal-interest topics encourage the desire to write, that we like to write what is important to us, that the more we write the better we write, and that high expectations encourage performance.

I do not have a grade book; instead, I have a *progress* book that for each assignment shows a rating for organization, content, grammar and effort. "Grades" are simply *poor*, *fair*, or *good*. I give advice or comments, but I never

point out the grammar error or spelling error. It is the responsibility of the students to find their own errors with the guidance of my notes.

Classroom Organization

To motivate students, the first requirement is music, which I believe is vital. Music sets the mood, has a calming effect, and is conducive to learning. Each week, from the beginning of the class until the end, students listen to some Baroque works or soft classical music (no health food store music or rock and roll, please). In front of the room, there is a display that includes a picture file of black-and-white magazine photos, current magazines of interest to the students, and copies of a one-page newspaper that has been compiled from the students' diaries.

Activities

Student activities constitute a three-step pyramid. The base is made up of daily diaries. Initially, no one wants to write a daily diary, and I certainly do not want to read one, but if excerpts from the diaries can be published, the students will gradually contribute more exciting ideas to their daily task. In addition, the more they write, the better they write, and daily diaries develop discipline and skill.

The second step of the pyramid is the weekly newspaper.

My composition class meets on Friday, so I collect all diaries on that day and spend a short time scanning them. I choose four or five passages that seem interesting, type them up on a sheet of paper which is then photocopied, and display enough copies for the class on the display table the following week. I do not enter diary progress in my progress book, but I am careful to ensure that every student is published some time during the school year. Students trust my judgment, and eagerly grab a newspaper before class starts, to see what so-and-so had to say this week. This simple device often spurs students into answering back in their diaries, and, before long, they are producing pages of writing in their diaries.

The Storybook

The third step of the pyramid is the storybook, and this is the main project of the year—the diaries and newspapers are supplementary. It is made up of the stories or compositions students like best among those they have written during the year. They are two to five pages in length. There are four steps in their writing; each step takes one class period, so each student writes one per month.

In week one, topics are chosen from the picture file, from a personal possession, or from a topic of specific interest. To aid decision, a student will write one

(See *Writing Aids Writing*, p. 8)

Writing Aids Writing

(Continued from page 7)

word on a piece of paper and then draw lines from that nucleus word to other words that relate to it. This is called clustering, and is very effective in deciding on a topic. For example, a student may wish to write about his workshop, and he writes "workshop" down as his nucleus word. One of the words clustered around it may be "table"; another may be "family." As I walk around the room helping students decide on topics, I might be able to help this student focus his writing on making a table in his workshop for his family.

In week two, 45 minutes are used to write the first draft and 45 minutes to discuss, in small groups, the questions I've listed on the board to help them. The questions each student must address include: What is the focal point? What part of the story do you like best? How can this story be improved?

By being provided with guidelines in the form of

questions, students can help each other improve their first drafts. They take responsibility for their work, and this student investment is important for developing writing skills and pride in their work. I usually mingle and give advice if asked, but never barge in uninvited.

At the end of 90 minutes I collect all papers. During the week I read the compositions and at the top of each paper offer advice or comments or ask questions. I never correct papers, and it is the student's responsibility to heed my suggestions. If I see that someone is not cooperating, it is easy to have a conference in my office or during class.

In week three, I list common errors on the board and caution students to look for them in their own papers. The first 45 minutes of the session is spent re-writing the first draft, the second 45 minutes is devoted to group editing. Again I mingle, and students usually want my help. I collect papers once more, review

progress and determine if anyone needs extra consideration.

Students spend the entire period in the fourth week on their final draft. I do not grade these compositions, but I note progress and keep them on file until the end of the year. I expect good work, and I receive good work.

At the end of the year, the class spends a month reading all the stories and compositions, and students select those they like best for the class storybook. I make sure that everyone is published, and I help with the table of contents. The best stories are sent to the secretary who makes copies and binds them. Each student receives a copy, and so does every teacher in the English department. The students' sense of enthusiasm, pride, and accomplishment was best summed up by one student who exclaimed "This was fun!" □

The author: Lurline Lawson Bennett teaches at Shizuoka Eiwa Junior College in Japan.

