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ABSTRACT

The 1986 volume of the Teachers of English to Speakers of Other Languages (TESOL) newsletter includes articles on computer-assisted language learning; writing instruction; international teaching of English as a second language (ESL); computer software and courseware; learners' rights; Islam in the ESL classroom; English for international teaching assistants; reform in English teaching in Egypt; intensive English enrollment forecasting; ESL in the developing world; listening comprehension instruction; part-time teaching issues; cloze procedure; library collections for ESL; increasing reading rates; teaching reciprocal questioning; word processing in ESL composition; program self-evaluation; amateur radio and ESL; master's degrees and ESL teaching; communicative writing for overcoming cultural barriers; and teaching in an open university overseas. Professional announcements, association notes, book and materials reviews, and notes on successful teaching techniques are also included. (MSE)

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Vol. XX No. 1 | Teachers of English to Speakers of Other Languages | February 1986

USIA/Macmillan to Produce Series:

English Language Teaching by Broadcast

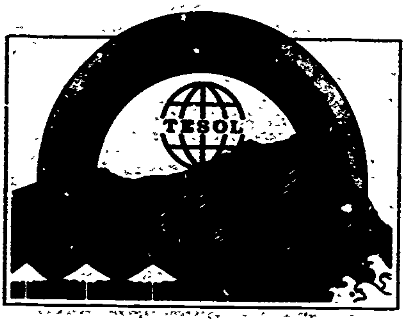
On Friday, December 13, 1985, Director Charles Z. Wick of the United States Information Agency (USIA) signed a cooperative agreement with Macmillan Publishing Company to produce the long-awaited *English Language Teaching by Broadcast* series.

As reported in the April 1984 issue of the *TESOL Newsletter*, a grant of approximately $260,000 had been awarded to TESOL by the USIA to conduct a background study in preparation for producing such a series. This grant enabled USIA and TESOL to complete a world-wide survey of English language needs and broadcast facilities as a necessary preliminary step. A four-person research team visited Colombia, Brazil, Senegal, Togo, Germany, Tunisia, Turkey, Pakistan, Indonesia and Korea during the survey period. Their findings were presented at a conference organized by TESOL and held February 29-March 2, 1984 at Glen Cove, New York. This conference, attended by experts in English language teaching and in broadcast media from around the world, set up three major tasks: 1) to define and refine the goals of the project; 2) to establish the format of the basic television series; and 3) to make recommendations for radio and supplementary print materials.

Once those tasks were accomplished and materials were reviewed, the USIA sent out a request for proposals, with the result that the Macmillan Publishing Company was selected to produce the series.

"Your advice and wise counsel were invaluable in helping me to arrive at the decision to proceed with this major effort" wrote USIA Director Wick to TESOL's Executive Director James E. Alatis.

The target date for release of the first 13 television programs, 26 radio programs, student texts, workbooks, and supplementary readings, as well as video and audio cassettes and teacher aids is April 1988. Regional adaptations should follow shortly thereafter.



Hawaii Hosts 1986 Summer Institute

by Kathleen M. Bailey

The first TESOL Summer Institute was held in 1979 at the University of California, Los Angeles, following the model of summer institutes offered by the Linguistic Society of America. Since that time, the TESOL Summer Institute has been hosted by the University of New Mexico (1980), Teachers College, Columbia University (1981), a consortium consisting of the University of Chicago, Northeastern Illinois University, Northwestern University, and the University of Illinois at Chicago Circle (1982), the University of Toronto and the Ontario Institute for Studies in Education (1983), Oregon State University (1984), and Georgetown University (1985). Over two thousand participants—teachers, aides, students, and researchers from all parts of the globe—have attended and contributed to these programs.

A Rainbow of Perspectives in TESOL

The 1986 TESOL Summer Institute will be hosted by the ESL Department at the University of Hawaii at Manoa. The theme of the Institute is **A Rainbow of Perspectives in TESOL**. In ancient Hawaiian legend, there is a tradition that when a rainbow appeared, something important was about to happen, and this indeed is the case. The 1986 program will carry on the tradition of previous summer institutes in bringing together a variety of students and scholars to exchange research findings, materials, and teaching ideas. Furthermore, given its geographic location, this year's institute will be accessible to EFL teachers throughout the Pacific Basin.

The rainbow is an appropriate emblem for the program, since it embodies the color and the beauty of Hawaii, as well as the diversity of perspectives found in the TESOL profession. That diversity is represented in classes ranging from core courses in teaching the four skills, bilingual education, language testing, and phonology and grammar for teachers, to seminars on innovative methods, communicative language teaching, content-based instruction, English for specific purposes, and the use of authentic language in teaching; research seminars including language universals, language transfer, research methods, psycholinguistics, interlanguage studies, research methodology, second language acquisition, sociolinguistics, and classroom-centered research; and more unusual offerings, such as "Pidgin and Creole English in Hawaii," "Language Education and the Deaf," and "ESL Program Administration."

In addition to these three- and six-week courses, the 1986 TESOL Summer Institute will include the Forum Lecture Series, a special non-credit workshop program, a two-day colloquium on pidgins and creoles focusing on their implications for language education and research, Occasional Papers, and Friday Sessions, all of which will promote the exchange of ideas outside the parameters of regularly scheduled class meetings. These professional activities, coupled with the beauty and diversity of Hawaii, promise to make the 1986 TESOL Summer Institute a program to remember. For further information, write to Pamela Pine, Assistant Director, 1986 TESOL Summer Institute, c/o ESL Department, University of Hawaii, 1890 East West Road, Honolulu, Hawaii 96822, U.S.A.

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President's Note to the Members

Susanna Moodie was an upper class English woman who emigrated to Canada in 1832, settling on a remote bush farm with her husband. Not much in her education had prepared her to face life as a pioneer. Her alienation from, and distaste for, the people and situations with which she was obliged to deal are unconcealed in the books she wrote about her experiences—*Roughing it in the Bush* and *Life in the Clearings*.

Though interesting historically and compelling because of the force of the author's personality, her books are by no means literary works of art. To my mind, Margaret Atwood's collection of poems, *The Journals of Susanna Moodie*, loosely based on Moodie's experiences, do merit that description.

My personal favourite in the collection is 'First Neighbours'. Like much of Atwood's writing, this poem presents a harsh and threatening picture of reality. Perhaps you might consider it a strange choice for my final contribution to the *TESOL Newsletter* tradition of President's Notes. But most of us, surely, would own up to at least the occasional dark moment, and this poem captures for me with cutting precision what I myself have experienced when moving into more than one new setting. I have been treated—and have even come to see myself—as 'a minor invalid, expected to make inept remarks, futile and spastic gestures'. I am well aware that in other company I have no such affliction. I have had to struggle to get my message across when people are 'speaking a twisted dialect to my differently-shaped ears' and 'where my damaged knowing of the language means prediction is forever impossible.' At these times, I am glad of the protection of the 'chapped tarpaulin skin' which I too have grown. And on these occasions, I heed Atwood's advice 'to be both tentative and hard to startle'. That way, I reveal less of my discomfort.

This poem has helped me personally in several challenging situations perhaps because it paints so vividly the failure and hurt I would rather deny. It has also had an effect on how I perceive my work in ESOL. From the very first time I read it, I was struck by how little reason I had to identify with the poem's persona when I compared myself with my students. My English was without doubt better than theirs, my education usually more extensive and, unlike them, I occupied a position of authority in most of my interactions. I looked beyond the darkness of Atwood's phrases for suggestions that would help my students overcome their feelings of inadequacy and cope with the almost inevitable moments of depression which they would have as they moved into a new language and culture.

The poem encouraged me to reassure them that feelings of dislocation and alienation are not restricted to the second language learner. It also stressed the importance of my making it clear that I saw them, child or adult, as perfectly competent human beings in settings that allowed them to use their native language or dialect and the cultural behaviours associated with it. I could work at helping them reduce the number of occasions on which prediction would fail them. I could provide a protective environment within my programs to keep the worst of the 'drizzle' off them. I could let them know that I appreciated the reasons why they might be 'tentative'. I could applaud their resolution when they refused to be like putty in my hands and instead provided evidence of their personal integrity by being 'hard to startle'.

Hopefully, neither you nor your students will need 'First Neighbours' too often, either as a reminder or as a comfort. For the moments you do, I send it—to all my TESOL colleagues around the world—as a Canadian gift of words.

FIRST NEIGHBOURS

The people I live among, unforgivingly
previous to me, grudging
the way I breathe their
property, the air,
speaking a twisted dialect to my differently-
shaped ears

though I tried to adapt

(the girl in a red tattered
petticoat, who jeered at me for my burned bread

Go back where you came from

I tightened my lips; knew that England
was now unreachable, had sunk down into the sea
without ever teaching me about washtubs)

got used to being
a minor invalid, expected to make
inept remarks,
futile and spastic gestures

(asked the Indian
about the squat thing on a stick
drying by the fire: Is that a toad?
Annoyed, he said No no,
deer liver, very good)

Finally I grew a chapped tarpaulin
skin; I negotiated the drizzle
of strange meaning, set it
down to just the latitude:
something to be endured
but not surprised by.

Inaccurate. The forest can still trick me:
one afternoon while I was drawing
birds, a malignant face
flickered over my shoulder;
the branches quivered.

Resolve: to be both tentative and hard to startle
(though clumsiness and
fright are inevitable)

in this area where my damaged
knowing of the language means
prediction forever impossible

"First Neighbours" from *The Journals of Susanna Moodie* by Margaret Atwood, © Oxford University Press, 1970. Reprinted by permission of the publisher.

JEAN HANDSCOMBE

Héctor M. Pēña Resigns from TESOL Executive Board

Mary Ashworth Elected to Fill Vacancy

It was with a real sense of loss that the Executive Board of TESOL learned of Héctor M. Peña's resignation from the Board in mid-October. Mr. Peña cited as the reasons for his resignation the "many obligations" that he has had to assume at his institution together with other professional responsibilities. His letter of resignation concluded with the words, "If I can be of some help in this part of the world, please let me know." Mr. Peña continues to be a very active member of Puerto Rico TESOL, having recently served as its vice president and president.

As provided for in the TESOL constitution, this Board vacancy was filled by a majority vote of the members of the Executive Board. Mary Ashworth, professor of education at the University of British Columbia, was elected to fill this position. Professor Ashworth is an active member of British Columbia Teachers of English as an Additional Language (B.C. TEAL) and has had an honorary lifetime membership in B.C. TEAL awarded to her. She has served as associate chair and chair of TESOL's Teacher Education Interest Section.

TESOL '86 TESOL '86

135 Programs Endorse Statement on Core Standards

The TESOL publication "Statement of Core Standards for Language and Professional Preparation Programs" (also printed in "The Standard Bearer" in the April 1985 *TESOL Newsletter*) has been distributed to language programs and institutions through affiliate efforts and individual requests from previous announcements in the *TESOL Newsletter*. As of November 1985 more than 135 programs have written statements of endorsement which are now on file at the TESOL Central Office.

There will be an open meeting of the Committee on Professional Standards at the TESOL convention in Anaheim on Wednesday, March 5, 1986 at 4:30 p.m. to consider revisions of the materials that accompany the Core Standards: the self-study manual and specific standards for elementary and secondary, adult education, post-secondary and professional preparation programs. The preliminary materials have been sent to those programs already undergoing self-evaluation, but the Committee is now ready to produce a revised edition.

Any program director wishing to endorse the Standards may refer to the April 1985 *TESOL Newsletter* and write a letter of endorsement on program stationery to the TESOL Central Office. Should your program have already endorsed the Standards, but is now ready to undergo a self-study, contact Susan Bayley at the TESOL Central Office for a copy of the preliminary self-study manual and specific standards for your program. Write to Susan at the new Central Office Address: TESOL, 1118 22nd St., N.W., (Suite 205), Washington, D.C. 20037 U.S.A.

TESOL Central Office Moves Closer to CAL

TESOL, CAL, SIL, IRAC and APACC have something in common other than the fact that they are all language/culture-related organizations. TESOL you know, but do you know CAL (Center for Applied Linguistics), SIL (Summer Institute of Linguistics), IRAC (IndoChinese Refugee Action Center) and APACC (Asian-Pacific American Chamber of Commerce)? The TESOL central office is now housed under one roof with these other organizations. Its new address is TESOL, Suite 205, 1118 22nd Street, N.W., Washington, D.C. 20037, U.S.A.

Although the TESOL central office is now off the main campus of Georgetown University and more centrally located in the District of Columbia, it is still very much a part of the university. Its telephone number (202-625-4569) has not changed, it still depends on various university services, and staff members are still employees of the university. The rather abrupt move was necessary because of the complete gutting and remodeling of the DC Transit Building where TESOL headquarters had been located since the spring of 1980, and no space was available on campus at this time. TESOL is now a close neighbor and, in fact, a tenant of our good friends and colleagues at the Center for Applied Linguistics.

The Central Office staff. Front, left to right: Carolyn Bailey, secretary; Ann Ailes, convention assistant (temporary); Susan Bayley, field services coordinator. Back: Rosemarle Lytton, convention coordinator; James Alatis, executive director; Carol LeClair, executive assistant; Julia Frank-McNeil, publications coordinator; Sheikh Shafi, accountant; Josette James, receptionist; and Edmund La Claire, rship and placement coordinator.

Secondary School I.S. Convention Program

Here are the exciting details of the program for the Secondary School Interest Section. The academic session, scheduled for March 6th from 2:00-4:15 p.m., is entitled Using Technology with Secondary Students: Computers and Video. Barbara Agor, Nancy Giles and Patrice Lancelot (New York), will share their experiences in using computers to teach ESL. Kay Stark (Connecticut) will demonstrate how she has used video with her secondary ESL students.

The varied topics for the discussion sessions (formerly rap sessions) scheduled for March 4th and 6th from 6:15 to 7:00 p.m. are as follows: 1) Order from Chaos: Successful Strategies for Multi-Level Classes, Lisa Brodkey (California); 2) Attention Secondary Teachers: Grants and How to Get Them, Jane Geraci, Susan Kulik, Richard Quintanilla (New York City) and Diane Beth Lindsay (Rome, Italy); 3) Addressing the Problems of Scheduling High School ESL Students, Janet Gerba (New Jersey); 4) Self-Monitoring: Techniques Developing Student Responsibility for Mastery, Mary Pold (Chicago); 5) Providing a Mutual Support System Between the ESL and Classroom Teachers, Sandra Ross (Colorado); and 6) Live Wires: Let's Put a Spark in the Language Lab, Janie Duncan (Vermont).

A Swap Shop is also planned for March 7th from 2:00-4:00 p.m.

The business meeting will take place on March 5th from 8:30-10:15 a.m.

Helene Becker
Associate Chair, SSIS

Ian C. Gertsbain Memorial Fund

On July 19, 1985 TESOL lost a good friend, Ian C. Gertsbain. Victim of a traffic accident, Ian died in Beijing, People's Republic of China, where he was working for the China/Canada Human Resources Training Program (*TN*, 19:5).

Contributions to a memorial fund set up by TESL Canada may be sent to the Ian Charles Gertsbain Memorial Fund, c/o TESL Canada, 52 Eastmount Avenue, Toronto, Ontario M4K 1V1, Canada.

The fund will be used to support producing and distributing a volume entitled *TESL '85 Conference Proceedings* that will be distributed to all TESL Canada members and all others who contribute to this fund.

IN MEMORIAM
THOMAS BUCKINGHAM
1933-1985

Tom Buckingham

You couldn't miss that mustache. When you saw him, whether deep in discussion at a convention, standing in front of a classroom, or standing at the bar, beer in hand, you were struck first by that long bushy mustache, and the ready smile and hearty hi! that instantly appeared when you caught his eye. Tom had a joy about him that always seemed to rub off on those around him. And TESOL received a good deal of that joy and of Tom's expertise and professionalism. He willingly gave his time and energy to TESOL—one of those volunteers who has helped to make it the organization it is today. Tom was a member of the Executive Board of TESOL from 1978-1981, a past chair of the Applied Linguistics Interest Section (and a founder of AAAL). He was a member of the *TESOL Newsletter* editorial staff from 1977 to 1983, chair of the TESOL Rules and Resolutions Committee for three years, and for a number of years he acted as the parliamentarian for the TESOL Legislative Assembly. Tom was a founder of TexTESOL IV in Houston and acted as its first executive secretary. He had an active career as speaker and workshop presenter at local, regional and international TESOL gatherings and was a much sought after consultant.

Tom began his ESL career at the Quaker Boys School in Ramallah, Jordan in 1955 where he taught until 1958. He then taught high school in Moravia, New York (his home state) until 1963. From 1963 to 1968 he served as the director of the Orientation Program at American University, Beirut, Lebanon and returned to the U.S. to finish his doctorate at Pennsylvania State University in 1970. From 1970 to 1972 Tom was associated with the University of Illinois as the residential director of the Master's Degree Intern Program for Teaching ESL at Bayamon, Puerto Rico and from 1972 to 1977 he was an assistant professor in the Division of ESL at the University of Illinois in Champaign. From 1977 to 1983 he served as professor of English and the assistant director of the Language and Culture Center at the University of Houston and was the president of Thomas Buckingham and Associates, an educational consulting firm until his death.

Tom is the author of a number of books and articles but his enduring quality will be his even and happy temperament—his love of people. He will be remembered by his three children, his students, his colleagues and friends as not only a man who loved people and his profession, but a man who loved life. We will miss that mustache—and the man behind it.

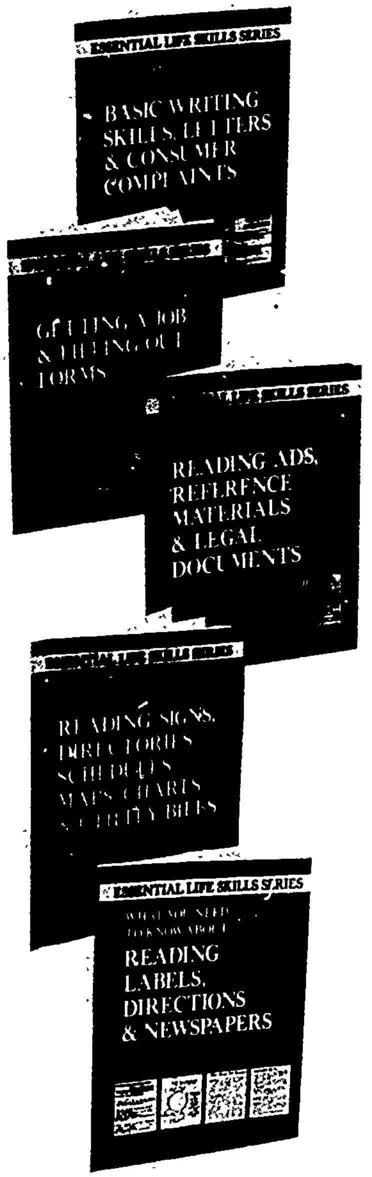
by John Haskell

Nominations Invited by MLA

1985 Mina P. Shaughnessy and Kenneth W. Mildenberger Prizes

The Committee on Teaching and Related Professional Activities of the Modern Language Association (MLA) invites nominations for the sixth annual Mina P. Shaughnessy and Kenneth W. Mildenberger Prizes. The committee solicits its submissions for the Mina P. Shaughnessy Prize for an outstanding research publication in the field of teaching English language and literature and for the Kenneth W. Mildenberger Prize for an outstanding research publication in the field of teaching foreign languages and literatures. Each prize will be awarded for a work (book or article) published in 1985. Authors of works nominated need not be members of MLA. In selecting recipients for the prizes, the selection committee will look for evidence of fresh and effective approaches to teaching and for works that are likely to be widely useful. Each award, which consists of a check of $500, a certificate, and a year's membership in the MLA, will be announced and presented at the association's annual convention in December of 1986.

To enter works into competition, send six copies of each work and a letter of nomination indicating the titles submitted, the authors, and the dates of publication to either the Mina P. Shaughnessy Prize or Kenneth W. Mildenberger Prize, Modern Language Association, P.O. Box 788, Cooper Station, New York, NY 10276. Nominations will be accepted until 1 May 1986. For further information, please contact Theresa Kirby, Research Programs, Modern Language Association.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TESOL Members and Friends Honored

Kenneth L. Pike Honored By Election to NAS

Kenneth L. Pike, professor emeritus of linguistics at the University of Michigan, was recently elected to the National Academy of Sciences.

Election to membership in the academy recognizes "distinguished and continuing achievements in original research," and is considered one of the highest honors an American scientist or engineer can achieve. Pike is one of 60 newly-elected members, bringing the total academy membership to 1,453.

Pike, who retired from the University of Michigan in 1979, achieved world recognition for his contributions to the field of linguistics. His work ranged from the high literary languages such as Spanish and English to the languages of Mexican and South American jungles, the highlands of New Guinea and the Australian deserts.

He began his career as a missionary, earned his doctorate from the University of Michigan and joined its faculty in 1948. Upon retirement, Pike was cited as "a major theoretician and the principal trainer of the largest and most active group of descriptive linguists the world has ever seen."

From the *Racham Report*, University of Michigan, Fall, 1986

ESP Journal Announces Change of Editors

The *ESP Journal* recently announced a change in editors. Grace Burkhart, formerly editor, has become consulting editor. The new editors are Ann Johns and John Swales. Henceforth manuscripts, correspondence and items for possible review should be addressed to: Ann Johns, Department of Academic Skills, San Diego State University, San Diego, California 92182, U.S.A. or John Swales, English Language Institute, University of Michigan, Ann Arbor, Michigan 48109, U.S.A.

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J. E. Alatis Awarded the Vicennial Medal by Georgetown University

James E. Alatis, TESOL's executive director, was awarded a Vicennial Medal by Georgetown University at a formal convocation in November 1985.

Established 35 years ago, the Vicennial Medal is an award granted in recognition of 20 years of service to the university. Gold medals are awarded to full-time faculty and staff and silver medals to part-timers.

The tribute to Dr. Alatis which was read at the award ceremony is recorded in *The Hoya* (a Georgetown University publication), November 22, 1985:

"Prior to his arrival at Georgetown, Dr. Alatis had been a Fulbright Scholar at the University of Athens, English Teaching Specialist at the U.S. Department of State, and Chief of the Language Research Section of the U.S. Office of Education. First appointed Associate Dean of the School of Languages and Linguistics in 1966, he became Dean in 1973 and was promoted to Professor of Linguistics in 1975. In addition to his duties at Georgetown, Dr. Alatis has, since 1966, served as Executive Director of Teachers of English to Speakers of Other Languages, an international professional organization, and, since 1981, as President of the Joint National Committee for Languages and the Council for Language and Other International Studies, a consortium of the major language and international studies organizations. In his twenty years at the university, Dr. Alatis has enjoyed a wealth of experiences and engaged in a wide range of activities, but without question, his happiest times have been and continue to be the hours spent in the classroom teaching Modern Greek to the young men and women of Georgetown."

In accepting the award, Dr. Alatis spoke of the importance of the medal to him. "It means the culmination of a career of teaching . . . and honor in a career and a university I believe in."

Rosita Apodaca and Josie Tinajero Win Recognition

The Mexican American Women's National Association honored seven women in education on June 8, 1985, at a dinner at Tigua Indian Reservation. Among the honorees were Rosita Apodaca and Josie Villamil Tinajero, both members of TESOL and TEXTESOL I.

