

# English Teaching in Cheju-Do and Suggestions for English Teachers

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康壽彦 : 濟州道에 있어서의 英語教育 : 現實과 提言

### 要 約 (Summary in Korean)

I. 영어 授業形態의 變遷 : 1923~1943(암호解讀을 彷彿케 하는 방식, 音聲面의 無視), 1944~1945(영어교육의 中斷期), 1945~1960(美軍政, 6.25를 겪으면서도 여전히 文法·譯讀式수업), 1961~1963(미국사절단의 嚮導로 Oral Approach를 試圖), 1963~1968(成果에 대한 懷疑, 在來式이 다시 主流化)로 나누어 考察하다.

II. 각급 학교의 問題點 : 異質인 學급구성, 수용학생의 過多, 교사 負擔의 過重, 補助教具의 不備, 교과서 問題等 外에 中學校로서는 우수한 教師의 確保가, 高校로서는 大學入試의 改善이, 大學에서는 教授間의 協力體制, 文學置重으로 부터의 腹皮, 語學實習의 강화도 요망되다.

III. 본도 영어교육의 成果가 貧弱한 까닭을 分析하다.

IV. Oral Approach에 대한 一線教師의 懷疑(會話能力보다 讀解力이 교육상 重要하다. 口頭 敎수법은 학습자의 知識과 慾求를 무시한다. 機械的 單調性은 學習心理에 反한다. 母國語의 排除는 非能率的이다. 단순한 運用力보다 敎養的 가치가 重하다)에 대하여 論評하다.

V. 結論 : Oral Approach는 현재 言語理論面에서 心理學的 面에서 批評을 받고 있으나 아직 自信있는 代案은 없다. 우리는 範圍은 Oral Approach의 指導理論을 作業의 rationale로 삼으면서 우리의 現實에 알맞는 다음의 適應策을 쓰기를 提言한다. ① 自動反射的 習慣確立은 기초 文型에 그친다 ② 한국인의 “視覺型” 心理를 고려한다. ③ 口頭練習 도중에 “斷續的 筆答”을 課한다 ④ 翻譯은 語順대로 sense group 單位로 하며 後續敎治策을 쓴다 ⑤ “敎養”은 運用力의 啓發을 통하여 얻도록 한다. ⑥ 교과서 결함의 矯正, 언어재료의 体系的인 提示 및 家庭學習의 지도를 위하여 Study Plan을 事前에 作成 配付한다.

I. Historical Sketch of Teaching Patterns

The English language was taught, for the first time in Cheju-Do, in 1923 at Cheju Agricultural School.<sup>1)</sup> There is some evidence that the English alphabet was taught at a girls' school which was founded by the Catholic church in 1909 but closed down by the Japanese in 1916. It was, however, merely the alphabet and not English as a language.

During the Japanese occupation of Korea(1910-1945), there existed two secondary schools, besides the above girls' school, on Cheju-Do, both agricultural. One was a regular secondary school of agriculture and the other was a school with a short practical course.<sup>2)</sup> It was at the former that English was taught as a subject in the curriculum.

It is supposed, however, that the Japanese colonial policy exerted pressure on the school to lessen English classes; for English was not always taught in every grade. The

School Year	1st Year 7th grade	2nd Year 8th grade	3rd Year 9th grade	4th Year 10th grade	5th Year 11th grade
1923	○	○	×	—	—
1924	○	○	○	—	—
1925	○	○	○	—	—
1926	○	○	○	—	—
1927	○	○	○	—	—
1928	○	○	○	—	—
1929	○	○	×	—	—
1930	○	○	○	—	—
1931	×	×	×	—	—
1932	×	×	○	—	—
1933	○	×	×	—	—
1934	○	○	×	—	—
1935	○	○	×	—	—
1936	○	○	×	—	—
1937	○	○	×	—	—
1938	○	○	×	—	—
1939	○	○	×	—	—
1940	○	○	○	×	—
1941	○	○	○	○	×
1942	○	○	○	/	/
1943	○	○	○	×	×
1944	×	×	×	×	×
1945	×	×	×	×	×

existing school register reads as follows:

Symbol Key:

○ means that English was taught in that grade.

/ means that English was taught in that grade only for the first semester.

× means that English was not taught at all in that grade.

— means that the school did not have that grade.

No record shows how many classes the students had per week, but every graduate, interviewed by the writer, testified that

- 1) The first secondary school in Cheju-Do was *Ee-Shin School*, founded in 1907 by a governor of Cheju-Do appointed by the Lee dynasty. In 1910, it was changed to a 2-year public agricultural school and in 1920, to a 3-year public agricultural school, i. e., 7th, 8th and 9th grade. This was the predecessor of the present Cheju Agricultural High School.
- 2) The predecessor of the present Sogwi Agricultural High School.

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he remembered being taught two hours, at most, per week. So, it may be said that the teaching of English was merely a skin-deep formality in Cheju-Do during the Japanese rule and that it began, in a practical sense, in 1945 when the U. S. Army landed and took over the Japanese government in the island.

When Cheju-Do had been freed from the Japanese, the first thing the people tried to do was to establish secondary schools in their respective communities. In 1945, there was only one secondary school<sup>3)</sup> but in 1946, there were six and in 1947, ten. (As of December 1968, there are 32 middle schools, 20 high schools<sup>4)</sup>, and one vocational school.<sup>5)</sup> At every secondary school, English began to be taught and learned with vigor and enthusiasm.

From the viewpoint of method, the teaching of English in Cheju-Do since the end of World War II can be divided into three periods:

- (1) 1945-1960 : The traditional grammar-translation method was conducted everywhere. (*Grammar-Translation Period*)
- (2) 1961-1963 : The teachers, almost every one of them, tried to change their methods or their attitudes, at least, from the traditional one to the linguistic oral approach. This was a result of Mr. Robert E. Maston's enthusiastic advocacy of the aural-oral method. (*Experimentation Period*)

3) Cheju Agricultural School. Its usual five-year course was shortened to a 4-year course toward the end of the war. Illustrated below is the educational system in Korea up to 1945.

6-year Elementary School	5-year Middle School	2-year Preparatory Course for Keijo University	3-year Keijo(Seoul) University
	5-year Agr. Com or Tech. School	3-year Agr. Com. or Tech. College	
	3-year Vocational S.		

- 4) Includes agricultural/commercial/technical high schools as well as academic high schools.
- 5) One-year Juvenile Vocational Training School.
- 6) Mr. Maston received his M. A. in linguistics at the University of Michigan and was associated with the English Language Institute there as a teacher from 1951 through 1957. Subsequent posts he held were: Professor and Chairman of the Department of Western Languages at the American University in Beirut, Lecturer in linguistics at the Toronto Institute of Linguistics in Canada, Director of the Intensive English Program in Mexico. He came to Korea in 1961 as a member of the Peabody College Team and worked as a consultant to English teachers in Korea for two years.

(3) 1963<sup>7)</sup>-1968 : After two years of experiments, most teachers changed back to the grammar-translation method. On the other hand since 1965, the teachers conducting the new method have been on the increase, though they remain very small in number. (*Reactionary Period*)

1. 1945-1960 (Grammar-Translation Period)

During this period, a typical grammar-translation method was conducted in every classroom. English was taught by those teachers who had learned English at colleges in Japan, where, traditionally, emphasis was laid upon the understanding of a written text through translation, and the main function of English was to introduce Western civilization, chiefly through printed material. They never thought that there could be any other method than a traditional "deciphering" approach.