1988 TESOL AFFILIATE MEETINGS

- | | |
|-------------------|--|
| Sept 29-
Oct 1 | Southeast Regional Conference, Orlando, Florida, USA |
| Oct 7-8 | Mid-TESOL, Kansas City, Missouri, USA |
| Oct 7-8 | Texas TESOL IV, Beaumont, Texas, USA |
| Oct 8-10 | Japan Association of Language Teachers, Kobe, Japan |
| Oct 14-15 | Washington Area TESOL, Bethesda, Maryland, USA |
| Oct 14-17 | Asociacion Colombiana de Profesores de Ingles, Ibaque Tolima, Colombia |
| Oct 20-23 | Mexico TESOL, Mexico City, Mexico |
| Nov 3-5 | Rocky Mountain Regional Conference, Salt Lake City, Utah, USA |
| Nov 4-5 | Carolina TESOL, Greensboro, North Carolina, USA |
| Nov 4-5 | Ohio TESOL, Akron, Ohio, USA |
| Nov 4-5 | Texas TESOL I, El Paso, Texas, USA |
| Nov 11-13 | New York State TESOL, Tarrytown, New York, USA |
| Nov 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.

Reviews

Editor's note: Because of recent interest expressed by new AETK members in David Kosofsky's *Common Problems in Korean English* and the fact that Mr. Kosofsky will be the featured speaker at the September AETK meeting, the following review is reprinted from *AETK News*, Vol. 5, No. 5 (May 1987).

Common Problems in Korean English

by David Kosofsky.

Seoul: Foreign Language Limited, 1987. (402 pp. W7,500).

Reviewed by Margaret Elliott

For more than three years I worked at Sogang Institute for English as an International Language with David Kosofsky while he was collecting materials for *Common Problems*. Many of the instructors at the Institute shared in his data collecting by noting the occurrence of problematic language in our classrooms, and reporting what we found to David. This sharing of process made us all very aware of frequent communication problems, and eager for David to complete the big task of analyzing, classifying and offering remedial advice.

As the early chapters were written, we used them in our classrooms, and reported the feedback to David. In this way we developed an interest in the progress of the book and awaited with pleasant anticipation the appearance of the final version with the changes in layout and content that would reflect the results of the testing process.

Kosofsky's book is designed to help the typical Korean student of English who, after six or perhaps as many as ten years of classroom study of English, in addition to independent study of one sort or

another, has a good knowledge of the rules of grammar of the language but has considerable difficulty in communicating his ideas. This typical student has often acquired some language habits that at the least, sound awkward to the native speaker, and at the worst, interfere quite seriously with the exchange of information. Kosofsky invites students to use the book as they wish--for occasional reference, or for cover-to-cover study. He cautions teachers, however, that the book is not meant to replace a reference grammar, nor is it designed to be a classroom text.

Common Problems includes a section with instructions for teachers. The author is very concerned that teachers may over-react to the book, by focusing too much on the correction of problems, during class sessions, and interrupting communicative activities. Instead, students should be given the correct page reference to enable them to study the problem at home. If the problem persists at a level where it continues to interfere with communication, Kosofsky suggests some non-teacher-centered strategies that can be used in the classroom.

There is also a section for students, using the book as a self-study guide. David begins by reassuring his readers that they are most certainly doing many things **right** to be able to do the things **wrong** that are described in the book. He strongly urges students to use the sections

written in Korean as a review, **after** studying the English description of the problem.

The title of the book was chosen carefully. Kosofsky stresses that the word 'mistake' is rarely used by linguists in the field of language learning. "When we speak of a grammatical rule," he continues, "we are referring to some systematic principle which helps describe the way a language is structured." These are NOT 'rules' in the sense of laws enforced by an authority. Therefore, the notion of 'mistakes' is not appropriate.

This book is concerned with the problems that occur when Koreans use English as a means of communication. The problems vary greatly in the seriousness of their consequences.

Kosofsky goes on to explain his selection of the remainder of the title, 'Korean English.' Several factors result in the relatively uniform manner of speaking English by Koreans. Obviously interference from the common first language, Korean, is one.

Another reason is the rigid and uniform syllabus in the school system. He notes that the textbooks used in the schools are usually the only exposure to English that middle and high school students have.

The final factor that Kosofsky presents is the standardizing influence that comes from the growing use of English by Korean speakers. This is especially evident in promotional brochures put out by Korean firms, in advertising and even in the English language newspapers.