Rosita Apodaca has gained recognition as a program designer—notably the HILT (High Intensity Language Training) program for the El Paso Independent School District. She is a past president of TEXTESOL I and director of Bilingual Education for K-12 for the Dallas Independent School District.

Josie Tinajero is an assistant professor in the College of Education at the University of Texas at El Paso. Her most recent honors include an Outstanding Service Award from the Bilingual Bicultural Conference. She was also named Outstanding Young Woman of America.

Patricia L. Carrell and Christopher M. Ely Receive Awards at ACTFL Meeting

At the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL) in New York City in November 1985, two TESOL members, Patricia L. Carrell and Christopher M. Ely, received recognition for their scholarship in foreign language education.

Dr. Patricia Carrell, associate dean of the Graduate School, professor of linguistics, and professor of psychology at Southern Illinois University in Carbondale, received the Paul Pimsleur Award for Research in Foreign Language Education. At the awards reception Dr. Carrell was presented a commemorative plaque and told that "taken together, her work constitutes strong evidence of the impact of cognitive structures (schemata) on effective information processing in a second language." The work referred to is three articles. "Evidence of a Formal Schema in Second Language Comprehension," *Language Learning*, June 1984; "Effects of Rhetorical Organization on ESL Readers," *TESOL Quarterly*, September 1984; and "Schema Theory and ESL Reading," *Modern Language Journal*, winter 1984.

Dr. Carrell earned both her M.A. and Ph.D. in linguistics at the University of Texas at Austin and came to Southern Illinois University in 1968. Her research interests include first and second language acquisition, cognitive psychology, English structure, history of linguistics, and African linguistics.

Dr. Carrell has written dozens of journal articles, chapters in professional books and book reviews and has presented scores of papers at professional meetings.

Dr. Christopher Ely, assistant professor in the Department of English and director of the Intensive English Institute at Ball State University, Muncie, Indiana, has been granted the Emma Marie Birkmaier Award for Doctoral Dissertation Research in Foreign Language Education. For his doctoral dissertation at Stanford University in 1984, Dr. Ely constructed and tested a model in which motivation, personality, language learning aptitude, and other variables were hypothesized to influence classroom participation, which in turn was posited to affect oral and written language proficiency.

After earning his B.A. in English literature at Principia College, Dr. Ely served as a Peace Corps Volunteer for six years in Korea where he taught EFL. Upon his return he studied for an M.A. in TESL at Teachers College, Columbia University, and in linguistics at Michigan State University. He currently has a Ball State Faculty Research Grant to study the instructional interaction of foreign graduate students.

Dr. Ely is a member of Phi Delta Kappa, the National Association of Foreign Student Affairs, ACTFL, and TESOL. He is treasurer of the Indiana TESOL and co-chairperson of its 1986 conference.

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CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

NATIONAL ASSOCIATION FOR DEVELOPMENTAL EDUCATION

The tenth annual conference of the National Association for Developmental Education will be held in Chicago, March 12-15. The conference will feature speakers and presentations on all aspects of developmental education and learning assistance. Participants can expect to learn current theory and practice for assisting underprepared and disadvantaged students in reaching their academic potential. For more information contact Sharon Silverman, Loyola University of Chicago, Counseling Center, 6525 N. Sheridan, Chicago, Illinois 60626, Telephone: (312) 508-2740.

TEAL '86 CONVENTION IN RICHMOND, BRITISH COLUMBIA

The Association of B.C. TEAL will hold its 19th annual convention March 13-15, 1986 at the Richmond Inn, 7551 Westminster Highway, Richmond, British Columbia. The convention theme is **Looking Ahead**. For more information, contact B.C. TEAL, P.O. Box 82344, Burnaby, British Columbia V5C 5P8, Canada. Telephone: (604) 682-3525.

AMERICAN HUMOR FOCUS OF 1986 HUMOR CONFERENCE

The 1986 TAASP/HUMOR* Humor Conference will be held March 28-April 1, 1986 at Arizona State University in Tempe, Arizona. The focus of this year's conference is **American Humor**. There will be breakout sessions on humor applications in American, British, French, German, Russian and Spanish literature; art; anthropology; business; education; linguistics; medicine; music; philosophy; popular culture; psychology; religion; sex roles; and sociology.

For more information, write to: Don and Alleen Nilsen, WHIM Program Chairs, English Department, Arizona State University, Tempe, Arizona 85287, U.S.A.

* TAASP—The Association for the Anthropological Study of Play; WHIM—World Humor and Irony Membership.

20TH IATEFL CONFERENCE IN BRIGHTON, ENGLAND

The 20th annual conference of IATEFL (International Association of Teachers of English as a Foreign Language) will take place in Brighton, England, April 1-4, 1986. For more information, contact: IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent CT5 2DJ, England.

MATSOL CELEBRATING 15 YEARS AT ITS SPRING CONFERENCE

The 15th annual MATSOL Spring Conference will be at Northeastern University, Boston, Massachusetts on April 4th and 5th. The keynote speakers are **David Eskey** (University of Southern California) and **John Rassias** (Dartmouth College). The special problems/issues of permanent residents will be the focus of a panel discussion entitled **Our Permanent Residents: Bridging the Gap Between High School and College**. For more information contact: Judy deFilippo, Conference Chair, Northeastern University, English Language Center, Room 206BY, 360 Huntington Avenue, Boston, Massachusetts 92115. hone: (617) 437-2455.

NABE CONFERENCE SET FOR CHICAGO, ILLINOIS

The 15th annual conference of the National Association for Bilingual Education will be held in Chicago, Illinois April 1-5, 1986. Academic Excellence and Equity Through Bilingual Education is the conference theme. For more information, contact: Maria M. Seidner, Illinois State Board of Education, State of Illinois Center, Suite 14-300, 100 West Randolph, Chicago, Illinois. Telephone: (312) 917-3850.

BRITISH COUNCIL ELT MEETING IN SORRENTO, ITALY

The annual meeting of the English Language Teaching Division of the British Council will take place April 17-20, 1986 in Sorrento, Italy. The theme of this meeting is **English in School**. More information may be obtained from Roy Boardman, British Council Teaching Centre, Rione Sirignano 5, Naples, Italy.

NATESLA CONFERENCE IN SHEFFIELD, ENGLAND

The National Association for Teaching English as a Second Language to Adults Conference will be held April 18-20, 1986 in Sheffield, England. The theme is **New Directions in ESL**. For more information, write to: NATESLA News, 42 Elm Park, London SW2 2TX, England.

TESOL FRANCE

The 5th annual convention of TESOL France will be held April 19-20 in Caen, France. Keynote speaker will be **Diane Larsen-Freeman**. This will be the first TESOL France Convention held outside the Paris area. For more information on the conference, please contact: Kate Mailfert, Kodak Pathe (DH5) 4G6, 8-26, rue Villiott, 75594 Paris CEDEX 12.

RELC REGIONAL SEMINAR IN SINGAPORE

The RELC Regional Seminar will be held in Singapore April 21-25, 1986. The theme is **Patterns of Classroom Interaction in South East Asia**. More information from: Chairman, Seminar Planning Committee, SEAMEO Regional Language Centre, RELC Building, 30 Orange Grove Road, Singapore 1025, Republic of Singapore.

INTERNATIONAL SIMULATION AND GAMING CONFERENCE

The 17th annual international conference of the International Simulation and Gaming Association will take place July 1-4, 1986 at the University of Toulon on the French Riviera. The theme of ISAGA 86 is Simulation and Communication. The conference will explore how simulation can help our understanding of communication and how a keener awareness of communication may promote better use of simulation. Pre-conference workshops are scheduled for June 28-30. For detailed information about both aspects of the conference, contact David Crookall/ISAGA 86, Université de Toulon, Avenue de l'Université, 83130 La Garde, France. Office telephone: 94-21-58-71; at home: 94-75-48-38.

NAFSA CONFERENCE SET FOR SAN ANTONIO, TEXAS

The 38th annual conference of the National Association for Foreign Student Affairs will be held in San Antonio, Texas, May 11-14, 1986. For more information, write to: Sherie L Voland, Conference Coordinator, NAFSA, 1860 19th Street, N.W., Washington, D.C. 20009. Telephone: (202) 462-4311.

CALL FOR PAPERS FOR JALT CONFERENCE

The Japan Association of Language Teachers (JALT), an affiliate of TESOL and branch of IATEFL, will sponsor its twelfth annual international conference on Teaching and Learning at Seirei Gakuen, Hamamatsu, November 22-24, 1986. The conference will feature over 200 presentations dealing with all aspects of language teaching, learning, and acquisition. Over 1000 people from Japan and abroad are expected to participate.

Proposals for papers, demonstrations, workshops, or colloquia relevant to language teaching/learning/acquisition are warmly encouraged. Guidelines for submission are outlined below. Further information may be obtained from the JALT Central Office.

For proposal consideration, please submit the following to be received by July 1, 1986:

1. Two double-spaced copies of an abstract, typed on letter-size (A4) paper, one with your name and contact address on and one off. This abstract should include an indication of your presentation content and your target audience.
2. On separate sheet(s), please list (A) your name, (B) address, (C) the title of the proposal (less than 10 words), (D) a brief abstract (150-200 words) suitable for inclusion in the program handbook, (E) any technical equipment you would require, (F) your presentation time requirement, (G) a brief personal history (25-50 words) for the program handbook, and (H) where you saw this call for papers.

We regret that honoraria cannot be given to presenters. However, the conference fee for the first presenter listed on the abstract will be waived.

Submissions should be sent to the following address: JALT, c/o Kyoto English Center, Sumitomo Seimei Building—8F, Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 300, Japan.

SYMPOSIUM ON L2 TEACHING AT THE ELEMENTARY SCHOOL LEVEL

The California State Department of Education in cooperation with Advocates for Language Learning (ALL) will sponsor a five-day symposium on second language teaching at the elementary school level. The symposium is scheduled for July 6-11, 1986 at the University of California at Santa Barbara. The program is designed for educators and community representatives associated with enrichment bilingual education, ethnic heritage language, immersion, foreign language, and two-way bilingual immersion programs. Further information and application forms may be obtained by contacting Dr. David P. Dolson, Bilingual Education Office, California State Department of Education, P.O. Box 944272, Sacramento, California 94244. Telephone (916) 455-2872.

Continued on next page

Announcements

Continued from page 7

CONFERENCE ON COMPUTERS IN LANGUAGE RESEARCH AND LANGUAGE LEARNING

The Division of ESL, University of Illinois of Urbana-Champaign will sponsor a conference entitled Computers in Language Research and Language Learning on October 25 and 26, 1986 at the University of Illinois. Keynote speakers include Martha Evans (Illinois Institute of Technology), Robert Hart (University of Illinois), Philip Lieberman (Brown University), and James Marchand (University of Illinois).

Papers are hereby requested for presentation at the conference. They should be of direct relevance to computer application in any one of the following areas: 1) language learning and teaching; 2) stylistics; 3) lexicography; 4) second language acquisition research; 5) speech perception and processing; and 6) translation. Please submit an abstract of no more than 300 words by April 1st. Include the title of the paper and your name, affiliation and address. Also indicate which interest area your paper represents. Presentations should be no more than 45 minutes long. Send abstracts to: Lyle F. Bachman, DESL, 3070 Foreign Languages Building, 707 South Mathews Avenue, Urbana, Illinois 61801, U.S.A.

SCOLT/FFLA CONFERENCE IN ORLANDO, FLORIDA

Planning for Proficiency is the theme of the Southern Conference on Language Teaching and Florida Foreign Language Association conference scheduled for October 16-18, 1986 at the Sheraton World Hotel in Orlando, Florida.

The SCOLT annual conference functions as a center for presentations of recent investigations and new ideas concerning language teaching and learning. Displays of the latest teaching aids, teaching equipment, study-travel programs and publications give the 300-600 participants an opportunity to view and gather foreign language materials for classroom use.

For more information about the SCOLT conference, write to: Christa Kirby, Pinellas County Schools, Largo C & I Center, Largo, Florida 33540.

MIDWEST REGIONAL TESOL CONFERENCE IN ANN ARBOR

The sixth annual Midwest Regional TESOL Conference will be held in Ann Arbor, Michigan on Novembere 6-8, 1986. For more information, write to: Leslie L. Prast, English Division, Delta College, University Center, Michigan 48710. Telephone: (517) 686-9102.

CONFERENCE IN THAILAND: TRENDS IN LANGUAGE PROGRAMME EVALUATION

Chulalongkorn University Language Institute is hosting an international conference in Bangkok during December 9-11, 1986. The topic of the conference is Trends in Language Programme Evaluation, and the themes to be discussed are Approaches to Evaluation; Program Design; Use of Quantitative Tests; Quality Evaluation, and Practical Approaches and Implementation on Program Evaluation. Speakers include regional experts and experts from the United States and Great Britain. Persons interested in attending are cordially welcome. Please write to us for more information: Chulalongkorn University, Language Institute, Prem Purachatra Building, Phyathai Road, Bangkok 10500, Thailand.

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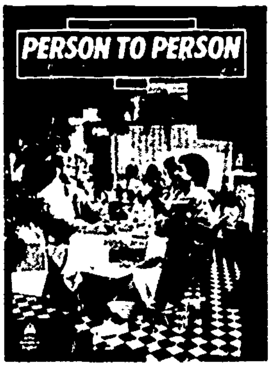

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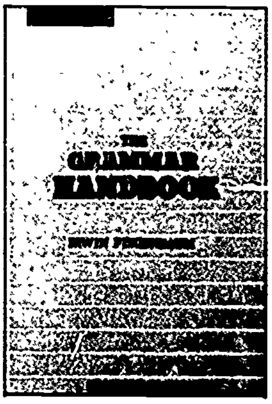

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AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison
Snow College

Upcoming 1986 TESOL Meetings

(Meetings are in the U.S.A. unless otherwise indicated.)

March 13-15	B.C. TEAL, Richmond, B.C., Canada
April 4-5	MATSOL Spring Conference, Boston, Massachusetts
April 4-5	Louisiana TESOL, New Orleans, Louisiana
April 10-12	Tennessee TESOL, Memphis, Tennessee
April 11-12	Kansas TESOL
April 12	TEXTESOL V Spring Meeting, Carrollton, Texas
April 18-19	MIDTESOL Conference, Columbia, Missouri
April 18-20	CATESOL State Conference, Oakland, California
April 18-20	WAESOL Conference, Spokane, Washington
April 19-20	5th Annual TESOL France, Caen, France
April 25-26	D.A.T.E. Conference, Santo Domingo, Dominican Republic
April 25-26	Gulf Area TESOL, West Palm Beach, Florida
May 3	Minnesota TESOL Spring Meeting, St. Paul, Minnesota
May 9-10	Wisconsin TESOL, Eau Claire, Wisconsin
May 30-31	Caribbean Regional Conference, Caracas, Venezuela
June 11-14	SPEAQ Convention, Quebec City, Quebec, Canada
July 7-August 15	TESOL Summer Institute, Honolulu, Hawaii
October 16-18	4th Rocky Mountain Regional, Albuquerque, New Mexico
November 6-8	Southeast Regional, New Orleans, Louisiana
November 22-24	JALT, Hamamatsu, Japan

More information on these meetings from: Susan Bayley, Field Services Coordinator, TESOL, Suite 205, 1118 22nd Street, N.W., Washington, D.C. 20037, U.S.A.

NYS TESOL NEWS

The 15th annual NYS TESOL Conference was held in Syracuse, New York, October 18-20, 1985, with Gary Gabriel and Earl Stevick as keynote speakers. Educational visits, publishers' exhibits and an awards banquet were highlights of the conference as well as over 110 concurrent workshops, papers, and demonstrations.

Election results were announced at the annual business meeting: Fay Pallen, president; Jim Lydon, first vice president; Nancy Dunetz, second vice president; and Executive Board Members: Anna Marie Carrillo, Vel Chesser, Nancy Lay, Patrice Lancelot, Betsy Reitbauer, Jessie Reppy, Margo Sampson, Ruth Sobkowski, and Ann Wintergerst. Jeanette Macero and Pat Tirone are TESOL liaison representatives; Eric Nadelstern serves as immediate past president.

NYS TESOL presented several awards: Recognition Awards to Charles Mackey, supervisor in teacher certification, NYS Department of Education; Jason Friedman, director of elementary education, East Ramapo School District; and Jose Serrano, Chair, Education Committee, NYS Assembly; special awards for Lifetime Dedication to NYS TESOL and Field of ESL to Iona Anderson and Marcelle London; a Distinguished Service Award to Maria Mastrandrea; and a Creative Leadership Award to Eric Nadelstern.

by Jeanette D. Macero
Syracuse University

AFFILIATE/I.S. NEWS

The [illegible] Mary Ann [illegible] Utah [illegible] Send All [illegible] news-[illegible] to her by the deadline stated on page 3 of TN.

TEXTESOL I ANNOUNCES SCHOLARSHIP WINNERS

TEXTESOL I is proud to announce two scholarship winners. Susan York, Ruth Crymes Memorial Scholarship recipient, and Mario Rene Andrew, student scholarship recipient. Susan York is an ESOL teacher at Ysleta Junior High School. She has her degree in education from the University of Massachusetts at Boston and has been a program director at a small private college in Kansas City, Missouri. Mario Andrew attended Bowie High School where he was a member of the National Honor Society. He is pursuing a degree at the University of Texas at El Paso in mechanical engineering.

HOLSCHUH ELECTED TO OHIO TESOL OFFICE

Ohio TESOL has elected two new vice presidents and two new regional representatives. William Holschuh, director of the American Language Program at the Ohio State University, was elected first vice president/president-elect for 1985-86. Carolann DeSelms of Ohio Dominican College was chosen to be second vice president and program chair for 1986. The new regional representatives are Susan Blower of Otterbein College and Julia Villasenor of the International Institute in Akron. These four Ohio TESOLers assumed office after the 1985 fall conference at Burr Oak State Park on October 25-26.

MARY ANN POTACKI CONCLUDES SEVEN YEARS AS EDITOR

Mary Ann Potocki, editor of the *Illinois TESOL/BE Newsletter* for seven years, recently concluded one of the longest editorships in TESOL affiliate newsletter history. Graciously thanking all those who had helped her over the years, she turned over her blue pens and T-squares to her successor, Ms. "Teddy" Bofman. Congratulations, Ms. Bofman, and thank you, Ms. Potocki!

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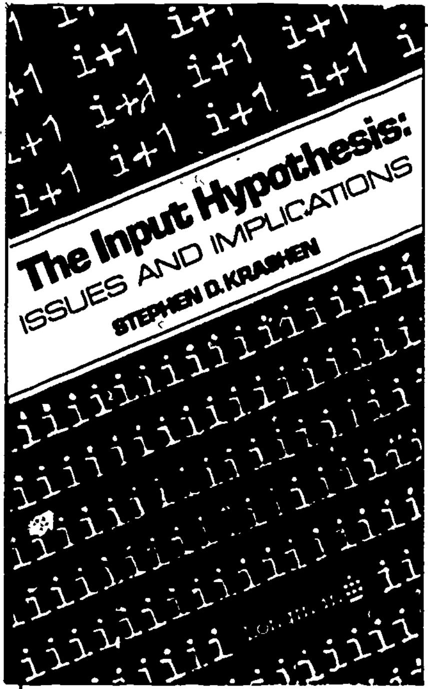

The Input Hypothesis:
ISSUES AND IMPLICATIONS
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INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
University of Edinburgh

Finding a Place for CALL

by Robert Hill
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The Cool Web of Language

"By assigning names we impose a pattern and a meaning which allows us to manipulate the world" (Dale Spender *Man-Made Language*). Conversely, names have a habit of manipulating their users: the word *computer* is in the process of being invested with the mythical power we reserve for such emotive words as *freedom*, *democracy*, or, in the social sciences, such obfuscating words as *paradigm*, *matrix*, etc.

Names also create realities; nobody talks about *video-assisted language learning*, though we do talk of using video in the classroom. CALL, on the other hand, has become something of an independent entity; we ask questions such as: "Are you interested in CALL?", not "Are you interested in using computers?", at least not in the way that we ask the same question of, say, video. Thus we are forced to decide whether or not to use CALL rather than whether or not to use computers.

Why Should We Use CALL?

If computer technology is simply "the kind of challenge which one feels drawn to respond to,"[1] one may as well leave it alone, though those with a programming bent may appreciate this sort of challenge.

If, on the other hand, computer technology is being used simply because it is claimed to be 'more efficient' than anything else, then we should seriously question our reasons for using it. It is in these circumstances that we fall into the 'language laboratory' trap by assuming that a piece of educational hardware can solve all our problems.

If we decide to use CALL because its effectiveness has been proved through evaluation studies, we are committing ourselves to a particular view of what CALL is. The wish to evaluate CALL implies a view of it as an entity, a pedagogical package which can have greater or lesser effectiveness. The term *evaluation* implies a certain view of the educational process. Evaluation carries with it the notions of comparison and contrast, and probably commits one to an engineering view of education, namely the view that efficiency is the main criterion. But consider the experience of the past: the vast efforts expended in 'proving' the superiority or otherwise of audio-visual techniques in the 60s and 70s seem now to have been largely wasted, because misdirected. There can be other educational goals than mere efficiency. Attempts to evaluate methodologies by comparing control and experimental groups ignore the values presumed to inhere in the means at the expense of reaching the ends.

The Inevitable Failure of CALL

As long as we go on thinking about CALL as an entity in its own right we shall be disappointed. Not the least of our worries is that too heavy a reliance on outworn theories of language learning is what characterises CALL in its purest manifestations. CALL began in the programmed learning school of education and has inherited all its faults: CALL systems remain essentially "fault-finding, test oriented"[1] packages relying heavily on drill-and-practice methodology.

There is, of course, a place for drill-and-practice, but to use this as the main underlying theory of language learning ignores competing methodologies. This is heightened in the case of CALL, since the sheer expense of buying computer packages means that one expects more than just a mechanised substitution table. Yet, the inbuilt conservatism of large educational packages is unsupportive of change.

More seriously, the technology has a disturbing habit of dictating the theory behind its use. Braun and Mulford's first-semester French course[2] depends on the view that vocabulary should not be subordinated to structure, in other words that students should be taught the vocabulary that they need while the 'structure' will take care of itself. There is nothing intrinsically wrong with such a view, except that it would need demonstration and argument to be fully acceptable. What is wrong is that such a theory was used because the computer "excels at keeping track of large numbers of small things" and therefore a vocabulary-based course was assumed to be the best.

Many others have followed the same line of argument: nearly all the examples of CALL from Stanford[3] require that one take the technology as a 'given' and wheel out a theory of language that will support its use.

A further problem is that in the nature of things a CALL course must be closely keyed to a textbook and will therefore not be as widely applicable as would be imagined. At the very least, assumptions must be made about the state of a user's linguistic knowledge prior to his use of the course, and the only practical way of doing this is to key the course to a textbook. The difficulties of reconciling the demands of specificity and generality are permanent: advocates of CALL require that courses be as general as possible, but such courses are usually only of use to those who know enough to progress through them without the help they offer anyway.

A Way Forward

Striving to break out of the programmed learning mould, some suggest that the computer can be a classroom support, an aid to the generation of language in the classroom.

This is without doubt true, but it is not CALL in its pure form. It is using the computer as an aid, as one would use a blackboard or a magazine.

Attempts to give a specifically 'language learning' dimension to this aspect of computer use include such popular packages as Higgins's *Storyboard*. As a pedagogic idea, *Storyboard* is prehistoric. However, the major claimed benefit for it is that by indulging in discussion over possible choices in the language game pupils will be led to an awareness of what is involved in (in this case) the skill of reading. However, it is not at all clear that the kind of language generated from using *Storyboard* is in fact as well-directed or rich as its creators would have us believe.