The method and teaching procedures during this period can be sketched as follows:

First, the previous lesson is reviewed. This review should take as little time as possible because the textbook is very thick, and the class must cover as much this hour as they did the last. Therefore, the student chosen to recite is required to translate the last lesson fluently into Korean without reading aloud in English. Second, there comes the new lesson. A student stands up and reads the first paragraph—stuttering. The words are incorrectly separated from each other, not only by his wrong pauses and spasms but also by the teacher's correction and criticism. Of course, the student cannot afford to think of the meaning of the words he is reading. Then he translates again, interrupted by the teacher's correction and critical questions. The student has to point out the main verb and explain the use of a "subjunctive". The next student is called upon to read and translate the second paragraph in the same way and so on, until the lesson has been completed. If there is enough time, they go through the lesson once more but they do not read this time. They only translate, to save time. Finally, the last four or five minutes of the class period are devoted to abstract explanations of grammatical items and rules.

This grammar-translation method remained virtually unchanged until 1960, though the Cheju-Do people, too, underwent the "U. S. Army Military Government" in

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7) The year 1963 is overlapped because most teachers changed back to the grammar-translation method during the period May-June, 1963.

Korea<sup>8)</sup> and the Korean War<sup>9)</sup> which made them realize the necessity of a practical command of spoken English.

2 1961-1963 (Experimentation Period)

In 1961, Mr. Robert E. Maston, a Michigan linguist, was invited to Cheju-Do to give a series of lectures on modern linguistics and teaching methods. It was through Mr. Maston that the teachers were made fully aware of the undesirable or harmful effects of the translation method. During this workshop conducted by Mr. Maston, the teachers showed an impressive eagerness to be trained in the aural-oral approach and in its techniques.

With this momentum, the teachers began to study linguistics and the linguistic teaching methods during the intervals of their work at school. There still remained problems, however, especially in teaching upper grades. A typical English lesson of this period can be sketched as follows:

To create the atmosphere of English class, the teacher calls the roll in English and asks some questions about the weather or about the day of the week. But, the response is very discouraging. The teacher has to review what to answer to the question, "How is the weather today?" or explain the difference between the day of the week and that of the month, spending unexpected extra minutes. Then, they come to the review of the previous lesson and next to the presentation of new material. The teacher thinks both should be done chiefly through pattern practice. He fully knows the key points to be taught and the new patterns to be drilled, but it is difficult even for the teacher to conduct the class with skill. He is tempted to practice other patterns, easy to conduct, but really irrelevant to the present lesson.

Both the teacher and the students refrain from using Korean in the classroom; but paraphrasing in other English words is still hard to understand. The same difficulty can happen when the teacher tries to convey the meaning of words by gesture, too. The

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8) The Military Government officers had difficulty in finding interpreters and translators in Cheju-Do and the understanding and communication between the U. S. Military Government and the people of Cheju-Do was not always satisfactory.

9) Huge prisoner-of-war camps were set up on Cheju-Do and a U.S. tank corps and a large army force were guarding the camps. The U.S. Army also established a civil assistance command to look after thousands of Korean refugees from the mainland.

following story confessed by a teacher gives an example. He was trying to teach the word "to jump". He kept jumping in the air and saying at the same time, "I am jumping." Then, he stood still, saying, "I have jumped." Next, he told the class, "I shall jump" and he jumped again. Finally, sweating and panting, he asked, this time in Korean: "Well, what does 'jump' mean?" The answer given by one of his students was a Korean equivalent to "exercise" and not that to "jump." This story demonstrates how difficult it sometimes is to rely exclusively on the use-only-English method.

The teachers, however, continued patient efforts to eliminate translation from classes and to rely on pattern practice and other new techniques. The provincial governor of Cheju-Do, who at that time administered school education, asked the writer to help the teachers with their problems by means of correspondence.<sup>10)</sup> Little by little, various unfavorable conditions, such as large-sized classes, the lack of basic English fundamentals on the part of the students, the poor speaking-ability and the poor knowledge of linguistic methods on the part of the teachers, and the unavailability of tape recorders made the new teaching method less and less prevalent in Cheju-Do.

A questionnaire given by the writer to the freshmen of two high schools<sup>11)</sup>, late in 1962, revealed that they were bored with mechanical, monotonous oral work. Some students, in their answers, said they wanted the teacher to meet their emotional and intellectual needs. The teachers, also, by the end of the school year 1962-1963, seemed to be tired of preparing pictures, charts, and flannel graphs and began to show their doubt of the efficacy of the new method.

### 3. 1963-1968 (Reactionary Period)

In March 1963, it was found that more students in Cheju-Do, than ever before, failed in the entrance examinations to universities in Seoul. The official statistics of the high school graduates admitted to colleges are as follows:

10) This correspondence course was conducted by the writer during the period September 1, 1962—  
—February 28, 1963.

11) Cheju First High School and Cheju Girls' High School in Cheju City.

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High School Graduates Admitted to 4-year Colleges<sup>12)</sup>

Year	No. of High School Graduates	Admitted to Colleges	
		Boys	Girls
March 1961	772	226	26
March 1962	815	183	15
March 1963	852	171	26
March 1964	1,022	247	25
March 1965	1,248	257	32
March 1966	1,236	317	39
March 1967	1,405	338	46
March 1968	1,387	263	47
Total	8,737	2,002	256

These figures include those who were admitted to Cheju University on the island. Very few students, according to its details, were admitted to the so-called first rate universities in Seoul.

ed as it was.

In Cheju-Do, there are about 100 teachers of English in service. The writer's contacts with local teachers have revealed that the number of the teachers who have followed the aural-oral method had been as follows:

Year	No. of Teachers Using Aural-Oral Method														
1963	×	×	×	×	×	×	×	×	×	×	×	×	×	×	(15)
1964	×	×	×	×	×	×	×	×	×	×	×	×	×	×	(12)
1965	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	(8)
1966	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	◎	(9)
1967	□	□	□	□	□	□	□	□	□	□	□	□	□	□	(13)
1968	△	△	△	△	△	△	△	△	△	△	△	△	△	△	(16)

Their knowledge of new linguistic methods cannot be said to be entirely sufficient or even comprehensive, and they are not all devoted disciples of the Fries' method.<sup>13)</sup> In

12) Prepared by the Provincial Board of Education, Cheju-Do, based on the reports from all high schools except two local schools.

13) In 1962, about 12 teachers were given a copy of Charles Fries' *Teaching and Learning English as a Foreign Language* by Mr. Robert E. Maston. To some teachers, he also mailed other books on linguistics.

This circumstance was ascribed, by parents and school principals, to the students' poor "knowledge" of English as a consequence of using "newfangled" methods. Some teachers protested against this criticism, but many teachers, who had been diffident about aural-oral skills, reached the conclusion that the grammar-translation method was at least a safe and probably efficient approach as long as the present examination system remain-

fact, some of them follow Palmer's "oral method"<sup>14)</sup> rather than the *oral approach* or *linguistic method*.

In a usual class given by one of the teachers using new methods, however, the students, from the beginning, hear only the melody and intonation patterns of English and practice them as frequently as possible. The language is taught functionally with little or no recourse to grammatical rules. Vocabulary and pattern associations are made by means of pictures, of dramatizations, and of paraphrasing and not through the utilization of the native language, Korean.<sup>15)</sup>

Anyway, it can be seen from the above figures that the conductors of the oral approach are on the increase. Some teachers who once gave up the new approach have come back already, and more and more teachers are again taking an interest in the aural-oral approach. There are two other encouraging facts which can be affirmed by their answers to the writer's questionnaire. First, 75% of the in-service teachers are reading some books on modern linguistics and teaching methods. Secondly, 85% of them admit that with traditional methods poor results have been obtained and that they might be wasting the students' time. Hopefully, such attitudes are expected to enable them to bring about a decided improvement in their teaching method.