Kosofsky advises language learners that using words and phrases to mean something

(See *Common Problems*, p. 10)

Common Problems

(Continued from page 9)

different from what native English speakers mean by the same expression can lead to serious confusion. Students should find his neat explanation of the difference between 'lend' and 'borrow' helpful.

Another problem area that Kosofsky covers is the breakdown in communication caused by faulty or incomplete understanding by Koreans of the social or emotional tone associated with an expression. The example he gives is in the use of 'you'd better...' to make a suggestion. In English usage this expression conveys an authoritarian, threatening tone. If a tourist asks a Korean for directions how to get to the Railway Station, he might feel he has done something wrong if he is told "You'd better go down there." David explains in that chapter that a suggestion is much better expressed in a number of different ways, for example, "You should go down there."

Common Problems is organized according to the various kinds of problems. Part One covers some Grammar Problems. It includes an entry on the singular/plural problem of uncountable (mass) nouns. Kosofsky uses several examples to help students to understand the pattern for uncountable nouns. There is one that he did not include that amuses and slightly irritates me whenever I see it on a store sign: 'Shoes Salon.'

Part Two is about Problems in Meaning. Readers will find helpful his section on 'almost' in which he gives the reason for frequent misuse of this word. 'Almost' and 'most' are often confused, resulting in sentences like: 'Almost Koreans eat rice for breakfast.'

Part Three deals with Awkward or Inappropriate Language. One section in this part discusses the problem of redundancy in Korean-English.

Using many examples, he touches on the problems related to using words together when the meaning of one word is obvious, and does not need to be repeated. One of his examples is 'The cost of this car is cheap.' Another example that I often hear which David could have included is 'I like to sing a song.' (I always feel like asking my musical students, "What else could you sing?") Another phrase discussed in Part Three is 'of course.' Korean students use this as an affirmative expression, but actually its use by native speakers is quite limited. It does not mean, "Yes, that is true," but rather, for native speakers, 'of course' means "The answer to your question is obvious; it is not necessary to ask such a question."

Each section begins with two, or occasionally more, examples of inappropriate use of an expression arranged in an eye-catching layout clearly marked as 'non-standard'. This format attracts the eye of both teacher and student. For the teacher there is the same feeling that a doctor must have when he finds in a medical book the treatment for troublesome symptoms. For the student there must be a shock of recognition--"Do I say that when I speak English!"

An explanation follows, with many sentences to show correct use. In some cases a cross reference is given to a related problem treated elsewhere in the book. Quite often a section ends with a practice exercise. The Answer Key appears at the end of the book.

To meet the demands of the domestic market, each section has a summary in Korean, translated by Eohm Jae-ho. Korean colleagues have assured me that the clarity and preciseness of the translation of these summaries shows meticulous work and a high degree of understanding of the problems under discussion. Mr. Eohm should be congratulated for his part in the production of this

book.

The book jacket and part of the introductory section are bilingual, making it more user-friendly for the Korean audience. Kosofsky advises students to use the Korean translation, presenting the key points and a few model sentences, only as a review, after studying the section written in English. It appears to me that he is worrying unnecessarily. The amount of Korean text has been kept to a minimum and is not designed to repeat the exhaustive explanation that has already been given in English.

There is a comprehensive index which will facilitate the use of the book as a remedial guide. The table of contents is short enough to make a quick search feasible.

The language style of **Common Problems** is informal and readable. It evokes the picture of a teacher sitting in a small classroom, surrounded by students, discussing this or that facet of language, and inviting his students to participate.

Another factor that makes this book more interesting than the usual remedial grammar book is the authenticity of the sentence examples. For example, tucked away in a chapter on the use of 'despite/in spite of' is a sentence about myself that is unfortunately quite true: 'In spite of her good knowledge of linguistics, Margaret doesn't learn languages easily.' The sentence 'Medical things make me very uncomfortable' makes the reader feel that Kosofsky is sharing some information about himself, and not merely illustrating a particular grammatical point.

I can find little to criticize, except perhaps to regret the omission of several examples that set up a communication barrier for me when they come up in conversation with a Korean. One of these is students' frequent use of 'In my opinion...', which suggests argument rather than discussion. If you merely want to state your opinion, it is only

(See **Common Problems**, p. 16)

Resources

Films on Videotape Available for Students at the British Council Library

One good way for students to develop their comprehension ability is to watch interesting films in English. For Korean students who have registered with the British Council Library and obtained library cards, the Library contains a number of selections on videotape which should be of interest to most students and are available for viewing on the Library premises.