As an extension of this idea, if the declared intention of using a program is to encourage discussion then in no way is it necessary to have a specifically language-learning task.

It is in fact in this latter use of computers that I believe the future use of them will be greatest. Simulations designed for totally different milieux will be able to solve the problem that continually plagues foreign-language teachers, namely how to provide some sort of worthwhile content for essentially contentless language lessons. Thus simulations from medicine, business, pilot training, etc. can give a realistic environment for language practice and development.

If you seek a theory for this notion, look to the ideas proposed by Krashen[4] for using the language naturally, through the actual teaching of subject-matter in the foreign language. In this framework using the computer offers two enriching environments: teaching pupils how to use the computer itself and teaching other subjects through the use of simulations.

Conclusion

Instead of talking about CALL let us talk of "computers in the classroom"; let us not fall prey to the terminology and be mystified and seduced every time the word *computer* is used. Let us use computers to provide enriching environments, but let us not press on with our illusory search for the perfect educational (language-teaching) tool.

REFERENCES

1. Kenning, M. J. & Kenning, M. M. 1983. *Introduction to computer-assisted language teaching*. Oxford: Oxford University Press.
2. Braun, T.E.D. & Mulford, G.W. 1984. Computer-assisted instruction as an integral part of a first-semester French curriculum. *Computers and the Humanities* 18.47-56.
3. Suppes, P. (ed.) 1981. *Computer-assisted instruction at Stanford: 1966-1980.* Stanford University: IMSSS.
4. Krashen, S.D. 1985. *The input hypothesis: issues and implications.* New York: Longman.

Pen Pals Wanted

The following letter was passed on to me from the TESOL Central Office in my role as chair of TESOL's ad hoc Committee on the International Concerns of TESOL. Scott Enright, chair of TESOL's ESOL in Elementary Education Interest Section, has passed this person some details of other teachers like herself wanting pen-pals, but it would be a good idea if TESOL could have a list of teachers/classes from all parts of the world, which could be sent to other people making such requests. If you would like to be part of such a list (and remember we need both English first language classes and English second/foreign language classes—so ask your English L1 friends, too) write to Susan Bayley at TESOL Central Office. In the meantime, Ms. Moore, *English Teaching Forum* (U.S.I.A., Washington) regularly publishes requests for pen pals from teachers in non-English speaking countries. *L.H.-L.*

Dear TESOL:

I am a language arts teacher in Brownsville, Texas. I am interested in obtaining a list of teachers from other countries who wish to find whole classes of English-speaking pen-pals.

Thank you for any help you can give me.

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Report from Israel

1000 Hear Speakers on Theme *Looking Ahead* at Jerusalem Conference on TEFL/TESOL

by Elite Olshtain
Tel Aviv University

Background

In the winter of 1980 two professional English teachers' organizations were established in Israel almost simultaneously: ETAI (English Teachers' Association in Israel) and ISRATESOL (the Israeli Affiliate of TESOL). The goals of ETAI were to encompass all English teachers in the country in an active organization which would enable them to meet regularly within their regional settings in order to share new ideas and keep abreast of the latest developments in the field of English language teaching. ISRATESOL, on the other hand, was established first to serve all those who were already members of TESOL and second to create a suitable forum for all those interested in research related to English teaching. ETAI, the larger organization of the two, established a yearly winter conference (one day) and a yearly summer school (two to three days). In addition, the local branches began to meet regularly. ISRATESOL, a much smaller organization made up of university teachers, applied linguists, teacher trainers and material developers, established two yearly meetings, usually encouraging M.A. and Ph.D. students to present their work.

Conference Organizers

In 1983 the two teachers' organizations combined forces to prepare the first international English teaching conference in Israel for summer 1985. A planning committee was set up consisting of Sheila Benn, Dvora Ben-Meir, Bonnie Ellinger, Evelyn Ezra, Irma Goodman, Natalie Hess, Valerie Jakar, Esther Lucas, Jean Vermel, Ephraim Weintraub (secretary) and Elite Olshtain (chairperson). Three ex-officio members joined this committee—Raphael Gefen from the Ministry of Education and Culture, Ian Seaton the English Officer at the British Council in Israel, and Andrew Cohen from the Hebrew University. For almost two years this group of people invested tireless efforts in ensuring the success of the conference which was held July 14-18, 1985 at the Hebrew University on Mount Scopus.

The conference began on a beautiful Jerusalem summer day, with an unexpected turnout of almost one thousand participants. These were mostly Israeli English teachers coming from all over the country and about sixty participants from the U.S., Canada, England, Germany and a few other countries. The unexpectedly large audience resulted in very crowded lecture halls and necessitated some on the spot changes and lecture repeats in order to accommodate all of the participants.

Plenary Lectures

There were eight plenary lectures and one opening lecture. The opening lecture **Two Steps Forward, One Step Back** was given by **Raphael Gefen** and consisted of a historical survey of the various developments in the field of English language teaching with a special view towards the future, in line with the theme of the conference **Looking Ahead.** Four of the plenary lectures were from abroad and were sponsored by TESOL and by the British Council. The two TESOL sponsored lecturers were **Susan Gass** from the University of Michigan and **Fraida Dubin** from the University of Southern California. Susan Gass addressed her plenary to the question **The Puzzle of Acquisition: Where Does Conversation Fit In?** In her paper Gass presented a model for second language acquisition which incorporates the interaction between input and output, putting major emphasis on the relationship between comprehensible output and affective variable. Fraida Dubin spoke on **Making Sense of Schemas, Scripts, and Frames for Second Language Reading** focusing specifically on the significance of reader's background knowledge. The paper sorted out various views on the reading process which have a bearing on reading in the ESOL context and provided examples of texts used in reading materials.

Richard Allwright from the University of Lancaster in England gave a plenary on **Making Sense of Instruction: Whose Job Is It Anyway?** Allwright's definition of instruction holds the key message presented in this paper: "Instruction is the process whereby opportunity for learning is created." In the modern language classroom process should mean interaction based on co-production and co-acting of teacher and students. Such an approach might lead to the favorably viewed situation where learners control their intake syllabus.

Don Byrne focused his plenary on **Meeting Learners' Needs** by looking at ways of getting the right balance between teacher/learner input. Special consideration was given in this presentation to the balance between accuracy and fluency.

What is particularly interesting in the four plenaries discussed so far is the fact that all four share the notion of "making sense of all the factors affecting the learning process." Two titles actually have the words "making sense" in them, the third one contains the word "puzzle" and the fourth implies the question "How do we meet our learners' needs?" It seems therefore, that the plenary lecturers sense the need for practitioners to take heed of the advances of research in the field of teaching and adjust them to the learning process which goes on in the classroom.

The other four plenary lectures were Israeli scholars working in various research areas related to the field of language teaching. **E.A. Levenston,** from the Hebrew University in Jerusalem, spoke about **The Place of Translation in the E.F.L. Classroom.** In his presentation Levenston considered the various classroom functions of translation focusing on the advantages and disadvantages of each type. **Andrew Cohen,** from the Hebrew University in Jerusalem, focused on the importance of trying to understand how learners go about the process of learning in a plenary entitled **What Can We Learn From the Language Learner?** The examples presented in this lecture were drawn from research using mentalistic measures.

Elana Shohamy from Tel Aviv University considered a new perspective of language tests and their potential impact on the school system and specifically on the individual learner. Her paper entitled **On the Uses and Abuses of Language Tests** brought examples of how tests can serve either as constructive or as destructive tools. **Elite Olshtain** from Tel Aviv University focused her plenary talk on **The Interplay of Discourse Analysis and Language Learning.** The presentation attempted to highlight some of the findings in speech act research and their relevance to the learning/teaching context.

Lectures and Short Talks

There were almost one hundred lectures and short talks on a variety of topics which interest English teachers today. Some of the lectures were given by teacher trainers and researchers in the field, others were given by teachers and developers of materials who emphasized the practical aspect of our work. Many of the papers dealt with the implementation of the communicative approach to foreign language teaching in the school system. These talks ranged from specific classroom techniques to the development of learning centers and teaching material series. The participants showed special interest in the preparation of materials for learning centers and for individualized activities. A number of talks focused on the preparation of teaching materials for computer-aided instruction.

Many papers focused on reading comprehension from a variety of points of view; some dealt with research findings which help us gain insight into the reading process and the acquisition of the reading skill, others dealt with the application of new theories to classroom practices.

There were twenty-seven different workshops (most of them repeated a second time) held at this conference. The workshops were two hours long and participants had an opportunity to try out some of the suggested activities and ideas. All participants showed great interest in the workshop dealing with suggestopedia, which was led by **Marion Geddes** of the Regent Schools of English. Suggestopedia was probably demonstrated in Israel for the first time, and people were eager to learn as much as possible about it.

Many of the workshops dealt with the development of materials of classroom techniques for the teaching of the various language skills. Others dealt with the utilization of nonlinguistic area in the language classroom such as arts, music, subject matter, road safety, etc. Particular attention was given to the use of audio-visual aids such as the video and recorded materials.

Many publishers of EFL/ESL texts participated in an exhibition.

In addition to the tremendous variety of lectures and workshops offered at the conference participants enjoyed an evening devoted to a "sing-song" and the less formal interaction in halls, cafeterias and on the lawn of the beautiful Hebrew University campus.

ISRATESOL and ETAI have just started planning their next international conference for 1988.

REPORT

CLEAR Meeting on Academic Skills Development

by Evelyn Hatch
University of California, Los Angeles

In the October 1985 *TESOL Newsletter* we discussed the mandate of the new National Institute of Education Center for Language Education and Research (CLEAR) to carry out research projects that will address issues related to several broad areas. The first of these areas of research centers on academic skill development in reading, writing, and mathematics for language minority students.

CLEAR staff have proposed a number of projects for this research area. The projects span elementary to tertiary programs and include bilingual, multilingual, and foreign language classrooms:

- Reading in content areas—projects in elementary school bilingual and multilingual classrooms;
- Math and science instruction—projects in junior high programs for language minority students;
- Effectiveness of adjunct instruction—projects in university ESL programs where language is taught in connection with content area classes;
- Test analysis—projects which evaluate language minority students' performance on items which test cognitive problem solving skills;
- Inference and logical fallacies in reading—projects which test and train university-level ESL and Hispanic students to draw appropriate inferences in reading academic content materials;
- Writing across the curriculum—projects which document techniques for teaching writing (including journal writing) in a multilingual school setting;
- The language requirements of cognitive tasks—projects which look at the language children use in problem solving over different modalities;
- The effects of tutorials on math, science, and language skills of both tutors and tutees from elementary to university levels;
- Teachers and students as language researchers—projects documenting the process of how teachers and students become researchers of the learning process.

In order to refine the work plans for these projects and to discuss other possible research initiatives, CLEAR held a three-day seminar at UCLA on December 4-6, 1985. The framework for the seminar is one which allowed us to talk with teachers, administrators, materials development specialists, and researchers on the wide range of issues involved in academic skill development.

The first day of the seminar was cosponsored by UCLA's Office of Academic Inter-institutional Programs (OAIP), an office which offers intensive summer programs for teachers. The discussions, led by Jose Galvan of OAIP and CLEAR, centered on descriptions of programs that work, training for teachers in these programs, identification of effective materials, and participants' recommendations on how to implement this information into math/science training programs for teachers.

Although the participants represented many program types and grade levels in very different school districts, there was consensus that the first institute should focus on kindergarten through sixth grade and should be available to all teachers, not just to those who teach in bilingual programs. In addition, participants cautioned that while students from different L1 groups may have language-related strategies for dealing with math/science problems, the degree of variability both in skills and strategies within each group should be seriously considered.

The next day, Richard Duran of CLEAR and the University of California at Santa Barbara led the discussion. The theme of math/science skill development for language minority students continued as researchers Jose Mestre and George Spanos reported on their research. One area of special interest was the description of the special features of "math register" in word problems. In addition, Mestre demonstrated his computer-based analyzer that will lead novice students to analyze math problems in a more expert fashion.

Following the math/science presentations, the participants turned briefly to a discussion of the links between literacy and academic achievement. CLEAR's projects include reading in the content areas and writing across the academic curriculum. That is, we plan to link literacy skills development with the use of those skills in content areas. Evelyn Hatch and

Continued on next page

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Catherine Walter

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CLEAR Meeting

Continued from page 1

Concepcion Valadez presented an overview of CLEAR projects in this area. Evelyn Hatch and CLEAR staff will be working with teachers in the Rosemead School District in the greater Los Angeles area, on a research program looking at skill development of students in multilingual classrooms. Concepcion Valadez plans a similar study with CLEAR staff to document the development of academic skills for Spanish language students through biliteracy.

The third area covered in the seminar related cognition and language development to the notion of transfer of skills. Joyce Penfield talked about her research on literacy skills of students from different L1 groups. She emphasizes again the importance of not classifying students simply in terms of their first language but rather looking at the language history of each student. She particularly emphasized the differences in skills related to academic subject matter for bilingual, immigrant, and what she termed "interruptive" bilinguals. Interruptive bilinguals include students who might have begun their education in the U.S., developing good oral communication skills in English and then returned to their country and continued academic learning in the first language. On return, they can demonstrate good skills in oral English but do not have the skills in reading and writing to demonstrate their academic achievement. Simply grouping students for instruction (or in research) by first language or by test scores is a disservice to these students.

Richard Duran and Michaele Smith gave a progress report on their CLEAR research project which unites a testing and teaching approach to help students draw correct inferences from reading passages. They demonstrated their initial computer program for identifying logical fallacies and false inferences ESL students draw from texts. Susan Goldman and Richard Duran also talked about their text analysis of the TOEFL examination and how this might relate to CLEAR's plan to do secondary analysis of data from national tests for language minority students.

The seminar was helpful in allowing us to consider how we might reshape our research agenda. In addition, we would very much like to be able to draw on you, our constituency in TESOL, for input in relation to math/science instruction of language minority students. We would be happy to hear about ways you and your school districts are improving instruction for such students in math/science and other content areas. While we have access to a wide range of published and teacher-prepared materials, we would like to know more about ways in which you may have implemented successful programs. Please feel free to write to us at CLEAR, Department of Psychology, UCLA, Los Angeles, California 90024.

Since this seminar looked mainly at math/science and cognition, a January 29-31, 1986 seminar brought together teachers, specialists and researchers to discuss the development of literacy (reading and writing) in content areas. We will report on this in a subsequent issue of the *TESOL Newsletter*.

CORRECTION

In "TESOL '85 Convention: Geographical Breakdown of Registration Figures" (*TN*, 19:4) Finland and Jordan were omitted; with these additions, a total of 60 countries were represented and a total of 4,909 participants attended.

Activities That Encourage Learners to Learn on Their Own

by Judith Coppock Gex
LaGuardia Community College

In *Anatomy of an Illness*, Norman Cousins quotes Albert Schweitzer as saying: ". . . Each patient carries his own doctor inside him. They come to us not knowing that truth. We are at our best when we give the doctor who resides within each patient a chance to go to work."

In every place you see the word "patient" in this quote, substitute the word "student." In every place you see the word "doctor," substitute the word "teacher." It seems to me that good teaching involves making students aware that they are their own best teachers.

Here are some activities that I've used to encourage students to broaden their attempts to find English on their own:

- Postcard puzzle games. Cut a stiff piece of paper the size of the postcard. Cut the postcard into puzzle pieces. Make an outline of the cut pieces on the stiff paper. On the back of each puzzle piece, write a sentence with a blank or a question. The answers go in the corresponding shape on the stiff paper. Students can get the correct answers by working directly with the words or by assembling the picture and then dealing with the words. Prepositions, verb forms and/or content can be reviewed with these puzzles. I sometimes get postcards of current exhibits in town to make these puzzles. Then I give students the information about going to see the exhibit.
- U.S. Servas, 11 John Street, New York, New York 10038. Telephone: (212) 267-0252. This traveler host organization gives students the opportunity to meet Americans and practice their English. To join, students are asked to write a letter of introduction about themselves. They also need two letters of reference before being interviewed. They may become travelers for $45. Fifteen dollars of that sum is refundable when they return their U.S. host list.

When they are members, they receive a book listing the names, addresses, hobbies, interests, and language abilities of Americans all over the country who are interested in meeting people from other countries. If they want to travel across the country, they contact families they would be interested in meeting. If the host agrees, they may stay in their homes for two nights and breakfast. Hosts frequently invite them to have other meals or sightsee as well.

No money is exchanged between host and traveler. Each pays his/her own expenses. The idea is for people to get to know each other better and to talk. (Note: Servas operates in over 70 countries.)

- Books and tapes to borrow. In *Sounding Right*, Robbins Burling suggested that children are able to acquire an internal native-sounding tape recorder in a language more easily than adults because they are frequently read to. He said he thought adults who are read to would be able to get a language more easily.

In taping books, I read at a normal speed with a slight pause at the end of each sentence. Just before reading the first complete sentence on a page, I say the page number. I tape magazine articles (*Ranger Rick*, *Reader's Digest* and *News For You* are good sources), children's books (biographies, science, cultural) and ESL readers.

These are the instructions that accompany each book-tape packet: (books or magazines to borrow with tape cassettes

Name of____________________ pages_____

1. Follow the words in the book or magazine while you listen to the tape.
2. Turn off the tape and reread the passage silently to yourself. Look up any words you need to in a dictionary.
3. Follow the words again while you listen to the tape again.
4. Close the book or magazine while you listen to the tape.
5. Listen to the tape several times without reading the words. You can listen while you wash dishes or get ready for work.
6. When you are finished with this reading and cassette, bring them back and borrow another one.

- Assignments that encourage exploration of the city. Many of my students are so new to New York that they're still uncomfortable with the transportation and they haven't learned much about the inexpensive quiet pleasures that the city offers. They're interested in learning about museums, parks, churches, events, some background on these things and how to get there. Through a series of classroom activities that include guided listening, cloze, reading, dictation, movies and pictures, one can "hook" students on the people and the stories that help make these places interesting to visit. When they visit, they can be guided in writing by you through a kind of treasure hunt of the place. You can give them certain information to find out so they are forced to interact with the people who are there. The idea is to help them enjoy both the city and English. I always give them specific directions on how to get to a place and hours and admission policies with a list of nice inexpensive restaurants in the area. If it's an assignment, many very hardworking students enjoy relaxing and making time for pleasure.
- Songs available in cloze form with self-correcting answers on the back a la David Blot's *Correct It And Learn* activities (*Correct It And Learn And Accompanying Exercises* available from Blot-Rojas Publications, 62 Park Terrace West, New York, NY 10034). Exercises like this made up for songs from Broadway musicals, movies or videotapes are very popular with students. Working through them can be a good way for a student to prepare for seeing a show.

A variation I've used is to send students home for the weekend with the lyrics for four songs on the Country Countdown in cloze form. The assignment is to listen to the Country radio station (in New York WHN, 1050 AM), hear the songs as many times as possible, and catch the words. They also feel free to tape the songs from the radio to listen over and over.

. . . Each student carries his own teacher inside him. They come to us not knowing that truth. We are at our best when we give the teacher who resides within each student a chance to go to work.

Cousins, Norman "The Mysterious Placebo," *Anatomy of an Illness*, page 69.

Note This article is reprinted from the *NYS TESOL Newsletter of the SIG on ESL in Higher Education*, October, 1985

About the author: Judith Coppock Gex is an instructor at the English Language Center at LaGuardia Community College, C.U.N.Y.

REPORT

Innovative L2 Programs for Children

by Nathalie Bailey

Enthusiasm ran high among participants at the fifth annual Bilingual/ESL Conference at William Paterson College, in October 1985: Innovative Second Language Programs: The Elementary Years.

Participants chose from among 23 workshops in this two-day gathering of teachers of students of limited English proficiency (LEP). Georgetown University Bilingual Education Service Center was a co-sponsor and several of their specialists presented workshops. Among these were: The ESL Specialist as Facilitator for Mainstream Teachers; Dual Framework Curricula: Cognitively Based Second Language Development; and Infusion of Multicultural Materials for Mainstream Content Classroom.

Sheltered English, otherwise known as content area ESL instruction, was a recurring theme addressed by a number of presenters, including keynoter, **Rosita Apodaca**. Apodaca reports great success with this approach in the El Paso, Texas public schools. HILT (high intensity language training) uses the regular curriculum to teach English to homogenous (LEP only) classes. Teachers are trained to help develop English functional competence through care in providing "comprehensible input." This is done by such techniques as 1) frequent comprehension checks, 2) an emphasis on cognitive development of academic concepts, literacy skills and critical thinking skills, 3) just plain good teaching, as in taking care to summarize important concepts.

Gladys Nussenbaum and Rosita Apodaca

Apodaca supports effective bilingual education programs. However, she recommends the gradual reduction of total native language teaching time from ninety minutes to forty-five minutes in grades one to six. The high school model which she described increases sheltered English teaching time over the course of four years, beginning with math and language arts and including science and social studies, with the native language maintained.

The second keynoter, **Ricardo Otheguy** of the City University of New York, emphasized the need for a strict separation of language use in bilingual/ESL programs. He praised the dual-language program at P.S. 84 in New York. Spanish and English are used on alternate days, through a team-teaching approach. An important feature of the alternative-day curriculum is the extensive staff development needed to create the understanding and interchange of ideas for this program to succeed.

Other noteworthy innovations included teaching writing as process to young children, CAI software with ESL applications, maintenance of native-language, parental involvement, the "shared book" experience, bilingual special education needs of LEP children and engaging Asian students in classroom activities.

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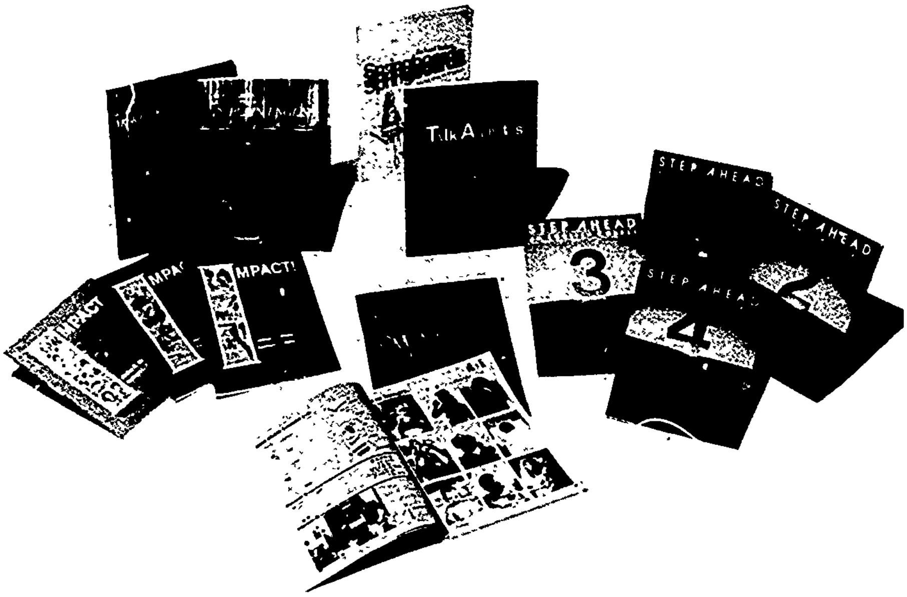

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REVIEWS

Edited by Ronald D. Eckard, *Western Kentucky University*

EXPRESS ENGLISH: TRANSITIONS

by Linda A. Ferreira. 1984. Newbury House, 54 Warehouse Lane, Rowley, Massachusetts 01969. (Student book viii + 152 pp., $7.95; workbook 48 pp., $3.95; teacher edition xvi + 160 pp., $9.95; cassettes (2) 60 minutes each, $25.50).