## II. Major Problems in Each School Level

### The Middle School<sup>16)</sup>

About 70 per cent of the primary school graduates go on to the middle school.

14) The teachers who were educated in Japan know of Palmer's method. Palmer worked in Japan as director of the Institute for Research in English Teaching from 1922 through 1936.

cf. Harold E. Palmer, *The Principles of Language Study*, London, 1921

" , *The Oral Method of Teaching Languages*, Cambridge, 1921

15) The writer is of the opinion that it is not necessary to completely ban translation from the classroom. There are many times when translating is the most efficient way to ensure that the learner understands a concept. But, it is one thing to translate a word, a phrase, or a sentence once in a while, and it is quite another thing to make translation the central procedure.

16) As of December 1968, there are 6 boys' middle schools, 6 girls' middle schools and 20 coeducational middle schools, making a total of 32 middle schools.



According to 1968 statistics, out of 8,117 graduates, 5,874 went on to middle schools. See the following table:

**Primary School Graduates  
Admitted to Middle Schools**

Year	Primary School Graduates	Admitted	Percentage
1966	5,719	4,447	68%
1967	7,810	5,214	67%
1968	8,117	5,874	72%

Hence, there exist the problems of uneven quality and motivation of the students, of heterogeneous grouping, of overcrowded classes, and of the teachers' excessively heavy burdens (usually, they teach 25 hours per week and the aural-oral approach, if used, requires time-consuming preparation on the part of teachers). These conditions are the main obstacles to the oral approach even in the lower grades.

English teaching at this stage is expected to have a decisive influence on the future development of the English ability of the students. Every year, the Ministry of Education tries to station well-trained graduates of the mainland colleges of education at secondary schools in Cheju-Do. But, they are very reluctant to come to Cheju-Do. When officially appointed by the Ministry to teach in Cheju-Do, most of them turn in their resignations. As of December 1968, less than 15 per cent of the middle school English teachers are graduates from regular colleges of education. Thus, a shortage of well-trained teachers is noticeable in the middle school level. Therefore one urgent task should be the in-service training of less-qualified teachers to improve English teaching in Cheju-Do. On the other hand, in March 1967, seven American teachers (U. S. Peace Corps Volunteers) were assigned to middle schools in Cheju-Do, and they have been rendering immeasurable services to improve not only their English classes but also their Korean colleagues' language skills. They are, however, working at only 7 schools out of the 32 middle schools and the benefits are limited.

### The High School <sup>17)</sup>

Usually, at least 65 per cent of the middle school graduates go on to the high

17) As of December 1968, in Cheju-Do there are 5 academic boys' high schools, 4 agricultural high schools, 5 academic girls' high schools, 2 commercial high schools, 1 girls' business high school, 1 technical high school, 1 horticultural high school, and 1 fisheries high school. Another academic high school is expected to open in March 1969.

school. See the following table:

**Middle School Graduates Admitted to High Schools**

Year	Middle School Graduates	Admitted	Percentage
1966	3,010	2,036	67%
1967	3,165	2,220	70%
1968	3,452	2,234	67%

The biggest task facing the high school is preparation for the entrance examinations to the universities. There is a huge concentration of applica-

tions to a limited number of universities in the Seoul area, and it is technically difficult to administer the testing of oral ability on such a large scale within so short a period of time as is allotted for the English section of the usual entrance exam. Hence, most universities have been satisfied with the testing of only reading and writing abilities.

This condition has determined the standards for the methods of teaching English in high schools and led them to concentrate upon translation instead of continuing and expanding aural-oral drills. The objectives of English teaching in high school, set up officially by the Ministry of Education in the *syllabus*<sup>18)</sup>, are the following:

- (1) To equip students with abilities to hear and to speak current living English,
- (2) To furnish students with fundamental rules of English to such an extent that they will be able to read and write the English language,
- (3) To cultivate the students' co-operative spirit and international understanding and, at the same time, to give them the power to understand the customs and the ways of life of the English-speaking nations,
- (4) To provide students with the ability to introduce to the world various aspects of their own culture by means of English.<sup>19)</sup>

High school teachers, however, seem to place a higher value on the second aim, ignoring the first aim. They still think that translation is the major requirements in universities and believe that the translation method also agrees with his students' psychological inclination to resort to their reasoning ability and with their longing for intellectual impact.

18) The ROK Ministry of Education. *The Secondary School Curriculum & Syllabus*, Seoul, 1965.

19) This fourth aim is not found in the objectives for middle school English teaching, while the first three aims are entirely the same for middle school as for high school.

College

In Cheju-Do, there are one four-year university, one two-year teachers' college, and one nurses' training school which is equivalent to a junior college. English is taught, 6 hours at the university and 2 hours at the other colleges, during the first school-year.

The main problem with English teaching in the college level is that it is too literary and not practical, and the incoming students are deficient in their skills and knowledge of English even after six years of learning. When teaching materials are selected, the usual professor's concern is not in the language content but in the intellectual content. The professors believe that the university is the place where the loftiest ideas should be taught. As a consequence, the teaching of everyday English is apt to be neglected. They usually limit their teaching to the translation and interpretation of literary works in the textbook. There is little drill in spoken English and less practice in original writing.

At Cheju University, there are two freshman courses, *Freshman English A* (4 hours a week) and *Freshman English B* (2 hours a week). Professors, however, do not always exchange information necessary for a well-rounded teaching of the class in their charge. Lack of communication between teachers about the class, the students, and the textbook seems to be another obstacle in the way of good English learning at the university.

Of the four English language skills, students are weakest in "hearing and speaking." In order to help them develop these two skills, it is necessary to use a language laboratory. Unfortunately, the language lab at Cheju University is a very poor one. In September 1962, the university obtained a grant of \$1,000. from the Asia Foundation for the establishment of a language lab, but the insufficiency of funds has resulted in the construction of a "listen-only" type lab, and not a "booth-system" type. Some improvements should be introduced to make it a place for the learner really to form a second nature capability in English skills.

In the college classroom, both teachers and students do not try enough to speak in English and fail to create an atmosphere that is suitable for learning the English language. Though most of the teachers were majors of literature in college, they should

study linguistics, should have more exposure to native speakers<sup>20)</sup> of English, and should pay more attention and interest to their teaching methods.

#### Summary of Problems

To review briefly, the major problems confronting English teaching in Cheju-Do are as follows: (1) the lack of in-service training for middle school teachers, (2) the need to keep up with improvements in the entrance examinations, and (3) the redressing of one-sided English teaching in the upper grades of high schools and colleges. In addition, there are various other problems, such as the uneven quality and motivation of students and the resultant need for homogeneous grouping, overcrowded classes, inadequate teachers' salaries and their excessively heavy teaching and administrative burdens, the apparent conflict between the humanistic values of English teaching and its practical utility, traditional Korean hesitancy toward direct expression, and so on.

Furthermore, there is another kind of difficulty arising from the difference of linguistic structure between English and Korean. To cite a few examples, in the first place, English has a stress-timed rhythm, while Korean has a syllable-timed rhythm. As a result, in English, unstressed syllables between stressed syllables are rapidly pronounced. On the other hand, each Korean syllable has an approximately equal duration, so that the length of an utterance is proportionate to the number of the syllables it contains. This means that Korean students listening to English have great difficulty in recognizing unstressed syllables sandwiched between stressed syllables. Secondly, divergences of grammar between the two languages are even more complex. Finally, lexical discrepancies are almost infinite. Except for highly technical words, there are very few English words which cover the same area of meaning with their so-called Korean equivalents.