Videos that have recently arrived include Alfred Hitchcock's *Frenzy*, a number of Charlie Chaplin classics like *City Lights* and *The Tramp*, *The Importance of Being Earnest*, *The Tempest*, The Beatles in *A Hard Day's Night*, and award-winning films like *The Killing Fields*, *Gandhi*, and *A Room with a View*.

The Library is also now receiving a monthly **Newsbrief Study Pack** from the British Broadcasting Corporation (BBC) in London. Newsbrief is a monthly digest of the major stories covered by BBC television news. It provides a unique and fascinating bank of resource material on world affairs covering all the crucial issues of the day. The video features about thirty-five major news reports every month. An on-screen time counter enables any story to be found from the index immediately.

(The British Council Library is located on the fourth floor of the Anglican Church Building at 3-7 Chung-dong, Choong-ku, Seoul, just a few steps away from the City Hall Station on the Number 1 subway line.) □

Publications Available from TESOL

Listed below are some of the professional publications which may be ordered from the TESOL central office in Washington, DC, USA. Prices in parentheses are special discount prices for TESOL members only.

References

Directory of Professional Preparation Programs in TESOL in the United States: 1986-1988. Julia Frank-McNeil, editor. Contains 196 programs leading to degrees in ESOL, including up-to-date survey of state certification requirements. 1986. \$15.00 (\$13.00).

1987 TESOL Membership Directory. Juana E. Hopkins, compiler. A comprehensive resource of who's who in TESOL. Both alpha and geo listings of more than 11,000 institutional, commercial, and individual members. \$12.50 (\$10.00).

A World of Books: An Annotated Reading List for ESL/EFL Students. Dorothy S. Brown. More than 75 entries, including titles on various subjects and levels to assist the intermediate through advanced student in selecting reading materials. 1987. \$7.50 (\$6.00).

Selected Articles from the TESOL Newsletter: 1966-1983. John F. Haskell, editor. More than 100 articles in methodology, language and culture, linguistics and grammar, language assessment, composition, ESP, reading, and vocabulary. 1986. \$16.50 (\$15.00).

Annotated Bibliography of ESL Materials. Christine Aronis. Gathered from 76 publishers, the 636 ESL titles were designed to teach American English. Provides ESL teachers with an accurate and comprehensive list of titles available. 1983. \$12.00 (\$10.50).

Bilingual, ESOL and Foreign Language Teacher Preparation: Models, Practices, Issues. John F. Fanselow and Richard L. Light, editors. An essential reader for professional preparation. 1978. \$9.00 (\$8.00).

English as a Second Language: What Research Says to the Teacher. Christine Bratt Paulston. A discussion about learning and teaching ESL with a concentration on practical matters in and out of the classroom. 1980. \$2.50.

Testing

Reviews of English Language Proficiency Tests. J. Charles Alderson, Karl J. Krahnke, and Charles W. Stansfield, editors. Descriptive and (See TESOL Publications, p. 12)

English Language Testing Service

The British Council has its own test of proficiency in English for study abroad. The English Language Testing Service (ELTS) is accepted by all British universities and polytechnics and preferred by many to TOEFL. The test can be taken at the British Council in Seoul every month and the results are available within a week.

For more information contact Miss S.W. Lee at the British Council office. □

TESOL Publications

(Continued from page 11)

evaluative information on the major ESL/EFL tests used in the world, including more than 40 reviews. 1987. \$16.50 (\$15.00).

Technology and Language Testing. Charles W. Stansfield, editor. New developments in measurement theory and test administration methodology. Papers from the 1985 Language Testing Research Colloquium. \$12.50 (\$10.00).

Thematics

Research in Reading in ESL. Joanne Devine, Patricia L. Carrell, and David E. Eskey, editors. Views of reading as an interactive process involving reader and text variables, of the interplay of reading skills and general language proficiency, and of the differences in first and second language reading. 1987. \$16.50 (\$15.00).

Children and ESL: Integrating Perspectives. Pat Rigg and D. Scott Enright, editors. ESL teachers as language advocates, ESL children's writing, reading in ESL, and more. 1986. \$12.50 (\$10.00).

Current Perspectives on Pronunciation: Practices Anchored in Theory. Joan Morley, editor. The pronunciation component of oral language: how it operates to transmit meaning, how it can be learned, how teachers facilitate learning. 1987. \$14.00 (\$12.00).