Reviewed by Barbara S. López
InterAmerican University of Puerto Rico

No book is perfect, and *Transitions*, the intermediate level of a forthcoming three-level ESL series for adolescents and adults, is far from it. Still, *Transitions* is for me by far the most enjoyable and productive intermediate ESL book of the many with which I am acquainted. I recommend it to all ESL/EFL teachers, particularly if their students are, like mine, initially "undermotivated."

The central story, presented in a combination of narrative and dialog, is its selling feature. It's a soap opera, based not only on the predictable themes of choosing between conflicting love objects and between love and duty or career, but also on ambition, revenge, plotting, deception, and a good measure of real dirty dealing. There is a variety of interesting characters which students can, and do, really like, empathize with, or hate (though admittedly all the characters are white, and all the major characters are middle-class). While the plot of the story is hardly original (love conquers all), it is involving, so much so that students read ahead on their own. The appeal of the story is greatly enhanced by large color illustrations.

The question/answer exercises based on the story are good. Questions are both literal and interpretative. Many cannot be answered by mechanically copying from the text, and yet they can all be answered by simple sentences within the students' control.

Inspired by recent work in sociolinguistics, I wanted a text that would allow students and teachers to be reasonable and appropriate, rather than right or wrong. In *Transitions*, I found it. While I cannot say the *Transitions* story has deep character development, the characters do have enough richness to allow open-ended questions like "How does she feel now?", "Why did she say that?", "How can he get out of this one?", or "Now what's her next step?". Students offer alternative possibilities, and, perhaps most important, explain why they reject other interpretations.

Several other good features of the book should be noted. There's a large variety of exercise types (grammar, cloze listening, dialog formation, reading, writing). Furthermore, counting the initial presentation pages of each unit plus the special reading sections, *Transitions* provides more, and more attractive, reading practice than competing general ESL texts. The grammar exercises use story characters and situations in a plausible way. Vocabulary and structures are conscientiously recycled. Verb tenses are, with a few exceptions, mixed naturally. Structure exercises are always followed by a tell-about-yourself/ask-about-your-partner application. Finally, it's easy to find a stopping place; the book comes in bite-size pieces.

Now for the things I do not like about *Transitions*. First and foremost, interpretative exploitation of the story is, for the most part, left to the teacher. The questions in the book help but do not suffice. This creates a problem for people who adopt the book for large courses with many sections and many teachers, ll of whom may be well trained or have a strong control of English. The teacher's manual is of no aid whatsoever in this respect.

Second, the grammar exercises cannot be trusted. Some illustrate the teaching point with subtle ideas and/or complex vocabulary. Some introduce too much at one time. Some include no items at all where the answer is *not* a matter of opinion, so it's possible for a student to misunderstand all the way through. In some, the students wonder if there's a "correct" answer to the story, or if it's a matter of opinion, or if they have to answer at random. Furthermore, some grammar exercises are inconsistent and ill-thought-out. For example, in Unit 12 students learn the passive of the simple present and simple past. The models are direct active-passive transformations. But, for the exercise on the simple present you find this model:

> Wade: Have you finished the plans yet?
> Kemp: No, the plans aren't finished. I haven't finished them yet.

Finally, with regard to the talk-to-your-partner applications, some of the cues lead to very stupid or socially inappropriate interactions.

My third qualification about *Transitions* regards the "Expression" section in each unit, a cloze listening passage (dialog) which is also to be used to teach a function (such as suggesting). These sections seem thrown in. Moreover, students often can't isolate dialog lines representing the function, and they have so little context or guidance that when they are asked to make their own parallel dialog they end up copying, changing a few lexical items. It would be much better to use the central story to teach functions.

Fourth, I am not happy with the reading and writing sections at the end of odd-numbered units. The reading is very marginally related to the central story, though it does include recently presented grammar structures. Questions on the reading are few, usually literal, and sometimes about trivial details. The reading is usually a sort of model for the following writing. Unfortunately, it is usually both more complex and less well organized than what I hope my students will write. The writing is supposed to be original student ideas. Students are guided, not very strongly, by a series of questions. Unfortunately, the first and last questions are sometimes answered in the text with information from the reading passage. This is confusing; students rewrite the reading. This, like some of the grammar exercises, is ill-thought-out.

I conclude with some notes on the book's scope and appropriate audience. In some respects, *Transitions* seems geared to an ESL, as opposed to an EFL, audience. An example is Unit 5, Scene One, about fixing up and renting an apartment. Nevertheless, my students, for most of whom English is a foreign language, like the book, and I think it serves their (general English) needs. Regarding student age, some of the skill area exercises are really appropriate only for mature adults. Since my students are young, I simply eliminate these sections, with no great loss. Finally, with regard to skill area development, *Transitions* is only a basic text. Most teachers will feel the need for supplementary exercises if they wish to emphasize any skill area(s). I think here especially of writing. There are only 12 writing activities in a text designed for "a minimum" of 120 class hours.

In summary, despite the many faulty spots, *Transitions* is a lot of fun for everyone, and it leads easily to interpretative, natural language use in the classroom. I chose it over a large number of competitors, and I'm happy about my choice. When you look at it, first read it as a story, all the way through. Then when you go through it critically and you find weak points, they won't seem very important.

About the reviewer: Barbara López received her Ph.D. in linguistics and has graduate training in TESL and in anthropology. She has taught in adult education, junior college, university, and private intensive ESL programs. She is currently an assistant professor at the InterAmerican University of Puerto Rico, San Germán campus, teaching ESL, TESL, and linguistics.

THE GRAMMAR HANDBOOK

by Irwin Feigenbaum. 1985. Oxford University Press, 200 Madison Avenue, New York, NY 10016. (vii + 358 pp. $10.95).

Reviewed by Louis V. Zuck
University of Michigan, Dearborn

The Grammar Handbook by Irwin Feigenbaum has been written for use in "advanced ESL composition courses" and in "intermediate and advanced ESL classes." The author states that the book "does not follow any one linguistic model"; nevertheless, the approach taken towards grammatical analysis and the general order in which the material is presented suggest that the text has been influenced in no small way by the well-known work of Randolph Quirk et al., *A Grammar of Contemporary English*.

The book consists of seven chapters, each of which is introduced with a detailed table of contents for easy reference. There are a great many exercises in the book: The first chapter, for example, has twenty-nine, each with five to ten items. The book concludes with seven appendices and a complete index. The appendices offer information on spelling, two-word verbs, irregular verbs, indirect object patterns, etc.

A major shortcoming of the text is that it attempts to satisfy too many different objectives. Some of these objectives, which are stated in the Preface, are not compatible. Take, for example, the objective to meet the needs of "advanced ESL composition courses" and the objective to provide "some reference to style appropriate for informal conversation." If the text is primarily for use in advanced ESL composition classes, then it would seem that

Continued on next page

BOOK REVIEWS

Please address reviews and/or inquiries to Ronald D. Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.

REVIEWS

Continued from page 17

the space used to explain material relevant to informal conversation might have been better used to explain material relevant to composition. For example, much, if not all, of the discussion in the first chapter of exclamations, restatement questions (questions that request confirmation), tag questions with contracted tags, and contracted short answers to tags, might have been omitted. In their place, for example, could have been more information regarding linking verbs. The list on page 11 makes no distinction between those verbs that take both adjectives and nouns as subject complements and those that take only adjectives. In addition, something might have been said about intransitive and transitive verbs that take obligatory adverbials (The mayor lives in a large house/The librarian put the magazines on the table), or verbs that often have a prepositional phrase complement in addition to a direct object (The guards prevented the prisoners from escaping).

To give another example of conflicting objectives, the attempt to provide "a reference grammar" for use by students in "advanced ESL classes" competes, in a practical way, with the decision to provide copious exercises for independent work. About half of the space in each chapter is given to exercises; as a result, valuable reference material has been omitted. In addition to the omissions already noted, Chapter 6, "Rearrangement of Sentence Patterns," says nothing about the constraints that apply to the grammatical form of the passive. Is the student to assume that the step-by-step procedures for converting the active to the passive apply to the perfect progressive? Also, is the student to assume that every active, transitive clause has a passive or has a passive with the same meaning? Furthermore, in the same chapter, the rules for deriving "there" sentences from the normal SV order are written only for active sentences and do not account for structures like "There was an old man being mugged in the parking lot." More could be said, but these examples will suffice.

To conclude, the text tries to fulfill too many objectives, but that is not to say that it is without value. After all that has been said (and all that might have been said), it appears that the needs best served by this book are those of the intermediate ESL student.

About the reviewer: Louis V. Zuck, professor of linguistics, University of Michigan at Dearborn, teaches courses in both English linguistics and applied linguistics.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, Suite 205, 1118 22nd Street N.W., Washington, D.C. 20037, U.S.A.

AERA Forming Second Language SIG

A special interest group entitled Second Language is being formed in the American Educational Research Association (AERA). The intent of any AERA SIG is "to promote a forum for the involvement of individuals drawn together by a common interest in a field of study, teaching or research." Specifically, the intent of the Second Language SIG is "to promote research in the area of second language learning/acquisition as well as to facilitate an exchange of ideas among educators involved in second language teaching, curriculum development, materials development, and language program administration." Dues for members of AERA will be $3.00 per year; non-members, $10.00 per year. For information contact Elizabeth B. Bernhardt or Gilbert A. Jarvis, 249 Arps Hall, 1945 N. High Street, Ohio State University, Columbus, Ohio 43210 or Dale L. Lange, 145 Peik Hall, 159 Pillsbury Drive, S.E., University of Minnesota, Minneapolis, Minnesota 55455. Note: Since the group is just being formed, it is necessary to identify as many second language educators as possible who are presently members of AERA. A petition signed by 30 AERA members is necessary for the formation of the SIG.

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MINISCULES

Edited by Howard Sage, *New York University*

International Wildlife. National Wildlife Federation, 8925 Leesburg Pike, Vienna, Virginia 22184, U.S.A. Annual subscription for six issues, $12.00 U.S.

Using language to explore the world, and understanding the world through language and photographs are some of the values derived from the rich and intriguing EF/SL lessons which can be based on *International Wildlife* articles. Texts, written clearly for non-specialists and suitable for secondary or adult readers, range from a few lines to a few pages in length. The photographs are outstanding—usually large enough to show an entire class at once—and help students visualize the text subject. Topics include individual species, but frequently deal with the complex relationships of people, animals, plants, and environment. Recent articles have looked at how animals in Costa Rican jungles stay safe at night; conservation and control of man-killing tigers in India; cooking with flowers; grasshoppers and crops; fast cars on Germany's roads and sick trees in its Black Forest; and child fishermen in the Philippines. These provide excellent bases for language lessons on contrast, consequence, sequence and persuasion; my favorite lesson so far is based on the transformation of an awkward, draggled albatross chick into a sleek and elegant adult.

Lise Winer
Southern Illinois University

The Post-Modern Aura: The Act of Fiction in an Age of Inflation by Charles Newman. 1985. Northwestern University Press, Evanston, Illinois 60201. 201 pp., paperback, $7.95.

This strongly argued book will be a source of comfort for anyone who has avoided calling a favorite novel "modernist" because it just might be "post-modernist." Even worse, it might also be an example of metafiction, mega-fiction, anti-realistic fiction, surfiction, superfiction, or parafiction.

Newman does not define post-modernism as postwar literature with heightened self-reflexiveness, extensive parody, or syntactic innovation. Instead, he views it as an inevitable outcome of living in an age of inflation. Inflation affects not just people's savings accounts, but their social, political, and intellectual lives. They come to expect all forms of excess—in the media, technology, and intellectual discourse. Newman's critical stance against what he believes is excessive theorizing and finally intellectual incoherence is evident in chapter titles such as "Meditation on a Lost Nomenclature" and "The Anxiety of Non-Influence." His criticism is sharp because he hopes that serious writers and critics will stop browbeating one another or their readers (or lack of them), and vice versa. Artists must become a part of their culture, not remain part of a peripheral cult.

Miriam Fuchs
Elizabeth Seton College

Skiing Right by Horst Abraham. 1983. Harper and Row, 10 East 53rd Street, New York, New York 10022, 237 pp. $12.95

For many TESOL oriented readers, terms like suggestopedia, holistic learning, self-concept, left/right brain, humanistic teaching, imaging, and peer teaching may not call forth any snowy associations, but *Skiing Right* boogies through these moguls in an exciting hotdog style. 'Right' here refers to 'right brain,' but the ambiguity only confirms the thesis.

Skiing Right is the "Official Book of the Professional Ski Instructors of America" and is principally authored by Horst Abraham, who began "traditionally" learning to ski in Austria after World War II. His tracing of the historical development of the teaching of skiing parallels our evolving classroom pedagogies. It takes little effort to see the relevance for language teaching in nearly every chapter. Its clear, anecdotal style makes the concepts much easier to visualize and identify with than most ESL teacher trainer texts. (I recently used parts of this book in an EFL teacher-training seminar I conducted and I would use it again—even in Florida!) And although I doubt Abraham has read Krashen, he has a clear understanding of and gives life to "comprehensible input," the "affective filter," "learning versus acquisition," and "monitor mania."

Although some may laugh (with their analytical left brains) at my comparison of the learning of skiing with that of English, this book does show that there are basic principles to learning anything, just as there are both basic characteristics of a good teacher (communicator) and ways in which one can build good student-teacher rapport that can be transferred across fields. Abraham shows all this while continuing to assert the individuality of learning, teaching, and interpersonal-contact styles.

Tim Murphey
Université of Neuchâtel, Switzerland

MINISCULES

A dash of politics, a bit of family history, a good measure of culture—all mesh and influence the language courses we teach, the institutes we administer, the curricula we develop. *Miniscules* will, we hope, provide ESOL people with concise accounts of many current non-ESL books, including fiction and poetry, on topics such as culture, ethnicity and politics—those forces and many others—that affect learners, learning and language use.

We invite you to send your miniscules (mini-reviews) of 150 words or less to: Howard Sage, Editor, *Miniscules*, 720 Greenwich Street, Apt. 4-H, New York, NY 10014 U.S.A. Please include all bibliographical and price information.

Foreign Student Recruitment Kit Available from NAFSA

The Foreign Student Recruitment Information Clearinghouse Advisory Committee announces the availability of its new *Recruitment Kit: An Introduction to Foreign Student Recruitment*. The kit was produced by the Clearinghouse, which is supported through a grant to the National Association for Foreign Student Affairs from the U.S. Information Agency, and sponsored by the National Liaison Committee on Foreign Student Admissions. Designed for institutions interested in foreign student recruitment, the recruitment kit includes nearly 20 items dealing with the ethical recruitment of foreign students. Materials address aspects of foreign student recruitment from institutional self-study to recruitment tours. The kit is available from the National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009, U.S.A. for $25.50 ($23.00 + $2.50 postage and handling) for NAFSA members or $30.50 ($28.00 + $2.50 postage and handling) for non-members. Pre-payment must accompany all orders.

Research Project Underway

Small Group and Cooperative Learning Programs for Non-Native English Speakers

As part of a research project funded by the National Institute of Education to the Center for Language Education and Research, success in small group and cooperative learning programs for non-native English speakers is being documented. Both kinds of programs involve students in small groups where there is face-to-face interaction and peer-learning. Moreover, in cooperative learning programs rewards are structured so that students are individually accountable and also need to be concerned about the performance of all group members.

Dr. Evelyn Jacob, project director, would like to hear from persons involved in successful programs and would like to know the following kinds of information: ages and language groups of students served, content focus of the programs, program structure and curriculum materials developed, and outcomes for the content and language development. The information collected will be compiled for distribution to teachers of non-native English speakers, and all programs responding will receive copies of the report. The information also will be used to design a research project.

If you are involved in such a program, please write to Evelyn Jacob, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, D.C. 20037, U.S.A. or call her at George Mason University (703-323-2421).

IT WORKS

Edited by Cathy Day
Eastern Michigan University

Revising Without the Pain

by Daniel M. Horowitz
Western Illinois University

As a classroom teacher who is often concerned about the importance of revising and proofreading, I was intrigued by this submission to It Works, and I am planning on trying it myself next semester. Let me know what happens if you try it. *C.D.*

Convincing students of the importance of revising their writing is sometimes an uphill battle because of the maternal feelings they have toward their own work. For a recent reading/writing unit centering around the problems of nuclear energy, however, I put together a series of activities that circumvented this problem without resorting to the use of cooked exercises of the "take this paragraph and fix it" variety.

I began by giving my students a diagram of a nuclear power plant. Their small group assignment was to study the diagram and to explain it to each other, making sure that each student understood the process of producing electricity from nuclear power. After about twenty minutes, I projected a transparency of the diagram on a screen and, as a class, we discussed it. These preliminary steps were designed to insure that all the students were familiar with the process which they would soon be writing about.

The next step was to have everyone sit around a table and jointly compose descriptions of that process. I provided each student with a sheet of paper on which the first sentence was given: "The purpose of a nuclear power plant is to produce electricity." Each student had a few minutes to compose a second sentence which would begin the actual description. When the time was up, the students passed their papers to the left and continued writing where the previous student had left off. I encouraged them to read the paper they had just received from the beginning and to refer constantly to the diagram. They continued in this way, writing one sentence and then passing the papers in different directions in order to vary the sequence of writers. When a student felt that a description was complete, that paper stopped circulating.

When all the descriptions were complete, I asked the students to give each one a grade from "A" to "F" depending on their overall opinion of the writing. By passing the papers around, each paper received a grade from each student. Since the students had only a small personal stake in the paragraphs, they all seemed to feel quite free to give low grades to paragraphs they thought were poorly written.

I tallied up the grades, and, the next day, presented the students with a copy of the three paragraphs they had collectively rated the highest. I then gave them fifteen minutes to work individually to find and mark places in the paragraphs that they felt could be improved in some way. Since I had corrected all the grammar problems before I gave out the papers, the students had to concentrate on sentence connection, overall organization, relevance of information, factual accuracy, level of detail, word choice, etc. (Other teachers might let students correct the grammar errors themselves if that suits their goals of the day.) After they had marked the places that they felt needed revision, I asked them to vote on which of the three descriptions they thought was the worst. I wrote the name of each student under the number of the paragraph he or she felt was most in need of revision and then—to my students' surprise—assigned those students in groups of three to revise the one they felt was the worst! It seemed to me that that paragraph was the one they had the strongest feelings about and the clearest ideas for revising. Indeed, it was clear from the animated discussion which ensued that each student had a lot to contribute to the collective revision that each group was responsible for handing in. As expected, the revised paragraphs were a great improvement over the first drafts.

The benefits of this series of activities were many: students had to describe a process which was represented in a diagram, thereby stretching their writing skills; the time limit imposed on them simulated, to a certain extent, the pressure of writing an examination essay; they were forced, while writing cooperatively with their classmates, to read carefully and to write in a way that was coherent with what came before; they compared and evaluated the final products; by voting, they committed themselves to the recognition that even the best writing can be improved through revision; and, in working together to produce a better product, they shared their ideas about good and bad writing, concentrating on discourse level rather than grammar level problems.

For students not yet used to revising their own work, this type of activity can be a gentle introduction to the benefits of ". . . try, try again."

About the author: Daniel M. Horowitz teaches at WESL Institute, Western Illinois University, where he is testing coordinator and computer lab director. His research interests center around more clearly defining the demands of academic reading and writing.

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Harvard University Summer School. June 18-August 15, 1986. A paid apprenticeship for ESP teachers-in-training who have good writing skills, some background in business, marketing, or economics, and a strong interest in learning about the case study approach to teaching. This is a paid training opportunity. Apprentice teachers normally take an associated 4-unit seminar in theory and practice of foreign language teaching and receive four units of graduate credit for the practicum as well. Interested applicants contact William Biddle, Associate Director, English as a Second Language, 301 Sever Hall, Harvard University, Cambridge, Massachusetts 02138. AA/EOE

Harvard University Summer School. A few openings for experienced ESL instructors, June 18-August 15, 1986. Requirements: graduate degree in TESL or applied linguistics and extensive post-Masters degree teaching experience. Special areas of expertise welcomed for broad variety of elective courses. Duties for these full-time, 8-week positions include: teaching 15 hours per week, preparation, and student conferences; participation in staff development workshops and seminars; and support work with teachers-in-training. Salary: $4500. Send letter of application and resume before TESOL Conference to Anne R. Dow, Director, English as a Second Language, 301 Sever Hall, Harvard University, Cambridge, Massachusetts 02138. AA/EOE

University of Pennsylvania, Philadelphia. Director sought for a full service English program for non-native speakers. Responsibilities: administration of an intensive program offering all levels of instruction; building relationships with other schools/academic departments of the university including the TESOL degree program; planning/implementing student recruitment strategies; cultivating relationships in the community among social service agencies and business/corporate sector. Qualifications: energetic, experienced leader who shares our desire to create a program of national prominence. Requirements: Ph.D. or the equivalent, experience administering a complex self-supporting program, experience in an academic setting, knowledge of a foreign language, experience abroad, record of successful grant and/or contract development, and vision and independence. Approval pending. Salary competitive. Send vita and three letters of reference to: Dr F. Bruce Robinson, CGS, 210 Logan Hall, University of Pennsylvania, Philadelphia, Pennsylvania 19104, U.S A. AA/EOE

Department of Speech Communication, Pennsylvania State University, University Park, Pennsylvania. Opening (pending budgetary approval) for tenure-track assistant professor in cross cultural communications (CCC) for fall, 1986. Qualifications include: Ph.D. in ESL, speech communication, or linguistics; strong record of publications; demonstrated ability to teach graduate level courses and direct graduate student research in CCC; teaching credentials in second language acquisition, EFL or discourse analysis. Desirable: competence in a second language; experience teaching abroad. Responsibilities. teach graduates/undergraduates in CCC, direct graduate student research, curriculum development, supervision of teachers in ESL program. Preferred: persons capable of integrating research/teaching interests with faculty in Center for ESL and in Speech Communications. Deadline: February 15, 1986, or until such time as suitable candidates have been identified. Send formal letter of application, current resume and three letters of recommendation to: John Hinds, Chair, Search Committee, Department of Speech Communication, 211 Sparks Building, Box 400, Pennsylvania State University, University Park, Pennsylvania 16802, U.S.A. AA/EOE

The George Washington University, Washington, D.C. The Program in English for International Students at The George Washington University announces a full-time teaching position in EFL. This is a non-tenure appointment at the rank of Instructor for a one-year renewable contract period. Responsibilities include a 12-hour teaching load, course coordination, and committee work. Salary in mid-teens. Minimum qualifications: M.A. with a concentration in TEFL; 3 years' university teaching experience in EFL, including experience teaching advanced-level writing courses. Overseas experience and expertise in testing desirable. Application deadline: 1 March 1986. Send resume to Shirley M. Wright, Director, English for International Students, The George Washington University, Washington, 20052. AA/EOE

Harbin, People's Republic of China. The Harbin Institute of Technology is seeking EFL teachers for September 1986 openings. Requirements: Ph.D. or M.A. in TESL, linguistics, or British or American literature, plus familiarity with computer-assisted language learning. Send resume to: Wu Shi-zhen, Foreign Language Department, Harbin Institute of Technology, Harbin, People's Republic of China

Georgetown University, Washington, D.C. Assistant Professor of English as a Foreign Language. Tenure-track position beginning Fall 1986. Duties: 15 hours/week teaching in intensive EFL program, participation in program development, and other responsibilities. Qualifications: Doctorate in TESOL, or applied linguistics with ESL/EFL concentration, and three or more years full-time experience in an intensive ESOL program for academically oriented students. Record of publications, research, and presentations Overseas experience helpful. Interested ESOL professionals who meet all requirements please apply by letter and detailed vita sheet before April 1, 1985. All applications will be acknowledged. Write: William E. Norris, Head, Division of English as a Foreign Language, Georgetown University, Washington, D.C. 20057. AA/EOE

Rice University Intensive English Program, Houston, Texas. Opening May or July, 1986. ESL Language Consultant. Professional Staff. Ongoing employment plus full benefits. Duties: 35 weeks of teaching per year with 20 hours of classroom teaching weekly plus other responsibilities. Minimum requirement: M.A. in ESL or a closely related field with 12 approved graduate hours in ESL. One year's teaching experience and ability to teach all skills at all levels. Starting salary range: $13,600-$14,000. Send letter of application, vita, transcript and three letters of recommendation by March 21 to: Jan Griffin, Rice University, Personnel Office, P.O. Box 2666, Houston, Texas 77252. AA/EOE

Pan American University, Edinburg, Texas. Assistant professor, tenure-track, beginning August, 1986. Required Ph.D. in Applied English Linguistics with research and teaching experience in language acquisition (including reading) and language testing/measurement. Specialization in theoretical phonology, with background in Spanish linguistics and publications desirable. Teaching responsibilities include introductory linguistics, remedial reading/composition, and specialized areas. Salary competitive. Interviews at MLA and TESOL. Send application, vita, complete transcripts, and sample publications before March 1, 1986, to: Dr. Michael Reed, Chair, Department of English, Pan American University, Edinburg, Texas 78539. Telephone: (512) 381-3421. AA/EOE

The Economics Institute, Boulder, Colorado. We are currently accepting applications for the position of ESL instructor M.A. in TESL, linguistics or related field required. Knowledge of economics, business, computer science, statistics, etc. helpful. Prefer several years adult ESL teaching experience and willingness to go abroad for short (10-20 week) assignments Salary commensurate with qualifications and experience. Send resume to: Head of Academic Program, The Economics Institute, 1030 13th Street, Boulder, Colorado 80302. Telephone: (303) 492-8417. Interviewing at TESOL Conference in Anaheim.