### III. Examination of Disappointing Achievement

#### *Disappointing Achievement*

In middle schools, emphasis is laid on spoken English but in high schools and colleges, the emphasis shifts to reading. Indeed, for most students it may be more useful to be able to read well than to speak or understand well. Even so, this approach in the upper

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20) As of February 1969, there are two U. S. Peace Corps volunteers teaching English at the university.

grades, which gives no help in learning to speak, seems not to be doing a good job, either, in aiding the students to read English rapidly and accurately.

Every year in Cheju-Do, there come out some 5,000 graduates from middle schools, and some 2,000 from high schools. The former have had a total of 500 hours of exposure to English in class — class time alone, not counting homework — and the latter 1,000 hours. There also come forth some 200 graduates from Cheju University who have learned a total of 1,300 hours of English. It remains a fact, however, that not only very few can speak or understand spoken English, but also in Cheju-Do, very few can read or write English with ease.

In the writer's opinion, the blame for this disappointing achievement lies chiefly on the teaching methods. Some improvements ought to be made in those methods, especially in high schools and colleges, where translation is the central procedure.

Before discussing the reasons for the poor results, the writer has to mention an impression which was gained during his contacts with the local teachers. We, Cheju-Do teachers, seem to waste too much time on unimportant minutiae and do not concentrate on the broad outlines of the language first. It is not worth spending hours pondering, for example, the classification of a word, the merits of the different pronunciations of a word, or the minute variations between English and American speech. In Korea, there is a tendency, observable among not only teachers but all people, to lose sight of the whole by an intense scrutiny of its several, minute parts, but in language learning this temptation should be resisted.

#### *Reasons for Poor Results*

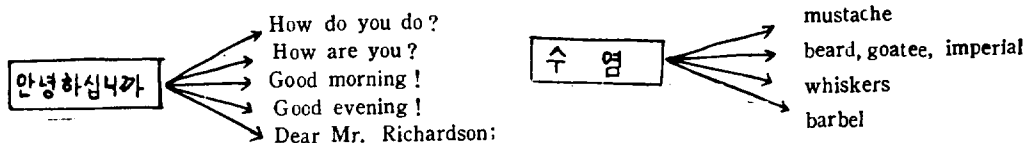
Every English teacher admits that learning a language is the process of acquiring a set of habits.<sup>21)</sup> Such habits are best formed by a carefully arranged combination of intellectual understanding and repetitive practice. We need to understand intellectually the material we are trying to learn, but, in addition, we need repetitive practice. Only practice allows each linguistic response to sink down into our nervous system and become a part of us. By contrast, the present methods in the upper grades concentrate only on intellectual understanding and give very little systematic practice.

Another reason that results in English language skills are so poor is that our classroom

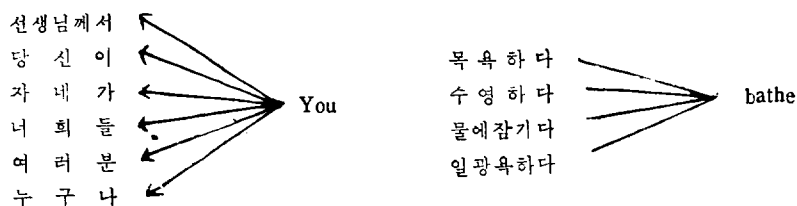
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21)"To use a new language, one must develop a new set of habits. And habits can only be developed by practice." — Charles C. Fries, *On the Oral Approach*, ELEC Pamphlet, Taishukan, Japan, 1958.

instruction requires the student to go through two steps when he should be making just one, and allows him to focus his attention not on English, but on Korean. The process of learning a foreign language is one of attaching an alternative linguistic *tag* to each *concept*. Often, in learning English, an old Korean concept must be subdivided into several new ones, e. g.,

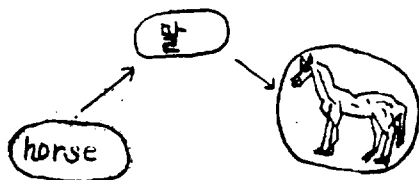


or several old Korean concepts have to be grouped into a single new one, e. g.,



or a completely new concept has to be created, e. g., *Victorianism, chivalry, brother, irony, drugstore, knocker*, etc.

Each of these new concepts must be learned with its English tag so that the connections between concepts and English tags may be just as close as those between our old concepts and Korean tags. But, when English is taught only through translation, a different hook-up takes place—the English tag is attached to the Korean tag instead of to the concept directly, thus:



In this case, the English tag does not evoke the concept or vice versa; everything is done through the intermediary of the Korean tag. Hence, the process of getting from the English tag to the concept is slowed down to half speed.

This may probably be the reason that a Korean student cannot understand an English sentence if it is spoken at normal speed.<sup>22)</sup> Another result is that the attention is focused on

22) "One of the tricks of the native speaker is to speak to you slowly and distinctly, drawing out words and emphasizing each sound. Again his motivation is to help you learn, but this usually harms more than it helps. Sometimes the native speaker resorts to a kind of *baby talk* in his own language, hoping to make you understand." —Edwin T. Cornelius, Jr., *How to Learn a Foreign Language*, Thomas Y. Crowell Co., N. Y., 1955, p. 36.

the Korean tags, not on the English tags or the concepts. When a written sentence is put in front of one of the students, his eyes run back and forth over the sentence. This means he is reading the English sentence with Korean tags. This process, in any case, must be avoided, and it can be done if the teacher uses procedures that force the student to use the English tags and connect them with concepts directly and not by means of going through the Korean tags.

What then should be the procedure for the direct connection? Translation is clearly not the way to do so. Though translation may be used from time to time, it should not be the central procedure. To achieve the direct connection, in the writer's opinion, there can be no other effective way than to teach through spoken English. By oral work the student can be trained to react to the English tags with necessary speed.

If we wish to obtain better results in English language skills, we must bring English back to the classroom and we should try not to use Korean. Of course, we teachers do not have such a good command of spoken English, and one of the most powerful human traits is the fear and dislike of being wrong. English teachers are even more sensitive about making mistakes than others. But, if we really want to teach English well and really want to enable the students to understand the language, we must overcome our hesitant attitude, we must risk being wrong, and actually use English. There can be many kinds of teaching techniques which vary with different situations and different aspects, but this general principal to use English as much as possible in the classroom should be firmly maintained.

#### IV. Teachers' Views and Comments upon These Views

As of March 1968, there were eight U.S. Peace Corps volunteers teaching English in Cheju-Do. Most of them did not major in English or pedagogy at college but all of them underwent special training in teaching English as a second language before they came to Korea as teachers of English. They have had enough teaching experiences to make comments about Korean teachers and the present state of English teaching in Cheju-Do. They<sup>23)</sup>

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23) Miss. Catherine Blean at Sogwi Middle School      Mr. Keith Kager at Cheju Grls' High School  
Mr. John Fowler at Chung-ang Middle School      Mr. Craig Cooley at Cheju National University  
Mr. Ray Boyko at Daejung High School  
Mr. Kenneth Fuchs at Cheju Middle School  
Miss. Lynn Meissen at O-hyun High School  
Mr. Joel Koemptgen at Cheju First High School

accepted the writer's invitation and all were present at a discussion held on March 30, 1968. This discussion emphasized the necessity for in-service training of the less-qualified teachers in Cheju-Do. (This recommendation was accepted by the Provincial Board of Education, Cheju-Do, and a teachers' workshop was held on June 21 and 22, 1968.) Also, at this discussion, the following comments and criticisms were made by the "volunteers" in response to the writer's questions:

- (1) Many Cheju-Do teachers do not use common classroom expressions in English in their classes.
- (2) Teachers are apt to choose only bright students to speak English. They do not encourage slow students and thus the average student becomes afraid to speak.
- (3) Tape recorders are unavailable in most schools and teachers do not make enough use of other audio-visual aids, either.
- (4) Most teachers do not spend enough time in diagnosing the individual student's problems and in giving proper guidance, nor do they spend enough time evaluating the student's ability to produce orally.
- (5) Many students can take down a passage of English in dictation, translate it, and read it aloud but cannot answer a simple comprehension question about the passage. This circumstance might be caused, in part, by the teacher's lack of enthusiasm in presenting spoken English and his monotonous speaking.
- (6) There are many teachers who are unaware *which sounds* they are pronouncing correctly and *which sounds* incorrectly.