Classroom Practices

Classroom Practices in Adult ESL. Donna Ilyin and Thomas Tragardh, editors. Articles on topics such as classroom organization and management, evaluation, materials, cultural considerations, literacy and reading, communicative competence and more. 1978. \$6.50 (\$5.00).

Classroom Practices in ESL and Bilingual Education. Muriel Saville-Troike, editor. A collection of articles designed to acquaint classroom teachers with successful methods and materials used in the ESOL and bilingual education contexts. \$5.00 (\$4.00).

On TESOL Series

Selected papers from TESOL Annual Conventions contained in the following volumes:

On TESOL '84. Penny Larson, Elliot L. Judd, and Dorothy S. Messerschmitt, editors. 1984 in Houston. \$13.00 (\$11.00).

On TESOL '83. Jean Handscombe, Richard A. Orem, and Barry P. Taylor, editors. 1983 in Toronto. \$11.50 (\$10.00).

On TESOL '82. Mark A. Clarke and Jean Handscombe, editors. 1983 in Honolulu. \$11.50 (\$10.00).

On TESOL '81. Mary E. Hines and William Rutherford, editors. 1981 in Detroit. \$10.50 (\$9.00).

On TESOL '80. Janet Cameron Fisher, Mark A. Clarke, and Jacquelyn Schacter, editors. 1980 in San Francisco. \$10.50 (\$9.00).

On TESOL '78. Charles H. Blatchford and Jacquelyn Schacter, editors. 1978 in Mexico City. \$9.00 (\$7.50).

On TESOL '76. John F. Fanselow and Ruth H. Crymes, editors. 1976 in New York City. \$7.00 (\$6.00).

On TESOL '74. Ruth Crymes and William E. Norris, editors. 1974 in Denver. \$6.50 (\$5.50).

Complete set of all 8 volumes of the *On TESOL Series*—\$50.00.

The *On TESOL Series* ends with the 1984 volume.

TESOL Papers

Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States. 1976.

A Memo: Educating Children with Limited English. 1979.

The Role of English as a Second Language in Bilingual Education. 1976.

Statement of Core Standards for Language and Professional Preparation Programs. 1985.

The Teaching of English as a Second Language and U.S. Foreign Policy. 1979.

All papers: single copies, no charge; multiple copies, \$.50.

Ordering Information

All orders must be prepaid unless accompanied by an official purchase order of more than US\$40.00. Orders for which payment is not included will be returned. Add 15% to all orders for postage and handling. Add 20% for UPS (USA only). Orders from outside the USA are shipped foreign book rate. Allow 4-6 weeks for USA delivery; 3-4 months outside the USA.

Please send check in US funds made payable to TESOL or provide the appropriate credit card information and send to: TESOL, Suite 205, 1113 22nd Street, N.W., Washington, DC 20037 USA.

Situational Leadership

(Continued from page 1)

environment, is added to show that a single type of leader behavior is not necessarily best in all circumstances.

In Situational Leadership theory, the two continua of leader behavior are termed task behavior and relationship behavior (p. 96). Task behavior is concerned with seeing that activities are carried out, e.g., that methodology is studied and comprehended, while relationship behavior is concerned with the social and psychological environment, e.g., with seeing that the study of methodology is enjoyed or perceived favorably. Together, task and relationship behavior define four leadership styles: high task-low relationship (S1), high task-high relationship (S2), low task-high relationship (S3), and low task-low relationship (S4). To Hersey and Blanchard, the appropriate leadership style depends on the environment, which itself is composed of variables including the leader's and follower's demands and expectations. Expectations, of course, may partly depend on cultural factors; Hersey and Blanchard's theory recognizes that culture may affect the value of whatever leaders do.

Leader behavior, then is especially important in relation to the followers, and Hersey and Blanchard particularly emphasize considering the followers' readiness level (Hersey, 1984, p. 45), or their "ability and willingness...to take responsibilities for their own behavior" (Hersey & Blanchard, 1982, p. 151). In referring to people's "readiness level," Hersey and Blanchard are not concerned with any overall readiness or development level that people may have, but rather with their readiness as regards the requirements of some particular task (p. 151).