JOB NOTICES

Notices of job openings, assistantships or fellowships are printed without charge provided they are 100 words or less. Address and equal opportunity employer/affirmative action (EOE/AA) statement may be excluded from the word count. Type double space: first state name of institution and location (city, state/country); include address and telephone number last. Do not use any abbreviations except for academic degrees. Send two copies to: Alice H. Osman. *TN* Editor, 370 Riverside Drive, New York, NY 10025, U.S.A.

A fee is charged for longer job notices or if an institution desires a special boxed notice. Due to space limitations, a half-column (5″) size is strongly encouraged. For rates, please write or call Aaron Berman, TESOL Development & Promotions, P.O. Box 14396, San Francisco, California 94114, U.S.A.

See page 2 for deadlines, Late job notices accepted provided there is space. Call *TN* Editor (212) 663-5819.

The TESL/Applied Linguistics Department at UCLA announces a probable temporary one-year appointment at the visiting assistant professor rank for the 1986-87 academic year. Salary: $26,657. Applicants must have completed their Ph.D. in applied linguistics or a related field and have primary teaching and research interest in reading/composition theory and practice. Letters of interest and curriculum vitae should be sent to: Chair, Search Committee, TESL/Applied Linguistics, 3300 Rolfe Hall, UCLA, Los Angeles, California 90024, U.S.A. AA/EOE

Fundación Instituto Mayer, Bogotá, Colombia. FIM, the leading private language institute in Bogotá seeks ESL instructors. Requirements: M A. in TESL or applied linguistics or B.A. in education. No experience is necessary. Special pre-service training program in applied linguistics and TESL techniques. Competitive salary depending on qualifications, bonuses, two weeks paid vacation and other benefits provided. Send complete resumé to: General Academic Director, Fundación Instituto Mayer, Calle 17 No. 10-16 Piso Segundo, Bogota, Colombia.

The Aeronautical Training Center, Dhahran, Saudi Arabia, seeks ESL instructors for its civil aviation electronics training program. Duties include teaching and some program development. Qualifications: M.A. in TESOL or equivalent; substantial (2-3 years) overseas experience preferably in Saudi Arabia; ESP for math and electronics highly desirable. Competitive salary and benefits. Two-year contract. Send resume to Mr. Peter W. Woolley, Senior English Instructor, Training Department, Saudi Services and Operating Company, Ltd, P. O Box 753, Dhahran Airport 31932 Saudi Arabia. Telephone: 966-3-879-2323. Telex: 601926 SSOC SJ.

Institute of Public Adminstration, Riyadh, Saudi Arabia. EFL Teachers needed for government-sponsored training institute for civil servants with branches in Riyadh, Jeddah, and Dammam. M.A. in applied linguistics or TEFL required; experience, especially in English for special purposes, preferred. Salary commensurate with experience. One-year renewable contract includes housing, transportation, medical benefits, family benefits. Teaching couples welcome. Meet our representatives at the TESOL Conference in Anaheim and send your resume to: Director, English Language Center, Institute of Public Administration, P.O Box 205, Riyadh, Saudi Arabia 11141.

ERAM Institute, Jubail, Saudi Arabia. ERAM Institute has single status openings for ESL/ESP instructors teaching adult males. Requirements: M.A. in TESL/applied linguistics with minimum one-year experience. ESP and technical backgrounds useful. Possible evening classes at time and a half. Salary: over $20,000. Benefits: housing on beach utilities, medical and dental care, 30 days paid vacation and airfare, transportation to and from work, round-trip to and from U.S.; access to recreation center Send current resume to Dr Max Miller, Director, P.O. Box 10192, Jubail Industrial City, 31961, Saudi Arabia 00-966-3-341-9867 Telex: 632127 ERAM SJ.

American Center English Teaching Program, Khartoum, Sudan. Immediate openings for TEFL instructors. B.A. or M A. required. Some knowledge of Arabic helpful. Salary LS 1,280 monthly; best for motivated, recent graduate desiring overseas experience. Write to: Director, ETP, The American Center, Department of State—Khartoum, Washington, D.C. 20520, U S.A.

Western Universities Agricultural Education Project, Sumatra, Indonesia. International education specialist in TESL. Two-year assignment on University of Kentucky/U.S.A I D project in Indonesia. Annual salary $14,500 plus post differential Housing and transportation to/from Indonesia furnished. Minimum qualification: M.A. in TESL or equivalent education and experience. Responsibilities. with Indonesian counterparts, organize TESL program, select teaching material, develop teaching aids and teach English to Indonesian agriculture faculty preparing for graduate study in the U.S. Send resume, transcripts and references to: W. A. Graham, Association Director, International Programs for Agriculture, N-324 Agriculture Science Center North, University of Kentucky, Lexington, Kentucky 40546. Telephone: (606) 257-1711.

Çukurova University, Foreign Language Education Department, ELT Division, Adana, Turkey. Beginning September 1986, ELT teachers needed for graduate and undergraduate programs. Qualifications: Ph.D. in applied linguistics or English literature and B.A. or M.A. in English or TEFL. Duties: 10 hours a week of classroom teaching in any of the following areas: English, literature, linguistics, English language, plus supervision of graduate studies. Applications should be sent to: Dr. Özden Ekmekçi, Chairperson, English Language Teaching Division, Çukurova University, Balcali, Adana, Turkey.

Continued on next page

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JOBS

Continued from page 21

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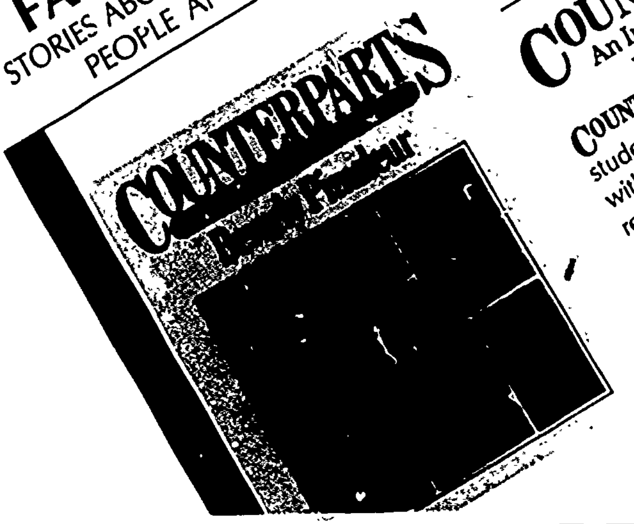

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TESOL NEWSLETTER

CALL: COMPUTER-ASSISTED LANGUAGE LEARNING

Volume XX Number 1 Supplement No. 3 February 1986

ABOUT THIS SUPPLEMENT

by [illegible]
Editor

"Two major themes—that children can learn to use computers in a masterful way, and that learning to use computers can change the way they learn everything else—have shaped my research agenda on computers and education." (Seymour Papert, MIT)[1]

"[illegible] the introduction of computers into primary and secondary schools is basically a mistake based on very false assumptions. Our schools are already in desperate trouble, and the introduction of the computer at this time is, at very best, a diversion—possibly a dangerous diversion." (Joseph Weizenbaum, MIT)[2]

Two renowned computer scientists. Both working at the same institution: the Massachusetts Institute of Technology (MIT). Both passionately interested in how computers will be used in schools—yet holding seemingly opposite views. Is it any wonder that teachers are confused about the role of computers in education, that there is so much apprehension, ambivalence, doubt?

We are in the midst of a computer revolution. What impact it will have on schools is unclear. What *is clear*, however, is that educators need to become knowledgeable about the technology in order to make informed decisions about whether and how to use it.

This supplement on Computer-Assisted Language Learning (CALL) is meant for both computer novices and experienced users. It will introduce some to the technology, lead others to think more about its uses. The fourteen articles—covering such aspects of CALL as word processing, interactive videodisc and artificial intelligence—were written by ESL/EFL teachers who have [illegible] experi[illegible]

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HOW CREATIVE LANGUAGE TEACHERS ARE USING MICROCOMPUTERS

by Michael Canale and Graham Barker
The Ontario Institute for Studies in Education

This article summarizes some of the main results of the two-year Ontario Institute for Studies in Education (OISE) project "Microcomputer Software for Language Arts. Survey and Analysis." Work on this project was carried out in Boards of Education across Ontario by staff in the Franco-Ontarian Centre and in the Department of Measurement, Evaluation, and Computer Applications at OISE from May 1982 through April 1984. The scope of this project included microcomputer use in four broad contexts: English and French as first and second languages in Ontario schools. Throughout this report the work "software" is used generically to include all types of programs, e.g., courseware, lessonware and utilities.

The main finding of the OISE survey was that there are language teachers with outstanding expertise and creativity who are using the microcomputer in exemplary ways with their students at all grade levels across Ontario. This article is primarily about how these teachers and their students are exploiting the microcomputer for language learning.

Guiding Images of Language, Language Learning and Microcomputers

Perhaps the most limiting feature of the majority of language arts software we have examined is its generally narrow and often superficial view of what constitutes language, language learning and the role of the microcomputer in educational contexts. While detailed discussion of each of these topics is beyond the scope of this report, it is instructive to consider the images of each that seem to guide the work of the educators we observed.

Images of Language — In contrast to those views of language that focus separately on subcomponents such as vocabulary, spelling, grammar, paragraph organization and the like, the view that emerges from the best work we have observed has a different, more integrative focus: namely, the purposes for which language is used. Three distinct purposes stand out:

- language as a tool for thought (self-directed language), where emphasis is primarily on representing, organizing and reflecting on ideas and problems (e.g., as in prewriting activities or in analyzing math problems)
- language as a tool for social interaction (other-directed language), where emphasis is primarily on communication with others and on social relationships
- language as a tool for play and art, where emphasis is primarily on self-expression, personal discovery and personal satisfaction.

Images of Language Learning — Three crucial elements of language learning are provided for in the exemplary language classrooms:

- instrinsically motivating activities, where the content, format and purpose of the activity are such that learners want to participate and are led naturally to explore a range of linguistic and non-linguistic information
- autonomy of the learner, in which personal learning styles and goals of each learner are considered and, consequently, learners assume a certain amount of responsibility for both their individual and group learning efforts
- problem solving at the cognitive, social, and linguistic levels, where learners are faced with tasks that require them to acquire, use and reflect upon different knowledge and strategies at each level.

Images of the Microcomputer in Education Contexts — Various labels have been invented and applied to the many possible images of computers in education. Three roles are, in view of our observations and other research, appropriate and important here.

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ABOUT THIS SUPPLEMENT

[illegible] did [illegible] John [illegible] so often [illegible] ing the [illegible] disc [illegible] tion [illegible] was on to [illegible]

Papert, Seymour [illegible] Books.

Weizenbaum, Joseph [illegible] MIT [illegible] BYTE [illegible]

Goldberg, Albert [illegible] Educational Technology [illegible]

USING MICROCOMPUTERS

Continued from page 1

- Tutor — The computer is used to teach or drill the learner, i.e. to play the role of master. In principle, the learner could be allowed to decide what to learn, when to learn it, how to learn it, how well to learn it, how long to take to learn it, with whom to learn it and how to use it. In practice, the learner (even the adult learner), is rarely allowed such control, when tutor software is designed and used.
- Tool — the computer is not intended to teach or drill but to facilitate the learner's (or teacher's) doing something. With the exception of specific authoring templates (e.g., to develop a cloze exercise), most tool software useful for language learning has not been designed for that purpose. Rather, such software has been designed for word processing, for data base creation and management, for controlling video or audio media, for budget or project planning, for simulation for problem solving, for graphics design, for game construction, for music composition, etc.
- Tutee — the learner is required to teach the computer to do something; otherwise, the computer does absolutely nothing. The Logo programming language—designed primarily for use by young children—is perhaps the most widely known example. In principle, the learner has control of his or her learning; in current practice, the learner can become overwhelmed and confused to the point of needing at least to share control with other learners, the teacher, and the computer.

Exploiting Available Software

Discussed briefly below are five types of software that teachers and students seemed to be particularly successful at exploiting for language learning: word processing; authoring systems, templates, and open-ended activities; data base management; simulations and games involving problem solving; and Logo.

From Word Processing to Language and Idea Processing — Word processing (also known as text editing), is being used in exemplary ways by both teachers and their students.

Use of word processing software by teachers—for their own purposes—is of critical importance. Many curriculum innovations are never successfully implemented because teachers cannot easily integrate them with their personal beliefs and daily practices. This has certainly been the case so far with microcomputers. However, the use of microcomputers for word processing provides an immediate and practical solution to this problem. Teachers can begin to use a word processing package on their own to produce a variety of documents—timetables, worksheets, handouts, tests, letters, etc. Originals can be easily saved, revised and reprinted as needed.

Once teachers are comfortable with the computer and word processing based on personal use, the prospect of introducing word processing as a component of certain learner activities is no longer threatening. The variety of possible language learning activities is limited only by the learners' and teachers' imaginations. We have observed learners engaged in drafting and revising their own written text; seeking (anonymously or publicly) comments from others on written work in progress; carrying out stylistic modifications to a text for various purposes and audiences; and providing optional on-line explanations of particularly difficult vocabulary and grammar in a reading passage that has been saved on diskette or cassette.

Since word processing is the most frequently used software in the classrooms we observed, it is worth considering some of its main advantages and disadvantages. The main advantage is that it makes the mechanical aspects of the drafting and revision process simpler to attend to. A direct and important side effect of this for many learners is increased motivation—not only to write and to revise but also to welcome others to read and talk about the writing.

Perhaps the main disadvantage is that most word processing software provides no means for the teacher or learner to keep a record of changes made, keystrokes used, and time spent on writing different portions of the text and on getting the software to carry out certain functions. Anyone interested in the writing process, and not just in the writing product, can appreciate the seriousness of this disadvantage.

Authoring and Open-ended Software —Authoring systems and templates are powerful tools that simplify the development of certain kinds of software by eliminating the need to use a programming language such as BASIC or Pascal. Authoring systems are generally more powerful, complex and costly than templates. Such systems provide comprehensive sets of commands first to set up the overall structure of a tutorial lesson, drill, or test, then to enter content of the user's choice, and finally to enter prompts, acceptable answers, feedback and any special branching in the lesson (e.g., to allow a learner to skip parts of a lesson that may be either too easy or difficult). These packages require some period of training and practice, but once learned can provide a relatively inexpensive alternative to commercially prepared software, with the very significant advantage of being flexible in content and design.

Templates are much more modest versions of authoring systems, usually with one fixed purpose such as development of a crossword puzzle or cloze test. They allow simple entry and modification of desired content but generally allow no major changes to the activity structure.

Open-ended software packages are those whose structure and goals are fixed and for which optional content is provided. However, this content is not fixed: teachers and learners have the option of easily entering any desired content. Thus while such packages are much less flexible than authoring systems for designing one's own software, they are also much easier to use.

Data Base Management — These packages encourage learners and teachers to gather, organize, modify and use information about language or other subjects. We have observed use of two kinds of data base management. The first kind are the so-called "empty" data base packages which allow any kind of information to be filed and accessed in various ways. Most interesting is their potential as a personal learning resource for students to create and use their own data bases, for example, specialized vocabulary, favorite idiomatic expressions, science project ideas or phone numbers of friends. These packages can be used for administrative purposes as well, such as making inventories and keeping track of classroom resource materials (e.g., titles of books or software holdings).

The second kind of data base software, less immediately useful for learners but more immediately useful for teachers, is class record-keeping packages. These can simplify some classroom administrative tasks such as recording and calculating student grades.

Simulations and Adventure Games: Problem Solving and Play — Simulations provide rich and motivating contexts for language (and other) learning by requiring users to assess and respond to changing

Continued on next page

USING MICROCOMPUTERS

Continued from page 2

conditions in the simulated operation of some system. Some very useful simulation software now available involves, for example, maintaining the ecology of a pond, operating a nuclear power plant, buying and selling on the stock exchange, piloting an aircraft, designing machines and products in a factory and running a lemonade stand. Such software encourages development and use of group interaction skills, global and specific problem solving strategies, and language forms specific to the simulated situations. The preparatory and follow-up activities that such simulations naturally invite are in themselves worthwhile.

Well conceived and produced educational games also offer useful language learning contexts. One particular genre of game—the adventure game—seems especially rich in potential for language development. This type of game puts groups of learners in real or imaginary worlds in which they must constantly solve cognitive, social and language problems in order to achieve some larger goal (e.g., complete a quest or solve a mystery). From a language learning perspective, the best of these adventures have a built-in sentence parser designed to allow the learners to respond in complete sentences to printed prompts and be reasonably well understood by the program. This combination of reading, interpreting, discussing and writing provides a rich integrated activity through the medium of the computer. A major disadvantage of most adventure games is that the content is often inappropriate in many ways (e.g., strong emphasis on violence, sexual stereotyping, too demanding in terms of language proficiency required, and little topical relevance to any curriculum objectives).

Logo: A Tutee Approach and Valuable Prototype — Logo is a programming language that has received a great deal of publicity among educators since its public release about three years ago. It was intended as a tool for children to discover and explore "powerful" ideas, particularly in mathematics and geometry (Papert 1980).

Logo is the best current example of tutee mode software for the microcomputer. It is especially known for its "turtle graphics" in which the "turtle"—a small triangle in the middle of the screen—does absolutely nothing until it is "taught" by the user to draw various objects and shapes (e.g., a hand, a letter of the alphabet, or a square). Logo also has a very powerful "list-processing" capacity which can be used to do things with language. This capacity is not as well known or as widely used, perhaps because it is harder to work with, less compelling than the graphics mode for many learners, and is limited by the memory size of most of the popular affordable microcomputers on which Logo can run.

Based on our observations, Logo seems attractive for language learning for four main reasons. First, its philosophy of learning coincides with the image of language learning described at the beginning of this article. Second, as a programming language, Logo is well suited for natural language learning. For example, all programming commands provided in the Logo language are words or phrases in natural language intended to be understood and used by a normal elementary school child; any further commands the user wishes to create can be labeled as he or she chooses. Third, Logo provides context that generates much language use among learners. Before, during, and after using Logo, we observed that learners were most often involved in discussing and writing out their plans, problems, and reactions. Finally, Logo provides for a very broad range of interesting language learning activities. One can conceive of many distinct types of activities ranging from the very brief and specific to the extended and general. Many creative examples of such applications are described with accompanying Logo programming commands, in the clear, informative, monthly NLX Newsletter of the National Logo Exchange.

. . . language educators should give priority to tool and tutee uses of software rather than to tutor uses.

Although Logo thus has much potential and promise for assisting in language learning, it is best viewed at present as only a prototype of intelligent approaches to learning with microcomputers. One reason is that most current versions of Logo still present many frustrations to the user (e.g., limited working memory, no help-menus, cryptic error messages, slow operating speed).

Through our observations, we find that the most important limitation of Logo in its current forms is that it reflects an incomplete view of how learning—certainly language learning—takes place. As pointed out above, Logo explicitly provides for and encourages both learning through doing and learning through one's mistakes. These are two cornerstones of any serious learning theory; they may even suffice for some learners. But perhaps two other cornerstones are not explicitly represented in Logo, at present: learning through observation of an expert and learning through collaboration with an expert. It is for these users and in these situations that a more "intelligent" Logo—an expert turtle to complement the present tutee turtle—could perhaps be very helpful.

Summary of Major Recommendations

Fully aware of the important limitations of our study, we offer four major recommendations concerning the use of microcomputer software for language learning.

Recommendation 1 — Our foremost recommedation is that language educators reflect seriously not only on the educational value of what they are doing with microcomputers but also on what they are doing without them. Given the hype, pressure, apprehension and confusion that still characterize too many discussions of educational uses of the microcomputer, it is clear that the machine, learners, educators and classrooms are not always being used in valuable ways. However, the microcomputer should not become the scapegoat. Rather, it should become a catalyst to stimulate educators to re-examine what they really know and believe—and what their curricula assume—about language and language learning.

Recommendation 2 — At present, language educators should give priority to tool and tutee uses of software rather than to tutor uses. As pointed out earlier, while in principle tutor software for microcomputers can be valuable, in practice, its main virtue is too frequently its convenience. Our message to language educators, then, is that they should try to exploit available tool and tutee software that is often not explicitly intended for language learning.

Recommendation 3 — Software evaluation (or software analysis) should be viewed as an ongoing and integral part of software use. Ideally, software should be sufficiently intelligent and flexible to permit evaluation data to be gathered, and the software to be modified, as it is used. At present, such microcomputer software is very rare. A realistic alternative we have observed is to have learners and educators (experienced and inexperienced), note and discuss their reactions to a software package based on a variety of uses on several different occasions.