These views are all in full accord with the writer's experience and with his beliefs in the aural-oral approach. On the other hand, Korean teachers have quite different views. Another discussion which was held on June 4, 1968, and attended by seven Korean teachers from Cheju City, revealed their serious doubts about the suitability of oral drills for Korean students. Their views<sup>24)</sup> were as follows:

- (1) Students are coming to school not merely to learn, but to study how to learn. The small amount of English which they acquire at school will be of little profit to them, if they do not know how to go on learning afterwards.
- (2) It is highly unlikely that many people in any country can learn a foreign

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24) Consciously or otherwise, these views are practically coincident with Dr. Michael West's views expressed in his *Teaching English in Difficult Circumstances*, London, 1961.



language.

(3) Reading ability is of greater value than mere speech. After the initial stage, the teaching of reading and the teaching of speech tend to become separate and should be separated.

(4) Some native speakers insist that a student should never read anything which he has not already spoken, but this is not true.

(5) High school students usually want to resort to their reasoning ability in their learning and long for intellectual impact. Oral work over a long period cannot meet their psychological needs.

(6) It is impossible for any teacher to keep a class of over 50 young and active students together during a stretch of forty or more minutes of unadulterated oral work.

(7) Immediate introduction of reading enables the student to get a triple impact from a new word or item. He gets the meaning of the word, plus the sight of it in print or in writing, plus the sound of the word, i.e., Full Understanding = Meaning + Sound + Sight. The sound alone may yield various misunderstandings.

(8) Without the use of the mother-tongue, one is limited to the paraphernalia of the classroom or such ideas as can be built up by gesture and inference—with inevitable misapprehensions.

(9) The aural-oral method might be excellent for children or adults who have received no formal education, but Korean students have a concept of *nouns* or *verbs*. The students have analytical minds. The aural-oral approach cannot satisfy them.

(10) Followers of the aural-oral method require the students to assiduously learn how to speak, but are neglecting the problem of "what" to speak. The students should not be like women who are going through all the motions of knitting with skill, but have no wool on their needles—the "wool" in this case being the knowledge of American or English life and culture, and their own views on these subjects.

The above views of the leading Cheju-Do teachers are probably based on their personal experiences and might well be supported by Algernon Coleman<sup>25)</sup> and Michael

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25) cf. Algernon Coleman, *The Teaching of Modern Foreign Languages in the United States*. American and Canadian Committees on Modern Languages, 1929. (Usually called "Coleman Report.") Also cf. the same author's *Experiments and Studies in Modern Language Teaching*, University of Chicago Press, 1934.

West<sup>26)</sup>, as well as the other advocates of the "reading methods". The writer, too, can agree with their views in some respects. We all realize that there cannot be any method which is perfect in itself and which can exist to the exclusion of all others, especially if we compare language to an "iceberg"<sup>27)</sup>, the larger amount lying below the surface of knowledge. The teacher should perhaps use the method which he feels is most effective. We, however, should not be blind to the principles of modern linguistic science and to the results of several decades of continuous research. The aural-oral approach is based on the outcome of linguistic experiments and investigation, has been conducted around the world with necessary adaptations, and has achieved solid results.

The real oral approach is broader and more elastic than those critical teachers think, and not the strait-laced method which the teachers have experimented with previously for a short period. Charles Fries says:

Nor does the "oral approach" here advocated mean the arbitrary exclusion of all graphic symbols in connection with the language learning. Teachers will often use written symbols in the classroom... The "oral approach" does not preclude any of these practices which can be used in mastering the language as a living means of communication.<sup>28)</sup>

The writer cannot but think that the English teachers' views would have been different, and that such an adverse reaction would have been avoided if they had experimented with the method a little longer, if they had studied and adapted it to their actual circumstances, or if they had developed their own working techniques on the broad foundation of the oral approach. Now, the writer wishes to offer some comments, at the

26) Dr. West's guiding principles (in his own words): "Learn to read by reading; learn to write by writing; learn to hear by hearing; and learn to speak by speaking." — *Learning to Read a Foreign Language* (Longmans, 1926).

27) "Language is like an iceberg. One part, the production of speech in the vocal tract, the accompanying gestures, the passage of the sound through the air and its impact on the ear, is open to immediate observation. But the vastly greater part, the formation of the utterance in the brain of the speaker, its reception by the hearer, and the association of the signal with experience — past and present, individually isolated and socially shared — is below the surface and can be fathomed only by soundings." — John Lotz, "Linguistics: Symbols Make Man," p. 1., Saporta (ed.), *Psycholinguistics*, Holt, Rinehart and Winston, New York, 1961.

28) Charles C. Fries, *Teaching and Learning English as a Foreign Language*, University of Michigan Press, 1948, p. 8.

risk of being superficial, on each of their views.

**(1) On "not merely to learn, but to study how to learn":**

Yes, but the students should almost unconsciously learn "how to learn" during the course of their studying. When the teacher ignores the principal aspects of language, such as an arbitrary system of sounds<sup>29)</sup> or a set of habits, it is unlikely that the students learn "how to learn" a language in the proper sense. Furthermore, if the teachers mean methodology by "how to learn," then the aural-oral approach is, it should be argued, giving the best lessons in the methodology of learning a language. The approach is based on the principles of modern linguistics and consistent with most sound, scientific methods. If by "how to learn" they mean to stimulate imagination and creativity which seem to be lacking in the oral approach, the answer is that it does a fine job on this score, too. They are reminded that:

- 1) The oral approach aims to teach a language as a tool of communication.
- 2) Receptive communication depends on imagination; on guessing what the speaker is trying to convey.
- 3) Productive communication is also based on imagination and creativity. Without these elements, one cannot express oneself. The student might use a sentence pattern he has learned but with "variation" and "selection" processes.
- 4) For communication, one must possess an awareness of the context, must have an insight into the background and the mental frame of the person with whom the exchange is taking place, and must be able to predict the consequences of the exchange.