Readiness, like leader behavior, has two components. The first, job readiness, is the

"knowledge, ability, and experience to perform certain tasks without direction from others," while the second, psychological readiness, involves "confidence and commitment," or, at the very least, "willingness...to do something" (p. 157). Persons with low levels of task relevant readiness are said to have readiness of level R1, while those with increasingly higher levels, "unable but willing," "able but unwilling or insecure," or "able...and willing" (p. 154) are said to have readiness levels of R2, R3, or R4, respectively (Hersey, 1984, pp. 48-51), and these numbers correspond to the four leadership styles, S1 through S4. To find an appropriate leadership style in a given situation, then, one need only check to see which leadership style corresponds to a given readiness level. If followers are at level R1, the S1 ("telling," or "defining and telling people what, how, when, and where to do various tasks" (p. 153) is most appropriate. For R2, there is S2, "selling"—here the leader is still quite directive, but now provides socioemotional support to persuade followers to fully accept decisions. If followers are at the R3 level, then S3 is considered surest of success. In the S3 "participating" style, leaders and followers share decisions, and R4 evokes S4, "delighting"; followers, who are now at a high level of readiness, can be left on their own (Hersey & Blanchard, 1982, p. 153).

In situational leadership, the desire to promote real leader effectiveness, i.e., getting students to do something because they view it as personally rewarding or appropriate (pp. 109-110), leads to the goal of gradually moving followers from lower levels to R4. Much of situational leadership theory involves ways to accomplish this. The general view is that the time to switch to a different leadership style is when the followers' performance is gradually changing (Blanchard,

1985, p. 9). To move from S2 to S3 successfully, for instance, it is necessary to move followers from R2 to R3, and this must be done by gradually increasing their task readiness, delegating responsibilities to them in small increments and rewarding success (Hersey & Blanchard, 1982, pp. 201-203). The clearest directions are given by Blanchard (1985): let followers know what you want them to do, model appropriate performance for them, let them attempt the task, monitor their attempts to carry it out, and give an appropriate response. The key is to use a gradual approach.

At the start of the methodology class, the teacher/trainer may find traditional-minded students to be at stage R1. They do not wish to study methodology, having doubts about its interest and relevance, and being used to a teacher-centered class and to methods of studying that rely heavily on rote memorization rather than on analytical thinking. They are not prepared for the demands of a modern methodology course either. The trainer adopting the corresponding leadership style S1 will not abandon the course but instead assure students of the value of studying methodology and also assure them that methodology will indeed be taught. Here we have the "telling" style—informing trainees about the nature of the course and about what will be expected. Simultaneously, the trainer can start developing students' abilities to handle the subject matter by beginning to teach the course content. Initial teaching, however, should be mainly lecture style to avoid too much unfamiliarity at once.

If R1 is dealt with in this manner, trainees can be expected to move rapidly to the R2 stage. Here, they still lack the skills to study methodology successfully, but they have at least become willing to deal with it, even if their willingness is only a grudging acceptance. S2 becomes

(See Situational Leadership, p. 14)

Situational Leadership

(Continued from page 13)

appropriate at this point. The directive behavior of S1 will continue, but it will be accompanied by high relationship behavior: the beginning of socioemotional support, including supportive comments to reward good performance.

With respect to task behavior, the trainer, while continuing to use a lecture style as needed for subject matter, will also begin to expose students to the study skills they need to handle methodology in a more learner-centered manner. Group discussion can be introduced and demonstrations of methods can begin. Both discussions and demonstrations can be introduced by using the steps recommended by Blanchard, as cited above.

When students have been sufficiently accustomed to the subject matter of modern methodology courses and have been trained to study it effectively, they move to stage R3, where they are able but lack confidence. At this stage, students may express considerable self-

doubt. Leadership style S3 is appropriate. Further instruction in how to approach the methodology course (task behavior) is no longer needed, but increased socioemotional support is necessary to build trainees' confidence.

If students overcome this stage of self-doubt, they might then be said to have reached R4; it is rather unlikely, however, that a single course would be sufficient to produce that dramatic a degree of change. Nevertheless, progress can definitely be made.

Using situational leadership can make the study of methodology acceptable to trainees. If they are instructed in its use, it can also make this study relevant to them. Providing training in situational leadership to teacher trainees can supply them with a tool to be used at their option to introduce new methodology to their own students effectively. After all, when they return to their classrooms, should they wish to try something new, they will face the same problem that they posed for the teacher trainer—the problem of how to make

innovation acceptable. Instead of continuing to use only familiar methods out of fear that students would not accept new ones, trainees can employ situational leadership.