Recommendation 4 — Our final recommendation is for Microcomputer Resource Centres within Boards of Education in Canada. These Centres now exist in many Boards and perform many valuable functions. Perhaps the most important function is to help those exemplary language educators already using microcomputers to share their experience and expertise with those educators seeking guidance in using microcomputers. Educational use of microcomputers is a grassroots movement spearheaded by outstanding classroom teachers rather than by researchers, administrators, and policymakers. These teachers are likely to be the best means of assuring that other educators receive useful guidance both in inservice training and ongoing support.

About the authors: Michael Canale is an associate professor in the Curriculum Department at OISE and the University of Toronto. Graham Barker is a research associate in the Centre for Franco-Ontarian Studies at OISE.

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PREWRITING AND COMPOSING ON THE COMPUTER

by Joel Bloch
Hunan University

One day, while working on a program in the computer lab, I noticed many of my Arabic-speaking students clustered around a terminal. They called me over to ask a question, and I discovered that without any guidance from me or other teachers, they had found that the word processor could help them in their writing. They were doing the very things at the computer that they seemed reluctant to do in class: reading each other's writing and exchanging ideas on ways to improve it. Since many of them had spelling problems, I used the opportunity to show them how to use the spelling checker, further piquing their interest in the varied uses of the computer in the writing process.

Colette Daiute (1985) argues that the computer can be used in every stage of the writing process: prewriting, composing, revising, and editing. While these four aspects of writing are not necessarily linear and often overlap, it is useful to consider them separately. In this brief paper, I would like to look at how the computer can be used in two areas of writing. prewriting and composing. (For a discussion of computer activities for revising/editing, see, e.g., Collier 1983; Bridwell and Ross 1984.)

Prewriting Activities

Prewriting is one of the most exciting and at the same time most frustrating uses of the computer because much prewriting software draws upon artificial intelligence (AI), a field that has held out great hope but has so far achieved limited results. Hugh Burns (1984) was one of the first to use some of the principles of AI to develop prewriting programs. His *TOPOI* program asks a series of questions intended to help the writer clarify the purpose of a piece of writing and expand its development. The program picks up key words and uses them in subsequent questions to the writer. For instance, after the writer states the topic, the computer comes back with a question such as "What special experience made you select (TOPIC INSERTED) as your topic?" The program then uses a heuristic such as Aristotle's topics, Burke's pentad, or Pike's tagmemics to ask questions that will focus the student on the causes or results of the chosen topic. This brainstorming session can be printed out and used as the basis for the composing stage.

Wordsworth II (Selfe 1984) is similar to *TOPOI* in that it, too, attempts to guide the student through a brainstorming session by asking questions designed to elicit open-ended responses. One *Wordsworth II* program, for example, focuses on the narrative, asking the writer to choose a character to write about and then to compare this character to others in the story.

Another structured approach to prewriting is the "idea processor", outlining software developed especially for writing business and technical reports. This type of software aids the writer in setting up categories and subcategories which can then be fleshed out with more details. *MaxThink*, for example, aids the writer in collecting facts or concepts, organizing them into categories, and then filling in the structure with paragraphs of text (Hershey 1985).

All of these programs have been designed for the native English-speaking student or specialist, and there is little information available as to whether they are appropriate for ESL students. Their importance, however, is that they are precursors of the writing tools of the future—tools that will be more powerful, easier to use, and of real benefit to all writers, including ESL writers.

There are several computer prewriting activities that do not require special software. One is "invisible writing" (Marcus and Blau 1983). Based on Peter Elbow's theory of "freewriting"—which emphasizes flow of thought rather than grammar details, vocabulary, or mechanics—invisible writing simply involves lowering the brightness control on the computer monitor so that the writer cannot see what has been written. This, in fact, forces the writer to do what freewriting exercises ask—to keep writing and not look back.

Another possibility is to use software that has been acquired for other courses—data bases and simulations, for example. One simulation for business students involves modeling possible situations to maximize profits. Once the program has been completed, the information generated can be used as the basis of a report. This type of prewriting activity can lead to writing assignments that approximate those that students will have in their content courses.

A final prewriting suggestion is electronic mail. Students having access to mainframes or networked microcomputers can use electronic mail to exchange ideas before beginning to write and thus have an audience to give them feedback right from the outset.

Composing on the Computer

Once the ideas are flowing, the composing process can begin. Daiute defines composing as "translating ideas, notes, and plans into a structured draft." There are many ways in which the computer can facilitate this process. Some of the prewriting programs mentioned above will create files with the ideas the students have generated. These files can be easily accessed by most word processing programs, some of which have split-screen capabilities—that is, they allow the writer to view the files on one half of the screen while composing on the other half.

For writers, including many ESL writers, who struggle with their first draft—going over their text many times trying to find ways of expressing their ideas—the insert/delete functions of the word processor make composing easier. Another function enables writers to move blocks of text of any length with comparative ease. Writers can thus try out different ways of organizing their ideas and arranging their paragraphs. Finally, the computer produces copy that looks neat and frees the writer of the necessity of laboriously recopying the entire paper This can be psychologically beneficial, especially to those students whose native languages use non-Roman writing systems.

Unanswered Questions

Very little is known about the total effect of this technology on the writing process except that many students find it exciting and useful. A Japanese student wrote in her journal at the end of the semester:

> Writing with a computer gives me more control over the situation and makes me concentrate on the contents (of my writing) itself. It's a good benefit because I'm not frustrated by "writer's block," gazing at the blank page and drawing circles over and over.

However, questions such as what kinds of students benefit most and in what precise ways remain unanswered. For the administrator wanting to implement a writing lab, buying hardware and software which will cost much more money than any writing aid that has come before, the bottom line would seem to be, "Does it produce better compositions?"

About the author: Joel Bloch is teaching linguistics at Hunan University, People's Republic of China. in a program administered by Queens College, the City University of New York

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TEACHING ESL STUDENTS WRITING USING WORD PROCESSING

by Andrea Herrmann
University of Arkansas

The advantages of word processing are well-known: revising and editing, catching ideas as they flow, playing with language, and professional-looking final manuscripts. In the enthusiastic rush to use this new technology in schools, however, advocates may gloss over the difficulties encountered by students who are attempting to use the computer as a writing tool.

Teaching writing on computers is still exploratory and experimental. Because of the computer's newness and complexity, it demands of the teacher new sensitivities to what is happening in the classroom or writing lab. For both teacher and student, the computer can be simultaneously frustrating and exhilarating, demanding yet rewarding. As a teacher who has used word processing with both native and non-native speakers, I would like to share my experiences—positive and negative.

Some Students Overwhelmed

Using a word processor to write may initially be more difficult and stressful because it necessitates new technical skills which may overload and overwhelm some students. Learning which keys to push and how to get out of trouble when the wrong keys have been pushed interferes with the writing process. The ease in writing comes only *after* a certain level of competence with the equipment and the program.

Some students deal much less well with frustration than others, and learning to word process is frequently a frustrating experience, even when the program is supposedly easy to learn. After ten hours of word processing instruction, my ESL students were asked to open a file called "Fun," write their name and two silly sentences, save the file, then print it out. Since I had reviewed all of the procedures with them, I did not anticipate serious difficulties. However, the amount of stress one student was feeling is evident from her response:

> I don't know how to operate the computer. I am so scared. I know this is not funny at all. But some people might be thinking it is funny because it is so easy. They are doing so well, but I can't. Oh, my God what I am doing? I suppose to write down a funny thing. I guess there is nothing in my mind except computer. I feel sorry myself.

The Learning Process Varies Greatly

Some ESL students learn to word process with a minimum of discomfort, quickly becoming zealous converts. They seem to acquire an interactive flexibility almost instinctively, learning what they need to know as they go along. They use the available resources to assist them. the teacher, lab assistant, other students, directions on the screen, class handouts or the program's manual.

Others, however, have a much more difficult time. Students have heard, just as we have, about the computer's marvelous powers. Many believe that their future depends upon success with this machine. While this knowledge can motivate some to succeed, it can intimidate others.

Photo by Andrea Herrmann

Another cause of student anxiety is that using the computer emphasizes students' problem solving strategies (or lack of them) and makes their learning processes highly transparent—as exposed as their writing, shimmering on their computer screens.

Students need to be willing to admit they need help; yet in every class I notice a few who are unable to. These few often sit for long periods of time incapable of functioning effectively. Some worry about looking foolish or making mistakes. Others compare themselves unfavorably to their classmates, becoming distressed by what they perceive as others' easy successes. In some cases, frustration turns into avoidance behavior, including not coming to class regularly. All these reactions have taught me to watch monitors and body language for signs of trouble and to ask students frequently if they need help.

Risk-Taking and Active Learning

Learning how to word process is like learning to ride a bike. The user balances a multitude of interrelated, subtly coordinated, mental and physical activities requiring trial and a certain degree of error. While a teacher may assist in the process, the learner must do most of the job herself. Some aspects of the process may be presented in discrete steps to be followed in a linear way; for the most part, however, word processing is a recursive and interactive activity and cannot be taught in a step-by-step fashion. The teacher may try to create a supportive environment and get students off to a good start, but they must take the risks and be willing to play an active role. The writing teacher becomes something of a coach, reassuring students that they cannot break the machine and that there is no such thing as a mistake—that errors are to learn by.

A Host of Concerns

The teacher juggles a host of concerns. There are the technical problems as well as worries about how to integrate the writing process. Too much emphasis on writing in the early stages when students are coping with the technology is ill-advised. Yet the goal is to teach language and writing, not word processing per se. The dilemma is how to balance instructional concerns with the teaching of word processing until the student has achieved a minimum level of competency.

The teacher must deal with students who are wildly enthusiastic about using computers, along with those who are very negative. Some students believe that time

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WORD PROCESSING

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spent learning how to word process is time lost to language learning. Two ESL students had the following polar comments to make about their experiences:

> In this class I feel comfortable with myself because I improve my writing and speaking with a foreign language.
>
> Learning how to use computers was very hard for me because I don't like them and I don't think they are useful as a method to learn English . . . A person who is learning English is supposed to practice English, not on a computer. (a male student)

Does the Student's Writing Improve?

The bottom line in using word processing, of course, is "Does the student's writing improve?" This is not a simple question to answer. When students make progress, much more than just the computer is involved. The classroom strategies, the learning environment, as well as the student's background, motivation and effort, are just a few elements that enter into success or failure. Clearly, some students become highly engaged when word processing is used. They gain new sensitivity to the flexibility of language and become willing, even eager, to write. They appear more receptive to feedback concerning the need to revise and edit since this no longer entails a great deal of extra work. Because the context for writing may become more social and collaborative with the word processor, students' writing skills (as well as their oral ones) may benefit from suggestions made by their peers as well as by the teacher. Yet, for others—as I have shown—learning to use the computer as a writing tool is not a positive experience.

THE WALL STREET JOURNAL

"I'm suffering from word processor block."

Permission, Cartoon Feature Syndicate

Little Known about the Process

I try to resist making the assumption that *my* writing process should be the students'. Since little is known about teaching writing with word processing, the temptation to impose one's own method is strong. Teachers whose mastery of word processing may still be rudimentary sometimes tell their students that the computer should be used only for revisions, since that is the way they use it, or that printouts of a piece in progress should be made regularly. However, many students learn to compose directly on the computer, with or without the help of notes, and some rarely make printouts until they feel their writing is finished

One of our major concerns as ESL teachers should be to modify our methods based on what students say and do. There is still much more for us to learn from our students about the process of teaching writing with computers. One thing is sure, however: word processors change, and I believe enrich, the ESL class.

About the author: Andrea Herrmann teaches composition to ESL students and native speakers in the English Department at the University of Arkansas at Little Rock She has recently completed a dissertation "Using the Computer as a Writing Tool Ethnography of a High School Writing Class," at Teachers College, Columbia University.

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SENDING MESSAGES: ACROSS THE CLASSROOM AND AROUND THE WORLD

by Dennis Sayers
University of Hartford

We can use computers in startling ways to break down barriers to genuine communication between people. Sound Utopian? Right now, interactive word processing is offering ESL teachers a workable solution to the problem of how to make the time for dialog journals in their classroom activities. And today, telecommunications has widened the audience of ESL writers to embrace language learners throughout the world.

A group of classroom teachers, writing researchers and computer programmers, based at the University of California—San Diego (UCSD) has formed a software publishing cooperative called InterLearn. InterLearn has created a series of writing tools, each of which incorporates an interactive word processing program.

What exactly is interactive word processing? Essentially, it is a word processor linked to a program that acts as a writing coach. Focusing on a specific form of writing, each tool is designed to offer a range of helpful prompts—even to supply part of the text—and then to pause for the student to write. Two such writing tools are the *Dialog Maker* and the *Computer Chronicles Newswire*. Both require an Apple II computer with 64K, a disk drive and blank disks. A printer and plenty of paper should be near at hand as well.

Dialog Journals

The dialog journal—a written conversation on a daily or weekly basis between a teacher and a student, typically kept in a bound notebook—is attracting a great deal of research attention. Studies have shown that dialog journals can help ESL students learn to read and write by building a bridge from conversational abilities to literacy skills; moreover, this kind of dialog encourages teachers to use many of the same proven strategies which parents use to "teach" the first language (Staton 1984). Yet many ESL teachers hesitate to introduce journal writing into their classrooms, fearing one more drain on their most precious resource: time.

The *Dialog Maker* uses interactive word processing to lessen the time teachers must invest in responding to each student's dialog journal. It encourages the journal writing process by helping teachers to quickly *send* and easily *blend* two kinds of messages—general and personal—to large numbers of students. Before class, a teacher can write a general message to the whole group about, say, a field trip, which she can then combine with personal messages to each student. Later, one at a time, students have the chance to join in this dialog. As soon as a student answers the string of personal and general messages, the computer makes a printout that looks just like the script of a play—with the teacher and student as principal actors.

For example, when Maria sits down at the computer to read and answer what the teacher has written the night before, she sees this message on the screen:

> [Teacher]: The field trip to the museum was such a treat. The dinosaur exhibit reminded me of models of reptiles I used to build. I also thought they did a nice job explaining how ocean currents work. What was your favorite exhibit?

Maria doesn't realize it, but this is a general message the teacher has sent to all the students in the class. The *Dialog Maker* pauses for Maria to write back. Maria signals when she's done, and then she sees this on the screen:

```
Pick the number next to your
name.
1 Henry
2 Maria
3 George
4 . . .

Choose (1 . . 4; 0 to end):
```

When she selects "2," the *Dialog Maker* will show the personal message the teacher wrote her, and will pause for Maria to read it and to write her response. Maria's printed script of her dialog with the teacher has a personal touch, as will George's and Henry's in turn. Many teachers have found that with an investment of an hour's thoughtful writing, and by carefully blending general messages with more personal ones, they can enter into productive written conversation with up to 20 students.

Newswires

The *Computer Chronicles Newswire* is a writing tool that helps link student reporters and editors from the United States (Alaska, California, Connecticut and Hawaii) with their counterparts in Australia, Israel, Japan, Mexico and Spain. Using the *Newswire* writing tool, local reporters write and later edit articles. The final versions are mailed on floppy disks to InterLearn, where articles are routed to reporters in other countries. The disk is then returned, filled with stories from "correspondents" around the world. Many schools no longer require InterLearn as an intermediary, however. By purchasing a modem, they have converted their computers into teletypes. They can wire news stories over a telecommunications network—ominously called "The Source"—directly to their colleagues in other countries.

The earliest form of the *Newswire* was a computer pen pal link between two schools in San Diego and four schools in Alaska in the fall of 1982. Researchers noted that while student interest was high, young writers rarely revised their texts. No wonder, since they were writing letters! In January 1983, a switch was made from letter writing to a new metaphor—the newswire—and students adopted new roles as reporters and editors, with a broader range of opportunities to improve their writing skills.

Young writers' articles tend to be autobiographical yet they are clearly distinct from letter writing. Saly Phetxaya, a fourth grader in a Connecticut migrant workers' children's program, writes

> I was born in Laos. Laos is a very nice country but dangerous. So I moved to New York. I didn't like it there very much. Then one day I moved to another place . . . What was exciting about that place was that everybody said there was a two-headed snake up on a hill.

Saly and his classmates contribute to the *Newswire* and draw material from it, which they then incorporate into their

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SENDING MESSAGES

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own publication. They chose, for example, a *Newswire* story from Hawaii—written in two "Englishes"—to include in their newsletter. An excerpt follows:

> Da food in Hana is da bes . . . da best place is Tutu's down at da beach. Da stor get totally good candy. Da luaus ova her is so no we get kalua pig . . . and ada kind stuffs.
>
> The food in Hana is the best . . . the best place is Tutu's down at the beach. The store has very good candy. The parties over here are so good. We have roast pig . . . and a lot of other things.

And not surprisingly, Saly, a Laotian, chose this "editorial" from another war-torn country, Israel:

> "Wars are stupid and people are stupid." The most difficult thing about living in Israel is wars. We live under the pressure of war . . . We hear about it on the radio, it's mentioned on the T.V. all the time . . .

From Wainwright, Alaska, Saly and his friends selected an article about whales, written by a third grader:

> Every summer or spring . . . the ice on the Arctic Ocean breaks up . . . and then the whalers go out . . . When they spot a whale they chase it and they all have white parkas on because the whale is afraid of all colors except for blue and white.

Bridging Time and Space

In his address to the TESOL '83 Conference, "The Promise and Threat of Microcomputers for Language Learners," Frank Smith spoke of the prevailing misconception that

> . . . computers are solitary and isolating devices—that a child working with a computer is somehow shut off from a real world and particularly from other people. Nothing is further from the case. Computers can dissolve the walls of the classrooms, collapse space as well as time, and bring people together in dramatic new ways (Smith 1983:17).

From dialog journals to international journals, computers can help bring teachers closer to their students and language learners closer to their colleagues around the world—while promoting literacy.

About the author: Dennis Sayers coordinates the Connecticut Satellite of the New England BEMSC (Bilingual Education Multifunctional Support Center) at the University of Hartford

Note: *Dialog Maker* (Sayers) and *Computer Chronicles Newswire* (Levin, Riel and Boruta) are available in an Apple II version from Interlearn, P.O. Box 342, Cardiff-by-the-Sea, California 92007.

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APPROACHES TO CREATING COURSEWARE

by Roger Kenner
Concordia University

The decision has been made to offer computer-assisted language learning (CALL) to students. The necessary equipment (hardware) has been acquired. One last hurdle remains: collecting sufficient computer-based teaching material (courseware).

Using existing material seems, at first, to be the obvious avenue to follow. It would seem pointless to spend time and effort duplicating work that has already been done and which is probably more sophisticated and polished than anything a group of teachers, new to the field of computers, could produce.

The reality, unfortunately, is not as straight forward. There simply does not exist enough worthwhile off-the-shelf courseware to satisfy a complete curriculum. While individual pieces of courseware can be picked up from various publishers, software clearinghouses and other sources, only a small amount of what is found is likely to match the educational goals and approaches of a given language teaching programme. The search will be further frustrated by the fragmention of the market into versions for different brands of computers. The conversion of materials from one computer format to another is a major undertaking and, in most cases, is simply not cost-effective for a single school. In the end, existing courseware will provide for only a portion of what is needed and will have to be supplemented through the creation of "home-grown" courseware.

Creating Materials

How does a group of teachers, unfamiliar with computers and with the different approaches to teaching/learning offered by the computer, set about creating new materials?

When microcomputers were first making their appearance in schools, teachers were told they had to learn to program. The experience of the last few years has shown that computer programming may not be the place to start. The art and skill of programming is alien to many people, and few teachers can afford the enormous amount of time and energy required for the creation of original courseware. Moreover, learning to program is only the first step. Developing CALL software requires a knowledge of special techniques relevant to language processing. Instead of being the starting point, then, the writing of original computer programs should be seen as the final step for those dedicated few who wish to go beyond what other approaches offer.

What are the other approaches that stand between the use of off-the-shelf packages and the writing of original computer programs?

Customizing Existing Software

First, there is a class of computer courseware designed to allow users to insert their own content material in addition to—or in place of—the lesson material that is already contained within the program. Changes can often be accomplished through a question-answer dialogue with the software or through the creation of special lesson files using a word processor.

This type of courseware is an excllent place for teachers unfamiliar with CALL to begin. Once they have chosen courseware that pleases them and that they find educationally valid, they can work with it and watch students working with it. In the process, shortcomings in the built-in lesson content will become apparent, as will the possibilities for expanding and changing the content.

While the content may be adaptable, the format in which it is presented is usually fairly rigid. Working with these programs, teachers will get a good feel for the distinction—important in understanding software—between the material contained in a computer activity and the underlying program, the vehicle which delivers it. In most well-designed courseware programs, content is fairly separate from the functional parts of the program.

It is unfortunate that so little of the courseware available is of this renewable variety. With the help of a programmer, however, or with just a small amount of programming experience, teachers can often change the content of programs that were not designed with that possibility in mind. These programs can thus serve as a kind of framework or "template" for "cloning" completely new lessons.

Such activity requires that the programs be unprotected and open to the programmer. Many public domain programs, as well as those obtained through software clearinghouses and universities, are unprotected and can be used as templates. Courseware obtained from commercial sources, however, is usually not open to changes and alterations by the user.

Authoring Systems

Still, there is a limit to the alterations that can be made to a finished piece of courseware. For more flexibility, one needs to move on to specially designed computer software called "authoring systems." Authoring systems allow teachers to encode their lesson material without having to delve into computer programming. Typically, teachers are prompted for the required information. For example, the software might ask "What is the desired student response?"; "What is the cue to elicit that response?"

There is a wide variety of authoring systems available, ranging from fairly simple "mini-authoring systems," just a step above "customizable" lessons, to option-filled systems more complex than many programming languages. There are only a few authoring systems, however, designed specifically for the creation of language learning activities. Most systems have been designed for more traditional disciplines and, while facilitating graphic design and score-keeping, are deficient in features useful for language activities, such as the ability to make sense out of ill-formed student responses.

Teachers should probably start out with the less flexible, but easier to use, mini-authoring systems. When the imagination begins to outstrip the abilities of the software, then more powerful authoring systems can be examined.

Authoring and Programming Languages

Eventually, even the most powerful authoring system is inadequate to the demands of the imagination, and one faces the need to write original computer programs. At this point, there are two options available: using an "authoring language" like PILOT or using a general-purpose computer language like BASIC. Authoring languages contain ready-made instructions which facilitate educational activities such as matching mispelled student responses with the correct answer. General-purpose languages, on the other hand, require that these procedures be created by the programmer. In the hands of a good programmer, a general-purpose language can outperform an authoring language. Novice programmers, however, may find that an authoring language gives them a wider range of capabilities. The important point to remember is that using an authoring language is still computer programming, with all that that entails: variables, line labels, procedures, branching, and so forth. It is not something that is learned in a few hours, as some vendors claim.

What Is the Best Approach?

A certain progression thus becomes evident. In deciding to implement CALL, teachers are almost forced to become involved in the creation of some of their own material. The best first step seems to be to create new material for existing programs. Then one can begin to use mini-authoring systems to create interesting activities, or one can clone new programs from existing ones. For most teachers, this is probably as far as they will want to go: supplementing the off-the-shelf programs—glossy and sophisticated—in much the same way as they supplement textbooks with typewritten, photocopied or dittoed exercises. Only a few teachers will want to go further and produce their own courseware using either authoring systems or a programming language.

About the author: Roger Kenner is head of the Learning Laboratories of Concordia University, Montreal. He is currently chair of the CALL Interest Section in TESOL.