**(2) On "non-necessity for many people to learn a foreign language":**

It is, on the other hand, more desirable that many people learn a foreign language, and, in fact, more people than ever are learning foreign languages today throughout the

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29) "A language is an arbitrary system of articulated sounds made use of by a group of humans as a means of carrying on the affairs of their society." —W. Nelson Francis, *The Structure of American English*, p. 13.

world, all with good reasons.<sup>30)</sup> H. A. Gleason also says, "At one time considered a luxury for the academically talented, second language instruction is coming to be accepted as essential for everyone."<sup>31)</sup> The following table shows the percentage of time allocated to foreign language learning out of the total class-hours of the week on the secondary school level in several countries:

**Allocation of Instruction Hours  
to Foreign Language Learning by Different Countries<sup>32)</sup>**

Country	Course	Modern Foreign Languages	Classical Languages	Mother Tongue
Britain	Grammar School	13.7%	12.6%	11.6%
"	Modern School	0%	0%	19.0%
U. S. A.	High School	11.1%	0%	16.7%
France	Classic Course	12.9%	18.5%	17.7%
"	Modern Study	21.1%	0%	24.4%
West Germany	Gymnasium(Humanities)	11.8%	22.5%	12.9%
"	Gymnasium(Science)	18.0%	0%	12.9%
"	Middle School	15.9%	0%	15.9%
Russia	High School	7.9%	0%	15.9%
Japan	Secondary School	11.7%	0%	14.8%
Korea	High School	12.8%	0%	12.8%

We can see from the above table that foreign languages are vigorously being pursued everywhere and not only in Korea.

**(3) On the "greater value of reading" and on the "separation of the teaching of reading and of speech":**

30) cf. "Since more than ever before in business, diplomacy, engineering, medicine, administration, education, and human relations, they are finding themselves in more intimate contact with other nations, our people seek a means—any means—to hasten the development of their powers of communication with other nations, oral as well as written. The emphasis must now be placed on complete knowledge and understanding of a people as well as their language."—Edmond A. Mèras, *A Language Teacher's Guide*. Harper and Brothers, New York, 1954, pp. 66-67.

31) H. A. Gleason, Jr., *Linguistics and English Grammar*, Holt, Rinehart and Winston, N. Y., 1963, p. 482.

32) Ishiguro Osamu, "Language Education Policy," *The English Teachers' Magazine*, Taishukan, Japan, December 1968, p. 3 (except for Korea).

Reading ability may seem to be of greater value<sup>33)</sup> for the time being, in the teachers' minds, but we have to heed the following warning made by Charles Fries:

The practice which the student contributes must be oral practice. No matter if the final result desired is only to read the foreign language, the mastery of the fundamentals of the language must be through speech..... Unless one has mastered the fundamentals of the new language as a language — that is, as a set of habits for oral production and reception — the process of reading is a process of seeking word equivalents in his own native language, ..... The oral approach is the most economical way of thoroughly learning, for use even in reading, the structural methods of a language.<sup>34)</sup>

Also, we must be aware that the expanding human activity of today seems to require more and more of us to express ourselves readily and clearly in a universal language.

The writer, however, does not think that "speaking" is the first and last practical goal for the students to achieve. Unless we double or triple the number of teaching hours, it will only bring us bitter disappointment to attempt to give the students conversational fluency. We are trying to equip them with aural-oral abilities because the mastery of any language is unimaginable without the combined process of "hearing" and "speaking." Hearing and speaking may, therefore, well be considered the "means" for attaining the mastery of a language rather than the "goals" of language learning. It deserves our notice that even Harold E. Palmer, the famous advocate of the *oral* method, set forth the *aim* of English teaching in Japan as follows: "Teaching English in such ways as to cause pupils in the shortest time compatible with efficiency to become able to *read* extensively and to *compose* accurately."

Admittedly we should shift the emphasis in English learning gradually from speech to a larger amount of reading in high school and college. But, the teaching of reading and of speech should not be separated. On the contrary, teachers should always try to develop all of the language skills in integrated courses.

#### (4) On "reading what has not been already spoken":

The writer, too, might point out that there are many words which people have never

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33) According to the syllabus adopted by the Ministry of Education, the first of the four objectives of secondary school English teaching is "To equip students with abilities to hear and to speak current living English." For the rest of the objectives, see p. 40 of this paper.

34) Charles C. Fries, *Teaching and Learning English as a Foreign Language*, pp. 6-7.

spoken and never will speak and yet they read.<sup>35)</sup> Even so, this does not refute the principle that language learning must primarily be through speech.

**(5) On the "students' inclination to resort to their reasoning ability and to long for intellectual impact":**

The writer agrees somewhat with this view. We should try to develop techniques and procedures to make better use of the student's reasoning ability and his psychological consciousness<sup>36)</sup>, because we know that he acquires a command of English through conscious drill. He must use grammatical rules, consciously or not, in speaking or in understanding English. His ability in making generalizations and abstractions should not be disregarded even in foreign language learning.

The English class, however, must not be a class taught in the Korean language with English grammar as the subject under the pretext of meeting the students' psychological needs. The nation expects the students, not to learn only the grammatical rules of English, but to be able to use English as a means of oral and written communication in this changing world.

Furthermore, the English language is not always a logical entity to which the student can apply the full powers of his ability to reason. There are many illogical factors in English—spelling, use or non-use of certain prepositions and articles, and irregular verbs being just a few examples. As for intellectual impact, one step in the right direction would be to improve the content of the rather uninteresting "readers" through which the students are required to plod at present.

**(6) On the "impossibility of keeping a class for a long stretch of oral work":**

In any case, we should admit that speaking especially through choral and group drill means more direct participation in the class than the translation method which concentrates on one student at a time while the rest of the class may or may not be paying attention. We should also realize that the "oral approach" is not only pattern practice. Fries himself says:

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35) There are many such words in the Bible and in the works of Shakespeare.

36) Prof. Hwang Juck-ryun says in his paper presented at the Conference on English Language Education, at Chunchon, January 9-11, 1969: "At the age of puberty, linguistic habits of the mother tongue somewhat solidify in such a way that new language systems become much more difficult to acquire; and negative transfer is likely to happen in the case of a secondary school student."

## English Teaching in Cheju-Do

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The word "oral" in the name "oral approach" expresses what we want the pupil to be able to do. It does not state a limitation upon what the teacher should do .....We want the pupil to learn the basic material of the language so thoroughly that he can produce it orally with the speed of ordinary speech, and to understand these fundamentals when they are spoken with the same speed... The word "approach" has been chosen in order to stress the fact that we are concerned with a path to a goal \_\_\_\_\_ a path or a road that includes everything necessary to reach that goal... The oral approach does not require the exclusion of the use of reading and writing even from the very beginning.<sup>37)</sup>

For those teachers who wish to break the routine of oral practice, the writer would suggest giving a short impromptu test to refresh the atmosphere of the class.

Suppose the class has been engaged in oral work concerning the "present perfect tense" and now the students are getting tired and noisy. At this point, the teacher tells the students to take up their pens and he dictates, for example, the following sentences:

- A. I haven't seen you \_\_\_\_\_ Christmas.
- B. I haven't seen you \_\_\_\_\_ three days.
- C. She hasn't spoken to me \_\_\_\_\_ last week.
- D. I haven't bought any new ones \_\_\_\_\_ a week.

(The teacher should tell the students that the answer is either "for" or "since.")

After a few minutes, the students are told to put down their pens, the correct answers are written on the blackboard, and those who answered correctly are asked to raise their hands. Such a short test cannot be said to be taking away valuable time from the students. On the contrary, it refreshes the atmosphere of the class and enables the teacher to take a recess and to make contacts with students in the back row. We should always try to employ similar kinds of devices for the successful continuance of oral work before we jump to any conclusions about the supposed inadequacy of the oral approach.

### (7) On the "immediate introduction of reading for a triple impact".

Oriental are said to be psychologically "visually oriented,"<sup>38)</sup> not "aurally oriented." If they are told any new name of a place or person, they usually ask, "What are the

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37) Charles C Fries, *On the Oral Approach*, ELEC Pamphlet, Taishukan, Japan, 1958, p.10.

38) Fumio Nakajima, "Japanese and English," Kenkyusha's *Modern English Language Education Series, Volume One*, Japan, 1954, p.35.