Situational leadership is useful anywhere there is a lack of congruence between the appropriate method of teaching or subject matter and the expectations of the students, whether these expectations are based on cultural or personal factors. In this regard, another area where it can enhance teacher training is in the teaching of linguistics in the U.S. Just as Chinese students are often reluctant to study methodology, so are American students often reluctant to study linguistics. Yet if we believe linguistics to be essential to teacher training programs, it is, as in the case of methodology, our responsibility to find ways to make it more acceptable to our students.

Situational leadership cannot solve all the problems of the teacher trainer faced with students reluctant to learn methodology or other customary portions of the educational program. Nevertheless, it can help students adjust to the new material and carry out their study effectively. □

The author: Andrea G. Osburne teaches at Central Connecticut State University in the United States.

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Conference Announcements

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.

In addition, several pre-conference workshops emphasizing practical training and small-group hands-on activities will be held on October 7, the day before the opening of the main conference.

Special Outreach to Third-World Participants. 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. □

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". The Conference objectives are:

- To examine the feasibility of adapting language teaching styles employed in one culture for use in other cultures
- To explore the issues involved in using language teaching styles across cultures
- To compare pupil-centered and teacher-centered approaches to language teaching in different cultural contexts
- To explore aspects of school-focussed curriculum development within and across cultures

Speakers at the Conference will include Leung Kai-cheong, San Jose State University; Alan Maley, Bell Language Foundation; Christopher Candlin, Macquarie University; Richard Allwright, Lancaster University; Jack Richards, University of Hawaii; Stephen Bochner, University of New South Wales; Peter Falvey, British Council, Saudi Arabia; Gerhard Nickel, University of

Stuttgart; David Ingram, Brisbane College of Advanced Education; Ian Malcolm, Western Australian College of Advanced Education; Christopher Ward, British Council, Singapore; Harry Gradman and Edith Hanania, Indiana University; Lynne Henrichsen, Brigham Young University, Hawaii; Gillian Workman, Hong Kong Baptist College; and Ho Kwok-cheung, Verner Bickley, Verner Anley, John Clark, Desmond Allison, William Choy and Stephen Tauroza of the Institute of Language in Education.

Registration is due by September 30, 1988. The registration fee for participants who do not present papers is US\$150 and includes coffee/tea twice a day, luncheon for each of the three days of the Conference, the opening reception and a bound, edited volume of the 1988 conference papers, plus a copy of the 1987 papers. A reception hosted by the Director of Education, Hong Kong, will be held after the last session on December 13, and there are also opportunities for tours to China including such cities as Canton and Beijing.

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. □

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. □

Common Problems

(Continued from page 10.)

necessary to begin with 'I think...'. If what you state arouses disagreement, and you wish to support your statement, then by all means pull out all the artillery and blast your opponent with 'In my opinion...'

Although the sheer weight of the book in its present form is almost too great for ease of use, I would like to see another section included, covering social-linguistic problems. This could include the troublesome area of the use of titles, leading to the misuse of 'sir' and 'ma'am'. I come from a dialect area where the use of 'ma'am' suggests a servant relationship, and it makes me feel very uncomfortable to have students greet me with that word. In addition to the formalities of greeting, there are accepted ways of closing a conversation. I still feel slightly surprised when a student assures me, as he leaves my office, that

he will "see me later," and expresses the hope that I will "have a nice time." I have no expectation of seeing this student again in the near future, and as I return to the work waiting for me at my desk, I have an uneasy feeling that I am doing something wrong if I do not have the "good time" that I have been advised to.

Kosofsky stresses that in most cases the examples covered in this book do not cause serious problems of confusion or emotional misunderstanding. They do, however, "make communication more laborious and uncertain and for that reason are worth the attention of Korean students." I heartily recommend this book to teachers and students of English in Korea. □

The reviewer: Margaret Elliott teaches at HanNam University in Taejon. Formerly at Sogang University, Margaret has had many years of experience teaching English in Korea.

AETK Meetings

(Continued from page 11)

The Committee also reports that John Nance of the British Council office in Seoul will be the speaker at the December meeting.

The Program Committee welcomes your requests and suggestions as it continues to work on plans for upcoming meetings. Contact Marie Fellbaum, Yonsei University Hill, 134 Shinchon-dong, Subdaemongku, Seoul 120-749. □