INTERACTIVE VIDEODISC: A POWERFUL NEW TECHNOLOGY IN LANGUAGE LEARNING

by Charles A. Findley
Digital Equipment Corporation

The electronic marriage of computer and videodisc holds great promise for making language learning come alive in the classroom or language laboratory. Like no other medium, interactive videodisc brings together the emotional, affective power of television with the processing power of the computer. We can now offer our students a living picture of an authentic environment with real people speaking. At the same time we can track variables and overlay the picture with text and graphics. Effectively designed, interactive videodisc can simulate the reality and authenticity that is often missing in classroom learning to provide a risk-free laboratory for learning.

Like no other medium, interactive videodisc brings together the emotional, affective power of television with the processing power of the computer.

Four Scenarios

A language learner sits down at the television monitor and views the beginning of an authentic dialogue between two speakers, one of whom turns to the learner and asks for help in solving a problem. Four possible choices for action appear on the screen. The learner becomes engaged in the program by touching one of the options. The speaker immediately acknowledges the learner's response and continues the dialogue. This simulation continues until the learner solves the problem or, encountering difficulty in understanding, selects help from the intelligent tutor program operating under the surface of the dialogue. After engaging in a brief tutorial or practice drill focusing on the area of difficulty, the learner continues with the main problem-solving dialogue.

Another student, who needs to develop listening skills for academic purposes, watches a videodisc lecture. Whenever he hears the speaker say something important to the main idea of the lecture, he simply presses a key. At the end of the session, all the ideas "noted" are printed on the screen. The learner can then select one of the notes to form the basis of a probing question. As soon as he "asks" the question, the videodisc branches to the speaker, who answers the question as the message continues to unfold.

Another learner, who is working on pronunciation, can see and hear a speaker make a brief utterance. At the same time a prerecorded wave form of the utterance overlays the picture. The learner begins practicing the utterance by speaking into a microphone connected to a speech synthesizer. She sees the wave form for her utterance plotted on the screen together with the model from the native speaker.

And, in a final example, the learner looks up vocabulary in a thousand-word picture dictionary by typing in the word or touching letters on a touch-sensitive screen. The computer program checks for spelling, querying the learner with alternatives if there is a minor mispelling. The learner then hears and views the speaker using the word in context and sees the word printed in a sample sentence.

The Basic System

In these scenarios of interactive videodisc-based language learning, the video images recorded on a laser disc are controlled by an external computer to randomly access any part of the disc. A basic interactive system consists of a monitor, an input device such as a keyboard, a videodisc player, a microcomputer, and an interface which translates output from the computer into input commands that control the disc player. In addition, there is a software program which processes the learner's input. The development costs for creating the software—videodisc and computer program—will vary dramatically depending upon the quality of the video production and the sophistication of the program design. The hardware costs range from $2,000 for a small personal computer with disc player to $12,000 for a powerful microcomputer, an industrial grade player and a touch-sensitive monitor.

The Videodisc

Most interactive videodisc systems at present use constant angular velocity (CAV) laser/optical discs. These discs, protected with a thin silvery-colored plastic seal, resemble the common phonograph record in size and shape but use neither grooves nor stylus to record and play. Video information from a master tape is "pressed" on the disc by a high-intensity laser beam, which burns either tiny pits or bubbles into the disc surface. This process, called "mastering," currently costs about $1,800 per disc side; copies of this master can then be reproduced in quantity for about $10 each. The disc can be read and played as video images by a low-energy beam in the disc player. Because the disc never comes in contact with a stylus, it can theoretically be played continuously without wear. In the CAV format, 54,000 still frames or 30 minutes of running video can be recorded on each side of the disc, along with two channels of audio. In normal linear play, the laser moves from frame to frame in sequence. But the intervention of an operator with a remote control or a computer controller can direct the laser to move instanteously from one frame to any of the other 53,999 frames on the disc, repeat the same frame for freeze-frame purposes, or move slowly to other frames for step-frame or slow-motion effects. The two channels of audio can be played together for stereo or separately, with—for example—a different language on each of the two audio tracks for a bilingual program.

Presently available material for English language learning does not begin to tap the full potential of this medium. Some attempts have been made to "repurpose" discs created for other purposes in order to avoid the cost of producing and mastering original discs. The source material, however, is often of limited utility as authentic material for language learning.

Some academic disciplines are exploring an alternative: sharing production costs to produce "generic" discs. Using generic discs, designers at different institutions can create programs that suit their unique pedagogical purposes and that are compatible with the microcomputers available to them.

. . . we risk getting so caught up in the exciting capabilities of the technology that we overlook the reason for using it: to facilitate the learning experience.

The Computer Program

The computer program controlling the videodisc program can be written in a standard programming language such as BASIC. This, however, is extremely time-consuming if one is not already a programmer. An alternative is to use an authoring system or an authoring language. Authoring systems are usually menu-driven, requiring the designer to select options from predetermined design strategies for branching, review and question sequences. They offer a good beginning point for the designer new to the medium. Authoring languages, on the other hand, are usually more difficult to learn but are much more flexible; they

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VIDEO DISC

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offer the power of a high-level computer language with functions specifically useful for instructional design. At the cutting edge of interactive videodisc design is artificial intelligence. The intelligent system will handle spoken, natural language input from the user as well as employ highly sophisticated programming strategies that will adapt the program to previous knowledge gained about the learner.

Learner-Centered Interactivity

Recent developments in interactive technology and programming techniques make highly sophisticated interactivity within reach. However, we risk getting so caught up in the exciting capabilities of the technology that we overlook the reason for using it: to facilitate the learning experience. Our real focus must be on the integrity of the design of the program and on the way we treat the learner as part of the learning system.

Truly interactive video programs are learner-centered, requiring active participation from the learner. Too often computer-assisted learning has offered little more than prescriptive, one-way communication to the learner. Early attempts at computer-assisted learning became electronic "information dumps," if you will, with the student's interaction confined, for the most part, to limited menu-branching or response to test questions. The student experienced little control over the learning activity and remained largely passive. While this is a valid and time-honored approach to instruction, it does not adequately meet the needs of all learning situations, nor of all learners. It is restrictive and fairly totalitarian. Interactive instruction which follows this course tends to shut out the motivated learner, the experienced learner and the adult learner.

At the other end of the spectrum is a completely learner-controlled interactive environment: a simulation-based, experiential learning environment where the student is free to learn via experimentation and discovery. In this process the teacher's role is that of counselor, facilitator and manager of resources. Entering and leaving the learning situation at will, the participant acts upon the system, using its reactions to gauge his learning. There is no externally imposed evaluation; each learner measures and evaluates his own learning experience. All routing and branching is under his control as much as the system will technically allow. The system acts merely as a means to validate the learner's intrinsically-formed rules of language usage. This type of learning environment offers the highest level of academic and personal freedom and is subject only to the flaws of technology and/or its creators, whose ability to simulate the richness of reality must always be limited. It is this end of the spectrum we set as our design goal for use of videodisc technology in language learning.

What Makes for Powerful Learning?

We need to think about what makes for powerful learning and then see how those attributes can be translated into designing videodisc programs for language learning. At the very minimum, we know we want to provide a meaningful interactive experience that will hold the viewer's attention. We also want to create a true dialogue—active two-way communication—between the participant and the system.

We need to think about what makes for powerful learning and then see how those attributes can be translated into designing videodisc programs for language learning.

We want to avoid the pitfalls of being "too computerized," forcing learners to trade their own conceptual frameworks for those of a machine. Further, we want to make the technology of interactive video, usually so blatant, invisible to the user. Somehow we want the participant to experience true reciprocity and feel that his experience approaches reality itself. To achieve this we have to guard against the enticement of using interactivity for its own sake, which all too often causes a designer to abandon common sense and practical design. In short, we are concerned that the interactivity not be gratuitous, nor that it call attention to itself, but rather that it represent the desired interaction the participant would naturally want in order to continue dialogue.

With these lofty goals, we approach interactive videodisc boldy — but with humility.

As we approach this powerful new technology, we have the potential to create learning experiences, based on an active learner-centered partnership, that grab and involve the viewer so robustly in the process itself that he becomes personally invested in the outcome. With these lofty goals, we approach interactive videodisc boldly—but with humility. ◆

About the author: Charles A. Findley is employed as a senior instruction designer at Digital Equipment Corporation, Burlington, Massachusetts. This past year he co-designed *Decision Point: A Living Case Study*, winner of the award for best overall project from the Nebraska Videodisc Symposium. He has presented at various TESOL conferences and served on the Editorial Advisory Board of the *TESOL Quarterly*.

Photo by Robert Taylor
Courtesy of Public Relations Office
Teachers College, Columbia University

WARRANT: A PEDAGOGICAL ENVIRONMENT FOR CRITICAL READING, REASONING, AND WRITING

by Cheryl Geisler, Alexander Friedlander, Christine Neuwirth, and David S. Kaufer
Carnegie Mellon University

In January of 1985, the Writing Center at Carnegie-Mellon University undertook a three year project, sponsored by the Fund for the Improvement of Post-Secondary Education (FIPSE), to create a computer environment for teaching critical reading, reasoning, and writing skills to college freshmen.

The WARRANT system is designed to aid students in handling the complex interrelationships between reading, writing and reasoning that mastery of critical skills requires. We as professionals do not work linearly (reading to get information, reasoning to create new information, and writing to convey that information), but move recursively back and forth among our skills to understand and create new meanings. Yet most course work we give our students in critical skills is constrained by available resources to teach only part of the process (reading *or* reasoning *or* writing), or teach the full process on comparatively shallow topics (typically "what I did on my summer vacation"). Advances in computer technology are now beginning to enable us to develop an integrated supportive environment for pedagogy.

Some Starting Assumptions

We began the project with some assumptions about the nature of critical skills and the kind of computer environment necessary to support them:

- Reading, reasoning, and writing are integrated skills, and should not be taught separately. Thus the computer system must be able to support these multiple and integrated processes.
- Students acquire critical skills best in the process of solving problems which require them. Thus the computer system must offer a congenial working environment (high-resolution display, fast processing, sufficient memory).
- The power of critical skills is evident when exploring a single issue to some depth rather than a series of small issues. Thus the computer system must allow a comparatively large and complex data base of information.
- Critical skills are not algorithms to find the single right solution to complex problems but rather goals, standards and procedures for situating oneself personally within the context of community. Thus the computer system should provide structure, advice and models for students and communication links to others, rather than feedback for mastery learning of already well-defined answers.

The Program

WARRANT is being built on hardware and software being developed by the Information Technology Center, a joint venture of Carnegie-Mellon University and IBM.[1] The hardware should be available for our first classroom testing in the fall of 1986.

The computer system aims for the flexible integration of easy-to-learn tools. The WARRANT system will provide students with "windows" in which they can work with the seven major components of the system:

- A Syllabus where students can access particular assignments in the curriculum.
- A Read window where students can read on-line text.
- A Plan window where students can access plans for each part of the curriculum.
- An Advice window where students can get advice on carrying out their plans.
- A Note Card window where students can take and organize notes.
- A Compose window where students can compose their papers.
- A Comment window where students and teachers can make and read comments.

The integration of these seven components will allow students, for instance, to cut-and-paste a verbatim quote from the on-line text into a notecard or move something from a notecard into their developing text. The operating system allows students to rearrange these seven working spaces as they see fit, enlarging windows at the center of attention, or reducing or completely hiding those which are for the moment incidental.

Curriculum Development and Writing in ESL

The heart of the WARRANT system, pedagogically speaking, lies in the interaction of the Syllabus, Plan and Advice components. Through the Syllabus, students will obtain information about the overall sequence of assignments for a semester-long course. Through the Plan, they will receive a hierarchical representation of the goals and sub-goals of a particular assignment. Through the Advice, they can choose to receive more specific information about a particular goal or subgoal, including more elaborate explanation, suggested heuristics, a range of process models, and a range of product models. Thus, the pedagogical components of WARRANT fit together in an increasing order of specificity that allows students to focus on a specific subgoal without losing sight of the overall plan.

Currently, the system being developed focuses on a single ethical issue, paternalism.[2] The structure of the Syllabus, the organization of the Plans and the nature and content of the Advice are all being developed through observation of inexperienced and experienced writers working on this topic.[3]

In the future, the Writing Center hopes to develop an authoring system to enable teachers to use WARRANT to assist their specific curriculum needs. Such a system will allow ESL teachers, for example, to create an integrated syllabus appropriate to the particular writing needs of their students and focused on topics more relevant to their students' lives.

For instance, readings might appear in the Syllabus component and appropriate Plans and Advice would be available on-line for the student to access. This help could be designed to assist in the teaching of such skills as persuasion, summarizing, comparison, contrast and research paper writing. Students will benefit from the more personal attention they will receive, while teachers will have more time to concentrate on other aspects of their teaching.

Such a course is as yet but an idea. Since the present research is focused on native speakers, much research is needed to see how novice and experienced ESL writers would handle the materials developed for such a course. Such research will provide valuable material for the Advice component, material relevant to the intercultural concerns and language differences found among foreign students and reflective of composing processes in the second language. The WARRANT system holds out the promise, then, of providing ESL students with an integrated writing environment that uses the computer not merely as a word processor but as a valuable tool in ESL writing pedagogy.

About the authors: The WARRANT Project is under development in the Department of English at Carnegie-Mellon University, where Cheryl Geisler and Christine Neuwirth are instructors, David Kaufer is associate professor, and Alexander Friedlander is a doctoral student, doing research into the composing process in ESL.

FOOTNOTES

[1] The prototype advanced personal workstation consists of a SUN Workstation (32-bit architecture CPU, 19" high-resolution bit-mapped monochrome display, mouse) using Berkeley 4.2 Unix as the underlying operating system along with a Window Manager that creates a uniform user interface for all applications programs.

[2] Roughly speaking, paternalism concerns situations in which one adult interferes with the autonomy of another for his or her "own good."

[3] For a more complete explication of applications to curriculum development, see Cheryl Geisler, "WARRANT: A Pedagogical Environment for Critical Reading, Reasoning, and Writing," *CALICO Journal*, June 1985, pp. 43-44.

TWO APPROACHES TO CALL: CURRICULUM-BASED COURSEWARE AND LANGUAGE EXPLORATION ACTIVITIES

by Bella Rubin
Tel Aviv University

The variety of CALL programs on the market today can excite but also confuse language teachers and administrators, who must choose from among them those programs that best fit their students' needs. The task is not made easier by the different, often opposing, approaches to language teaching and learning reflected in CALL software.

At one end of the spectrum, there are the more traditional drill-and-practice programs, which have the major advantage of being easily integrated into an existing curriculum. Since such programs often respond to the needs of a targeted population, they are more apt to be initially accepted by ESL/EFL teachers and administrators. At the other end of the spectrum, there are the various language exploration activities that allow students to participate in the process of discovering certain aspects of a language, its system of grammar, for example. Such programs, by their very nature, usually give students much greater control over their own learning but may not easily fit into a mandated curriculum.

It might be useful to look at two recently developed programs which are representative of these two views of CALL: first, a curriculum-based courseware package from Israel, and second, a language exploration activity in the form of a poetry generator from Britain.

Curriculum-Based Courseware

A team of developers, sponsored by the Israel Ministry of Education and the Institute for Teaching Aids, has designed courseware for the seventh grade EFL curriculum as part of the S.M.L. Project. (S.M.L. is an acronym for "Siyua Machshevim LeHora'a," the Hebrew equivalent of "computer-assisted instruction.") The Ministry's EFL syllabus and one of its multi-media texts, *Gabby and Debby*, were used as a guide for the target structures and vocabulary. Intended mainly as a drill-and-practice, remediation and enrichment element, the courseware consists of lively adventure-type situations relevant to Israeli schoolchildren. The situations are presented in short reading passages (A Trip to a Bedouin Village), dialogs, or semi-simulated games (Find the Missing Sheik!). The chore and bore of reading texts in English disappears, for each time the learner is asked to read, it is with a purpose in mind. In one unit, for example, the children participate in solving a mystery: "Help Miss Snoopy, the famous detective, find the shopping bag thief!" The child "helps" by first reading a few lines of text and then choosing a Wh-question word, presented in multiple-choice format, which fits the question asked by the computer. The reward for the right choice is a graphic clue which leads the learner closer to the thief. A built-in remedial approach has been used for most incorrect responses — that is, a short, simple explanation or reminder is given and then the learner has another chance.

Graphics, color and animation are used not only for visual stimulation but also to make concrete the structures being drilled. In the preposition unit, for example, the learner uses a joystick or relevant keys to move objects around the screen so that their position corresponds to a cue, such as "Put the key under the tree."

Other features of this program are the user-controlled option of going back to previous text screens and access to dictionary screens, where selected words have been translated into Hebrew. Progress records are kept so that the classroom teacher can plan future lessons taking into account the strong and weak areas of each student.

A weakness of this program — and of many other courseware packages — is that the learner is always expected to respond to the computer that judges his/her responses. In other words, such programs seem to be computer-centered (a replacement for teacher-centered) instead of learner-centered, as is advocated by many current theories. Also, many of the tasks, though they do involve the learner actively, do so in a rather controlling way. Fill-ins, multiple-choice questions, matching exercises — these are by far the most commonly used techniques.

Photo by Robert P. Taylor
Using a graphics tablet

Despite these drawbacks, the S.M.L. courseware has succeeded in placing learners in a stimulating environment of English which they can, to some extent, manipulate or participate in.

Language Exploration

A CALL program which reflects a very different attitude toward language teaching and learning is *GRAM*, a Logo-type language exploration activity developed by Dr. Mike Sharples at the Department of Artificial Intelligence, Edinburgh University, Scotland. (For a discussion of the Logo programming language and its underlying philosophy, see Papert 1980.) In general, programs like *GRAM* enable learners to initiate their own language and elicit some kind of response, not necessarily a judgment, from the computer. *GRAM*, in particular, was created on the assumption that children (and adults) can "play" with language just as they do with mathematics and thereby develop a sense of what language, and even thinking, is all about. The program is designed for small groups of from three to five learners with only one computer. The idea is to get the learners to interact with each other in a Logo environment where they can develop their own criteria for acceptable English.

There are no frills in this program — no color, graphics or sound. But the function performed by the computer is an unmistakably valuable tool to second or even first language learners. In *GRAM* the computer is used as a kind of warehouse where data can be input, classified, stored and called upon at any time. All this is done by the students after learning only a few simple commands such as: PUT, CREATE, AGAIN, etc. Thus, the computer can be seen, in the view of John Higgins (1983), as a "pedagogue" or "slave," acting as a task-setter or tool, enabling learners to do whatever they wish without actually judging them.

Here is how one part of the program works: The object is to create Haiku poetry which will be randomly generated by the computer after the learners have input the desired words and sentence patterns. The students start by keying in the command PUT. The computer responds with BOX and waits for the students to enter the name of a category of words, say NOUN, and a list of words they think will fit into that category. In this way students continue to fill up several BOXes until they decide to try their first poem. An important decision must now be made by

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TWO APPROACHES

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the group: In what order do they want the words to come up on the screen? Or, put another way, which sentence pattern are they going to use?

One group of adults I worked with chose the following pattern:

ART ADJ ADJ NOUN VERB

PREP ART ADJ ADJ NOUN

and came up with

THE TINY SLINKY ANIMALS CRAWLS

INTO THE DARK MISTY RIVERS

Everybody laughed at first, but then someone realized that the group had taught the computer unacceptable English. So they recalled the BOX named NOUN, renamed it NOUNSG, and changed all plural nouns to the singular. The same had to be done to accomodate the plural nouns and singular/plural verbs. During this time there was much discussion about the different forms. The computer was then taught a new sentence pattern:

ART ADJ ADJ NOUNSG VERBSG

PREP ART ADJ ADJ NOUNPL

and subsequently it came up with

THE HAPPY YELLOW ZEBRA MOVES

BEYOND THE LOVELY SHINY FLOWERS

In *GRAM*, all the judgements are made by the learners though the teacher may act as a facilitator, occasionally pointing out spelling or structural errors. Because of its flexibility, the program can be used by children or adults, by native or non-native speakers of English.

Can the Two Approaches Be Reconciled?

Teachers who feel comfortable with structured, curriculum-based materials such as the S.M.L. courseware may feel uneasy with an open-ended program such as *GRAM*. On the other hand, teachers who see the value of language exploration activities may not know how to integrate them into a mandated curriculum. Thus, it falls upon those teachers and curriculum developers who have experimented with language exploration activities and achieved positive results to share their experiences with others: How have they implemented *GRAM*-like programs creatively? How have they incorporated them into a curriculum? What have the results been?

Answers to these questions would give both the more traditionally-oriented teachers and those who lean toward language exploration needed models for trying out similar activities on an experimental basis and for integrating them into an overall curriculum. As Henry Becker (1933:59) has noted, it is the responsibility of curriculum specialists and other policy-makers to "... focus on appropriate uses of computers for assisting [both] traditional and newly emergent instructional goals." As we search for better ways to exploit computer technology, we should respect and encourage different approaches to CALL — yet continue to grapple with seemingly irreconcilable divergence.

About the author: Bella Rubin teaches EFL at Tel Aviv University and is developing EFL software as part of the PLATO Project in the Division of Foreign Languages.

Note: The S.M.L. Project courseware is written for the Commodore 64 microcomputer and runs on a special network system developed in Israel. The *GRAM* program is part of a Logo toolkit package available from MEP Primary Project, St James Hall, King Alfred's College, Winchester, Hampshire, England S022 4NR. The package is presently available only in Logotron Logo (similar to LCSI Logo) for the BBC B microcomputer.

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NON-ESL SOFTWARE FOR SECOND-LANGUAGE DEVELOPMENT

by **Barbara Agor**
University of Rochester

In our quest for effective computer software, we ESL teachers have one great advantage over our colleagues in foreign languages: We are not limited to software which is specifically designed for "language learning." Everything written in English is fair game. This means that we do not have to accept the software producers' views of how language is to be learned on a computer. If we choose, we can avoid vocabulary drills, fill-in-the-blanks, verb transformations and other such exercises.

Instead, we can browse through English language software designed for home entertainment and for academic areas other than second-language learning. Our selections can offer students a chance to imagine themselves on a ketch in search of humpback whales; they can outrun a monster or guide their classmates past perils to secret treasures; the powerful programs which we teachers use to create word searches and crossword puzzles are equally powerful and interesting in students' hands. These programs allow students to use English as a tool to accomplish a task, rather than as an object of study. With the right software, computers become a rich, Krashenesque "acquisition" medium.[1]

Creating a Need for Language

When I visit ESL classrooms, I enjoy bringing along logic and problem-solving software. One of my first discoveries was *Moptown*.[2] It exemplifies how software not designed for second-language learning can serve our purposes. Students need to know six English words in order to play the games: "tall, short, fat, thin, red, blue." They also need to know the difference between a "Bibbit" and a "Gribbit." Their desire to remember and communicate these differences soon creates a need for more language—language to accomplish a task, not language assigned as vocabulary lists to be memorized in time for Friday's test.

In the first *Moptown Parade* game, "Make My Twin," students make four choices in order to create a second identical "moppet" on the screen. Not too much higher-order thinking here. But step by step, the tasks become more difficult: By the time students reach the games in *Moptown Hotel*, they have truly moved into the big leagues. One game, "Secret Pal," is similar to the popular game, Master Mind; it leads some students to discover for the first time that there are things they can do better than their teacher. And when I, a presumably intelligent adult, confess that I cannot solve the last game of *Moptown Hotel*, students eyes glitter with pride and the anticipation of victory. *Moptown* allows real, hard, brain wrenching thinking at a time when a learner's English is still extremely limited. For students who do not have the privilege of intensive ESL classes or instruction in their native language, the school day offers few such occasions for mind stretching.