Chinese characters for that name?" They cannot be sure of memorizing the new name, unless they see the characters or the spelling. Thus, Koreans, Japanese and Chinese believe that the "visual image" lingers much longer in their memory than the "auditory image". If this is taken into consideration, the teachers' view on a "triple impact" might have some validity. But, does oral introduction reduce the "triple impact" at all? On the contrary, the oral introduction of new items in the first place and the sight of them in the second place will greatly reinforce the triple impact. Indeed, if we agree that students must receive the greater impact on their weakest points, then the learning of such problem factors as English pronunciation must come orally first. A student is more likely to be confused about pronunciation if he sees the spelling of the words first, rather than hearing the sounds of the words and seeing the spelling afterward. This is especially true if we admit that the Korean student is "visually oriented."

(8) On the "use of the mother-tongue":

Fries says, "In the oral approach, although the language of the pupil is avoided as much as possible, it is used when necessary to make sure that explanations are thoroughly understood."<sup>39</sup> In fact, we don't have to, and can't, completely ban translation from the classroom. Translation may be used to check the student's understanding and to give a correct concept of words and idioms. Many teachers in Cheju-Do, however, assert that translation must remain the central procedure in their classes, and that they cannot possibly conduct upper-grade classes without translation because of their inadequacy in spoken English. Sometimes, their fear about inadequacy is somewhat exaggerated but not entirely unjustified.

If the writer has to suggest a temporary method for those teachers who cannot but depend on translation for the time being, he will ask them to introduce the following improvement in their translation method. Even this improvement cannot check those bad and harmful effects accompanying the translation method but it, at least, may lessen them.

Their usual method has been to translate any sentence, however long it might be, into a complete Korean sentence as a whole. When, for example, the sentence---

"The air was fragrant with the smell of clover and other flowers that grew in the meadow."

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39) Charles C. Fries, *Teaching and Learning English as a Foreign Language*, p. 7.



is translated, the word order of the good Korean expression will be:

the air—the meadow—in—grew—that—clover and other flowers—of—the smell  
—with—fragrant—was.

Hence the student's eye must leap from the beginning to the end of the sentence and then go back and forth until the eye finally rests on "was," the third word from the beginning. This "deciphering" will develop seriously wrong habits in the learner. Such translation must be avoided at any risk in the classroom. A less harmful method might be as follows:

Translate the sentence, not as a whole, but translate by the *sense group*; that is, read the first sense group of the sentence and pause for its translation, then read the second sense group and pause for its translation, and so on, until the last sense group is read and translated. Using the above technique, this method can be illustrated as follows:

The air was fragrant —(translation)— with the smell of clover and other flowers —(translation)— that grew in the meadow —(translation).

As the next step, the teacher reads aloud the whole sentence but gives no translation this time. Instead, he asks the students a few questions in English, which have been prepared by the teacher before class, based on the actual text and those questions which might be suggested incidentally by the context. Of course, he also has the students answer in English. Such a "sequential series"<sup>40)</sup> necessitates more preparation on the part of the teacher, but if it is administered, this method may lessen the bad and harmful effects of the translation method.

The writer, however, advises English teachers not to conduct this method every class-hour of the week. At least one class-hour of the week should be conducted quite differently in order to emphasize aural comprehension and oral production. One possible lesson for this purpose might be the following:

(1) The teacher assigns a story or other text to be read as homework and includes comprehension questions in English to be answered by the students in English.

(2) The following day, the teacher reads the text to the students. The students' books are closed.

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40). Harold E. Palmer, *The Oral Method of Teaching Languages*, W. Heffer & Sons, Cambridge, 1922, pp. 117-123.

(3) The teacher reads the text sentence by sentence and has the students repeat after him in chorus.

(4) The teacher selects a portion of the text for intensive drill. First, he dictates the selected portion sentence by sentence. In dictating, he reads each sentence at a natural speed <sup>41)</sup>, but repeats each sentence often enough so that the students are assured of having an ample opportunity to hear and write the sentence.

(5) After the dictation is completed, the students correct their own work by looking at the text in their books. Except for this checking, the students' books are never open in the classroom.

(6) After the dictation has been corrected, the teacher asks the students intensive questions in English about the portion of the text just dictated in order to test their comprehension.

By performing this kind of classroom work at least once a week, the teachers can begin to apply a temporary remedy to the undesirable consequences of their translation methods in the other class-hours.

**(9) On the "students' analytical minds and their already-acquired concepts of nouns or verbs":**

Modern education is primarily concerned with developing and sharpening the analytical and critical faculties and with training in logical modes of thought. Regretful is the fact that quite a few Koreans are still apt to rely on their intuition, when they should resort to analytical thinking. The students in our charge should by no means be like the older generation. The teaching of critical or analytical thinking should be one of our most important obligations. To train the students in habits of analytical or critical thinking, we can draw on techniques and materials from a number of areas and disciplines. <sup>42)</sup> We can teach the students, for example, how to approach critically the use of the language we meet in advertising, political speeches, and other prose designed to persuade by appealing to emotion.

In foreign language learning, however, this kind of critical evaluation of words and

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41) "5 syllables per second" ——— Robert F. Maston in a lecture at Cheju City.

42) cf. Mary Elizabeth Fowler, *Teaching Language, Composition and Literature*, pp. 50-58.

meaning should come after the mastery of the fundamentals of the language, that is, the structure and the sound system in conjunction with a limited vocabulary. As for the students' concepts of *nouns* or *verbs*, the writer would like to bring to mind the following facts:

(1) The parts of speech, in any language, are not watertight compartments.<sup>43)</sup>

(2) One of the most important findings of modern linguistics is that there is no such thing as a universal grammar for all languages.<sup>44)</sup>

(3) The confusion of arbitrary English patterns with universal logic will harm the students' learning more than it helps.<sup>45)</sup>

The students' already-acquired concepts of nouns or verbs, therefore, cannot be valued too much. This does not mean that the use of the aural-oral approach will require the students to approach language as a baby does. Its guiding principles consist of pattern practice and contrastive analysis. On one hand, it requires constant practice of the language patterns, and on the other hand, it demands that we make a careful comparison of the structure of the students' mother tongue and that of the target language, with a view to discover trouble spots and to arrange teaching materials accordingly. This kind of contrastive analysis is especially necessary and important in our case because of the difficulty arising from the vast difference in linguistic structure between English and Korean.<sup>46)</sup>

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43). "At some points nouns can scarcely be distinguished from pronouns. Adverbs approach prepositions in one direction and conjunctions in another. Some words are both verblike and nounlike."—Paul Roberts, *Understanding Grammar*, pp. 17—18.

In the Korean language, too, the situation is similar. Most of the adjectives and the verbs are, in form, coincident with each other. The words to express existence or non-existence, "itta(있다), eoptta(없다)" are treated as adjectives, not as verbs.

44) For example: ① In English, a nominative form is used when a pronoun follows a linking verb. On the contrary, in French, the dative is used in a similar situation. "It is *he*. (Nominative)" vs. "C'est *lui*. (Dative)" ② Where a linking verb is necessary in English, Russian usually does without it. "He *is* a boy." vs. "On malcheek (=He toy)."

45) "The sources of the difficulty rest largely with prescriptivism, a static and simplistic notion of language, and the confusion of arbitrary English patterns with universal logic. These three sets of errors are intimately related, each reinforcing the others. Any thoroughgoing reform must attack all three as decisively as possible and work for their complete and permanent banishment from the classroom."—H. A. Gleason, Jr., *Linguistics and English Grammar*, p.493.

46) The Language Research Institute of Seoul National University is reportedly making an organized comparison of the structure and the sound system of Korean and English. This comparative study is expected to go far toward preparing more appropriate teaching materials.

(40) On “neglecting the knowledge of American or English life and culture”:

This view is closely connected with the recurring debate between teachers who advocate English teaching for “cultural” or “educational” purposes and those who are for “practical” purposes.<sup>47)</sup> In fact, many teachers seem to claim that secondary school English education should seek to promote the understanding of the cultural backgrounds and the ways of life of the English-speaking nations, rather than aim for a practical command of English. They ask, “How many of our students will use English for practical purposes?”

To examine this matter, let us take a fresh look at the actual situation. In our schools today, we can often distinguish a gap between what the teachers wish to accomplish and what the students want from the teachers. We know that quite a few students study English because they have to, not because they want to. Such students really do not expect much from their teachers except, perhaps, good grades. On the other hand, there seems to be an increasing number of students who expect pragmatic results from their efforts in studying English. Whether or not we believe in pragmatism in school education, the demand is there. This being the case, should we not give first consideration to such a demand, instead of going around in circles on hypothetical, idealistic, or emotional bases?

We sometimes hear teachers say, “Our students may be poor in English itself, but they are fairly knowledgeable about the English-speaking world.” But, how much knowledge do they really gain through the present methods of studying English, i. e., in classes with a priority of “cultural” objectives over “practical” ones? Is such knowledge obtainable merely by reading the same things in translation? The writer has a serious doubt that the “cultural” objectives are actually being accomplished in such classes, if the *practical* objectives are being neglected. Language is basically a tool for communication, and *culture* is obtainable through the language only when one becomes able to communicate in that language. Otherwise, one only learns *about* the language and learns *about* its culture in his native language. Unfortunately, this is what is happening in our schools today. Whether the “cultural” or “practical” objectives are chosen as the first priority, it still remains a fact that our students must first learn to communicate in the

47) The Ministry of Education has officially set forth the four objectives of English teaching. (See p. 40 of this paper.) The first two objectives are concerned with a practical command of oral and written English, and the other two pertain to the promotion of international understanding.

target language. Consequently, the aural-oral approach, the writer believes, is the most efficient and time-saving way to reach that goal of effective communication.

The writer, however, is not denying the desirability of teaching the cultural content of the English language as the students ascend to a higher level or after the mastery of the structure and the sound system has been achieved. In the upper grades of high school and in college, some portion of the class-hour may be spent to analyze the cultural concepts reflected by the language.

As Barbara Mintz has said, "Inadequate knowledge of the cultural concepts might lead to the wrong use of the language."<sup>48)</sup> A language always reflects the culture it comes from, and this reflection includes the very thought processes of the people in that culture. In order to lead the students to a better understanding of English culture, we can compare our own cultural patterns with those of English speakers, or the students may be asked to go through a process which Dr. Anita Pincas calls "cultural translation."<sup>49)</sup> Using this process, the students list the cultural items in a given passage and rewrite the English passage to conform to their native culture. In any case, this kind of work should be restricted to college students or to upper grade students of high schools. The major portion of class work, on the middle school level through college, must be devoted to cultivate a practical command of oral and written English for effective communication.

#### V. Conclusions : Suggestions for English Teachers

The recent theoretical advances, in linguistics and psychology, sometimes make the teachers doubt whether they are up to date, or whether their practice is theoretically justified. For example, the transformationalists, who distinguish *language competence* from *language performance*, claim that a language is learned through an active cognitive process rather than an externally imposed process of conditioning and drill which the oral approach makes much use of. For the present, however, we do not have any new set of methods yet to replace the oral approach in our classrooms. Furthermore, Noam Chomsky gives us the following warning:

I am, frankly, rather skeptical about the significance, for teaching of languages, of such insights

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48) Barbara R. Mintz, in her lecture on "Culture and Language Learning" delivered at Cheju University, October, 1967.

49) Anita Pincas, "Cultural Translation for Foreign Students of English Language and Literature," *Language Learning*, Vol. X II, No. 1, 1963. pp. 15-25.

and understanding as have been attained in linguistics and psychology.<sup>50)</sup>

Perhaps nobody knows exactly how people learn and what variables<sup>51)</sup> are important in language learning. But we teachers must have an approach or a rationale within which to work. For the present, it is the oral approach or *scientific approach*, as called by Robert Lado.<sup>52)</sup> There may emerge, in due course, a revolutionary pattern of language teaching in which new linguistics, new psychology and new educational goals are united, and in which theory and practice are well merged. But it has not yet happened. Therefore the writer asks the Cheju-Do teachers to believe in the *broad* foundation of the oral approach and to develop their own working techniques adapted to their classrooms.

The reality facing the English teachers in Cheju-Do is truly formidable. The writer has noticed that most conscientious teachers are greatly disturbed by the discrepancy between the concept they wish to accept and the actuality they must carry out in their classrooms. It is, however, imperative that we English teachers should be as *scientific* as possible even within this reality. With a consideration of the teacher's task within the framework of the Cheju-Do reality, the writer has suggested, in the preceding chapter, how to break the routine of oral practice, how to lessen the harmful effects when translation has to be resorted to, and how to meet the students' reasoning ability and their desires for intellectual content.

The writer is also of the opinion that except for English majors at college "hearing" and "speaking" may be considered the *means* rather than the first and last practical goal. Korean students are psychologically "visually oriented" and classroom efforts should center primarily on developing the ability to understand English through the eye as well as through the ear, without mental translation into Korean.

As for the Ministry of Education-approved textbooks, they are neither systematically prepared nor suitable for pattern presentation, transformation, and expansion. The textbook monitors in the Ministry seem to feel that there must be more to English study than the drilling of important patterns. They think there must be flavor, beauty, and

50) Noam Chomsky, "Linguistic Theory," Northeast Conference on the Teaching of Foreign Languages, Report of the Working Committees, 1966, p. 43.

51) cf. Robert L. Politzer, "An Investigation of the Order of Presentation of Foreign Language Grammar Drills in Relation to Their Education," (U. S. Office of Education, Bureau of Research, Project 5-1096, September, 1967.)

52) cf. Robert Lado, *Language Teaching: A Scientific Approach*, McGraw-Hill, N. Y., 1964.

wisdom embedded in stories and essays requiring a breadth of vocabulary and idioms. How then can we be *scientific* within this framework of overstuffed textbooks in overcrowded classrooms?

The writer suggests that the teacher should systematize the materials of the textbook for a more scientific presentation to his students, utilizing concepts of contrast, patterns, immediate constituent analysis, and transformation. That is to say, the teacher analyzes the lesson, systematizes its problems and mimeographs questions, patterns, and exercises for every member of his class before the textbook lesson is undertaken. It will be his personalized arrangement of the lesson and will indicate his appreciation for his students' abilities and his responsiveness to challenge. This kind of study plan will, among others, harness the energy of the students to share the responsibility for language learning. We have observed that many students consult the "cribs" and merely copy the translation for the assignments. It is not a preparation at all. The teacher should prepare the students——as well as himself——to comprehend and to participate in the textbook lesson. He is also reminded that he can hardly bring his students, who have only 5 class-hours a week, to the four-skill efficiency level (which the Ministry of Education Syllabus suggests), unless the fundamentals of language are presented systematically in some form of guided home study.

We have no magic method, no effortless way to teach or learn a foreign language. Let us devote our additional efforts and off-hours to the improvement of our teaching. Someday the achievement of our students may become the evidence of our success as teachers of skills and provide us with the rich professional satisfaction that is not now entirely ours.

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