Though few words are absolutely necessary to play *Moptown*, the classroom is rarely silent. Thinking together at the computer offers opportunities for real language use. As the classroom begins to feel less like a teacher-centered book-and-test environment, communication changes, too. I have been surprised to hear the wide range of playground invective these normally docile students have acquired. I have also been delighted to hear "if" and "because" structures used effortlessly.

Photo by Robert P. Taylor

A classroom teacher faced with a heterogeneous class will find another benefit to *Moptown*. Students who just arrived last week can play it with veterans of two years' study and, if the newcomers are good thinkers, they can do as well if not better than those whose superior English makes them accustomed to the classroom success.

Not every teacher has jumped on the computer bandwagon. Some remember the days of programmed learning, and many of them were probably victims of the precisely timed, thrice repeated drills of the early language labs. When such teachers see a student at the computer, they envision pigeons pecking keys. For such teachers, I have a suggestion: Set up a classroom observation using your own students. Borrow the two *Moptown* disks. Play the games yourself. Then wheel an Apple computer with color monitor into your classroom. Put six or seven students around the computer. (The remainder of the class will be relatively patient and certainly involved observers.) Spare your students the instruction screens, and instead present the rules in simple English or in their native language(s). Then get out of the way and watch.

Though the presence of a computer does not automatically transform students into saints, I have seen surprisingly mature social interaction as they negotiate turns on the computer. I recently watched a group of third graders show great kindness and fairness. Each knew which of his classmates had taken a turn and which had not, and they made sure that everyone was at least invited to try each game.

After these third graders left the computer room, their chairs still scattered in comfortable chaos around the computer, the fourth graders entered. This group solved the question of turn-taking very differently from the younger children: They built a "bus" out of chairs. The "driver" took a turn at the computer, and then moved to the last seat in the line. Everyone in the bus was allowed to backseat drive, but only the driver could touch the keyboard.[3]

Mini-Authoring Systems

For all its attractiveness, however, it would not be *Moptown* that I would take with me if my computer and I were

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NEW APPLE COMPUTER SOFTWARE WITH ANIMATION AND SPEECH FOR ESL

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NON-ESL SOFTWARE

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stranded on a desert island with a class of ESL students. Instead, I would bring software which can be altered, the mini-authoring programs. Such programs are basically shells, and their contents can in most cases be changed by anyone who can type.

Storyboard is an excellent example of mini-authoring software. Originally developed by John Higgins of the British Council, it was adapted by Christopher Jones and published in London by WIDA Software in 1982. Holt, Rinehart and Winston has elaborated WIDA's English language version and also created a variation, *Clozemastér*.

Storyboard has been described as a 100% Cloze passage. Players are confronted with a screen which looks something like this:

FIGURE 1

```
******, ****** **** *** *******;
**** ****, *** ******* ******.

****** ** * ***** *****,
** *** ******* **** *** ****;
*** ** ****, *** *** ** ****,
**** ** ***, *** ****** ** ***,
*****'* ****, *** *****-****'* *****,
******'* ***, *** *****'* ****;
*** * ***** ** ******** *******,
**** * ****-***** **** *** ******.

******, ****** **** *** *******,
**** ****, *** ******* ******.
```

Guessing a word at a time, the players uncover the passage. Five minutes into *Storyboard*, the screen might look like this:

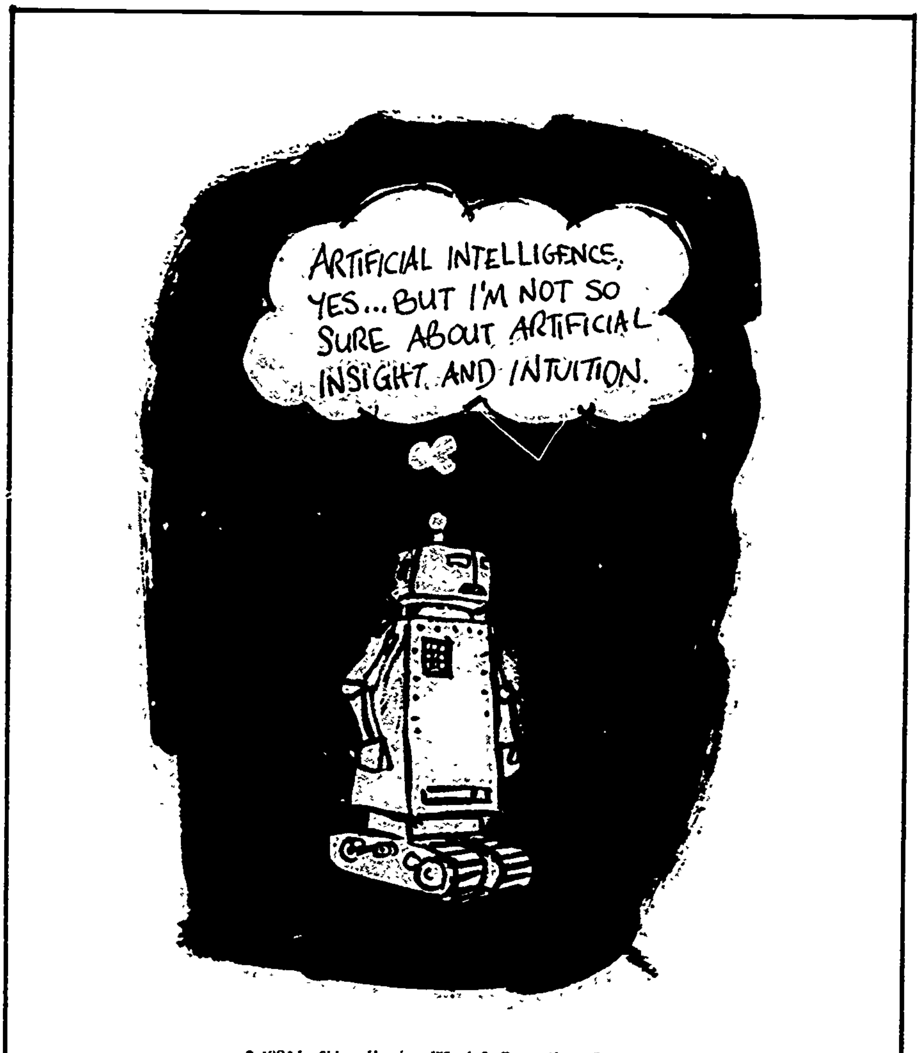
FIGURE 2

```
Double, double **** and trouble;
Fire ****, and ******* bubble.

****** of a ***** snake,
In the ******* **** and ****;
Eye of ****, and toe of ****,
**** of ***, and ****** of ***,
*****'* ****, and *****-****'* *****,
******'* leg, and *****'* ****;
*** a ***** of ******** trouble,
**** a ****-***** **** and bubble.

Double, double **** and trouble,
Fire ****, and ******* bubble.
```

Putting a new text into *Storyboard* is as easy as typing. What texts should be used? The manual says that it has been used to teach "reading comprehension, French, German, geography, history, and even chemistry."[4] Initially, I felt that the texts used should be of reasonably high quality, worthy of the intense, word-by-word scrutiny which *Storyboard* requires. I offered students poetry, selections from Shakespeare, stories from grand opera, and passages from famous speeches. These selections satisfied educated adults, including graduate students who were native speakers of English. When *Storyboard* junior high school ESL students, however, different texts were popular. A short biography of Michael Jackson was a crowd pleaser, as were synopses of favorite soap operas. Teachers have also used *Storyboard* to prepare students for field trips, typing in passages to preview the trips' high points.[5]

Mini-authoring allows even greater flexibility when the students themselves write or choose passages to enter into the programs. The writer's audience is immediately and vociferously present. Spelling becomes crucial when fellow students fail to guess a word because the author spelled it wrong: a classmate's wrath causes more change than the teacher's red pen.

Be it *Moptown, Storyboard,* other mini-authoring programs, or my beloved word processing program, my rules of thumb for selecting computer software are simple: Do I like it? Does it empower me in a way that enhances my life or work? In general, I assume that if a program is good enough for me, there is a student somewhere out there who will also find it valuable.


ARTIFICIAL INTELLIGENCE, YES...BUT I'M NOT SO SURE ABOUT ARTIFICIAL INSIGHT AND INTUITION.

© *1982 by Sidney Harris* — What's So Funny About Computers?

About the author: Barbara Agor directs the graduate level teacher preparation program for TESOL at the University of Rochester.

FOOTNOTES

[1] For one explanation of "learning" vs. "acquisition," see Krashen, Stephen D. and Tracy Terrell. 1983. *The Natural Approach*. Hayward, California: The Alemany Press.

[2] Since I first bought *Moptown*, it has been divided into two disks, *Moptown Hotel* and *Moptown Parade*. They are published by The Learning Company.

[3] Thanks to Betty Svitavsky, director of the Brockport (New York) Migrant Education Project; classroom teachers Christina Engels and Eileen Wuethrich, and University of Rochester student teachers Veda Aroesty and Marjorie Sangster.

[4] Jones, Christopher. 1984. *Storyboard*, New York: CBS College Publishing, (Holt, Rinehart and Winston).

[5] I gratefully acknowledge the cooperation of Patrice Lancelot, Coordinator of the Bilingual/ESOL Resource Center, Monroe #2—Orleans BOCES, Spencerport, New York, and classroom teachers Lea Cappella and Nancy Giles, who shared with me both their insights and their ESL students.

CREATING AN ESL LESSON UNIT FOR *DISCOVER: A SCIENCE EXPERIMENT*

by Linda L. Lane
Columbia University

Simulation and problem-solving software designed for native speakers of English offer a rich source of content and activities for the ESL classroom. The software program serves as the focal point of a unit, while the teacher-created support materials structure the activities and redirect the original focus of the program from science or history, for example, to ESL objectives.

The following description of one such unit, based on the program *Discover: A Science Experiment*, shows some of the possibilities for adapting non-ESL software to ESL use. *Discover*, a program for teaching the scientific method to high school students, simulates a biology lab in which students make observations, form hypotheses and carry out experiments on creatures brought back from a space mission (See Figure 1 on page 19). The object of the program is to learn enough about the needs and behaviors of the creatures to keep them healthy. Students manipulate the creatures to carry out experiments while a clock keeps track of "lab-time." When a creature becomes unhealthy, an "alert" message appears on the screen. If the students are not able to correct the condition within a set time, the unhealthy creature is removed from the lab for treatment, and a brief medical analysis is given, after which the creature can be reintroduced into the lab.

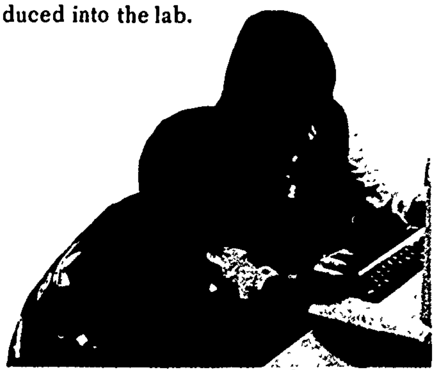


Photo by Andrea Herrmann

Discover seems most appropriate for advanced ESL students because of its complexity: the number of activities and speed with which conditions in the lab change require a level of fluency that will allow students to confer quickly about what needs to be done, as well as keep notes on what is happening. Moreover, since the program involves hypothesis formation, advanced grammatical structures such as conditionals are required.

We have developed materials for use in class to prepare the students for the program, for use at the computer terminals, and for classroom use to follow up computer work. The activities include discussion, controlled oral and written practice of the grammar (modals, conditionals and embedded clauses), note-taking and reading. As much as possible, the materials have been designed to allow teachers maximum flexibility: not only can certain activities be omitted, but the "blank screen" worksheet, discussed below, allows teachers to refocus the program easily on other grammatical structures.

Preparation Activities

Students are given a short reading describing the content of the program and its objectives. There are also discussion questions about the possibility of extra-terrestrial life and space travel that can be used either before or after the computer work.

At the Computer

Discover works best with a team of two to three students at a computer. It normally takes five or six computer sessions to complete the program in a science class; for ESL students, however, we have shortened the number of lab sessions to two by reducing the number of creatures introduced into the lab.

As they work at the computer, students record their observations, noting the time a particular creature ate, got sick, etc. They discuss and carry out experiments to test the hypotheses which gradually emerge as more is learned about the creatures. In addition, students sketch interesting lab situations on "blank screen" worksheets, i.e., empty laboratories. Later, these worksheets are used as the basis for oral discussion in class, written reports or grammar practice.

Once students are into the simulation, the lab situation can become very intense, and the team has to work quickly since conditions change rapidly. For example, it is not unusual for four creatures to go "on alert" at the same time. The team tries to correct whatever situations have caused the alert conditions before the creatures are removed from the lab for treatment. At times like these there is, of course, a great deal of discussion among the students as they leaf through notes and push buttons. The fact that there is a team working on the problem is a decided advantage in the battle against the computer.

Follow-up Activities

Several activities can be used to follow up the first and second lab sessions. After the first lab session, students share their observations of the creatures, form hypotheses and propose experiments to test them. Students are encouraged to use modals: *should* for expectation, *may/might/could* for possibility, and *must/must not/couldn't/can't* for strong deductions.

In addition, the different lab situations sketched on the "blank screen" worksheets can be used to refocus the program on a different structure. For example, students may be asked to describe their screen sequence using the past perfect: "In the first screen, Creature 1 *had just eaten* when Creature 3 went on alert." Or students are asked to use modal perfects: "In the second screen, when Creature 2 went on alert, I *should have realized* he was hungry."

Another set of worksheets, based on a sample screen, is available for more controlled practice of the grammar, especially embedded clause structures (See Figure 2 on page 19.) In addition to questions requiring the simpler target structures, a set of hypotheses or observations is given, to be written up as an experiment using embedded clauses. Because of the number of variables involved in the creatures' health, it is very difficult to complete the worksheet task without using embedded clauses.

Related Reading

"Encyclopaedia Galactica," a reading taken from Carl Sagan's *Cosmos* (1980), concludes the materials. Sagan makes a serious and moving attempt to calculate the number of advanced extra-terrestrial civilizations in the universe—providing a contrast with the "lower life" forms in *Discover*. Comprehension questions accompany the reading.

In addition to providing an excellent vehicle for work with advanced English structures, *Discover* creates a real team spirit: the students have to depend on each other to maintain the creatures successfully. The number of activities, the uncontrived need for teamwork and communication, and the time element draw otherwise quiet and shy students painlessly and naturally into active, articulate roles.

About the author: Linda Lane teaches ESL in the American Language Program, Columbia University. She has presented numerous workshops on ways to integrate computer activities into an ESL curriculum.

Note: *Discover: A Science Experiment* (for the Apple II) can be ordered from Sunburst Communications, Inc., 39 Washington Avenue, Pleasantville, New York 10570.

REFERENCES

Sagan, Carl 1980 *Cosmos*. New York Random House

Continued from page 19

FIGURE 1

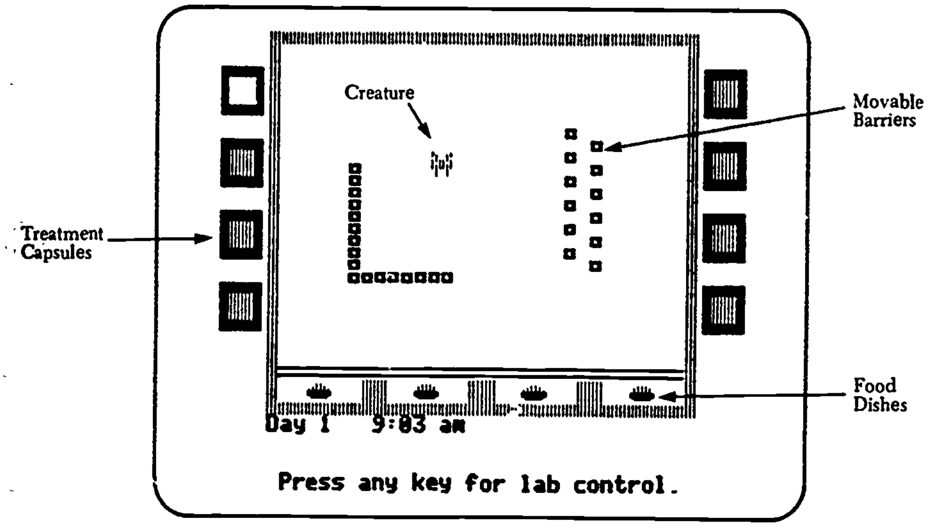
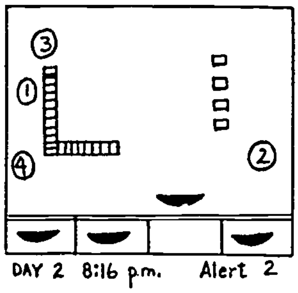


FIGURE 2



```
WHAT'S WRONG WITH CREATURE 2?
Observations:
1.  Creature 2 eats from dish 4
    about every two hours.
2.  Creature 2 spends a lot of time
    in the lower right corner.
I.  Exercise 1.

II.  Exercise 2.

2.  Consider these explanations for why Creature 2 spends a lot
    of time in the lower right corner:
          a.  He wants to be near his food source.
          b.  He doesn't like to be in an open area (the same
              reason people tend to choose the ends of a sofa).
          c.  Both (a) and (b) are true.
    Discuss how you would test these hypotheses.
    Read the following sample write-up of an experiment to test the
    hypotheses and finish it.  Use complex and embedded clause
    structures when possible.
          If Creature 2 stays in the corner because he wants to
          be near his food, then if his food is moved to the center
          of the lab, he should also move there and the alert
          signal should remain off unless he's hungry.  However,
          if he stays in the corner because......
```

The way I see it . . .

"It's certainly possible that computers won't change education at all. They'll become electronic workbooks and drill-and-practice machines, and they will simply fit into a very rigid, authoritarian structure in a mechanical way. . . The other possibility is that the computer becomes a tool to extend the capacities of one's mind, a device for modeling possible worlds, for doing scientific simulations, for allowing kids at a very young age to begin to see that you can control variables and understand systems and do these intellectual things visually."

Herbert R. Kohl
Popular Computing, November, 1984

"The book has been such a long-loved and useful companion to mankind that one should not speak lightly of its decline and ultimate disappearance. Nevertheless there are a number of reasons why this is imminent. Books and computers have one thing in common—they are both devices for storing information—and on at least three parameters the computer is so vastly superior to the book as to defy comparison."

Christopher Evans
The Micro Millennium

"I believe that in the future textbooks are going to have a pouch in the back where the computer disks will be stored. In addition to checking out their textbooks for the year, students will also check out a small computer and that will be in the bookbag along with the books and disks. I see that emerging quite soon."

Terrel H. Bell,
former U.S. Secretary of Education
Popular Computing, November, 1984

"When there are computers who are just as smart as people, the computers will do a lot of the jobs, but there will still be things for the people to do. They will run the restaurants, taste the food, and they will be the ones who will love each other, have families and love each other. I guess they'll still be the ones who go to church."

David, a twelve-year-old
quoted by Sherry Turkle
The Second Self:
Computers and the Human Spirit

INTERACTIVE AUDIO

by Lin Lougheed
Instructional Design International, Inc.

When you listen, you are usually at the mercy of the audio source. The movie will not stop because you missed a word. The recorded announcement about your train arriving on another track will not be repeated. Even if you are face to face with the speaker and ask him or her to repeat something, you will usually get a paraphase instead.

Language learners need some way to control the listening process, some way to make utterances retrievable and predictable. Language labs once seemed to be the solution, but trying to find a particular section on a linear tape was always frustrating and often impossible. Technology teased but did not deliver.

We are now being teased again. We can add sound to a computer-based lesson. The mind races with the possibilities: having words appear on a computer screen as we hear them, locating discrete words and phrases on a tape with accuracy, having these discrete items repeated an infinite number of times, creating branching conversations, explaining wrong answers, demonstrating sound/symbol relationships, stretching auditory short-term memory. In short, we can finally truly personalize the listening experience. This capability is made possible either by sound that is generated by the computer or sound that comes from an external source such as a tape or disk. Brief descriptions of three possible audio sources follow:

Computer-Generated Sound

An inventory of phonemes and suprasegmentals are encoded on a chip and are combined to form an utterance. These chips can have a limited vocabulary (directory assistance from the phone company) or a virtually unlimited vocabulary (DecTalk, which can give an oral interpretation of whatever you type). Most computer-generated speech, however, sounds robot-like, and although comprehensible to a native speaker would not be appropriate for ESL.

Digital Sound

Live speech is recorded, digitally encoded and stored on a device such as a floppy disk, compact disc or videodisc. This digitized sound can be reproduced accurately and instantly. Because of memory requirements, only limited amounts of digitized sound can be stored on a floppy disk. A compact disc can store much more sound, but disc players that are interactive with a computer and that can record (as well as play) are still very expensive.

Interactive Tape

Some electronic firms are producing interactive tape recorders. These differ from the usual recorder in that they can identify discrete parts of the tape to locate and play. Some recorders measure tape distances, some pulses, others count reel rotations. The advantage to these recorders is that they use an existing medium (audio tape) found in every school, and they can easily be linked with any computer.

What Do We Expect From Interactive Audio?

Interactive audio lessons—focusing on recognition of and response to phonological, syntactic, and semantic features—contain the same features and goals as classroom listening lessons. To illustrate the potential of interactive audio, I have taken a few of the activities that one usually finds in the classroom and made them "computer-enhanced." The programmed stimulus and feedback, as well as the students' responses, can be either written or oral. The answer judging can be varied. The computer either judges student responses precisely or simply presents a model of the "answer" for student self-evaluation. The exercises described below can be done on existing authoring systems and do not require programming experience.

Dictation and Cloze

The easiest exercise to prepare, and consequently the most efficient in terms of time expended and pedagogical worth, is dictation/cloze.

The teacher records a dictation/close passage onto a tape and then prepares a screen display requiring the students to type either every word they hear as they would in a dictation, every nth word as in a traditional cloze, or specific target words as in a discrete item cloze.

If the teacher feels it is appropriate, the students can have the passage repeated as often as needed to complete the dictation/cloze blanks. Feedback can be provided for both correct and incorrect responses. If the answers are not judged precisely, students can be given a model (on a split screen or a help screen) to compare their work with.

Syntactic Recognition

Students need to train their short term auditory memory in order to process the string of grammatical items we call a sentence. Listening passages similar to those found on the TOEFL are appropriate for this kind of training. For example, the teacher records the sentence: "I let my mother take George's car to pick up his laundry." The computer screen offers these answer options:

(A) I lent my car to George's mother to get her laundry.
(B) George lent my mother his car to get his laundry.
(C) My mother is picking up George's laundry with my car.
(D) George's mother is picking up my laundry with his car.

Each answer option could have an individual response, either oral or written or both, such as:

(A) Whose laundry is she getting? Listen again. (stimulus repeated)
(B) Congratulations! Try the next exercise. (new stimulus)
(C) Whose car? Listen again. (stimulus repeated)
(D) Whose mother? Listen again. (stimulus repeated)

Conversation Analysis

Students hear a few lines of a conversation. They must try to guess how many speakers there are, whether they are men or women, how well they know one another, and so forth. Students record their answers on a question grid on the screen.

After answering the first group of questions (for which there is no feedback), students hear more of the dialogue. They try to use the additional dialogues to either confirm their original assumptions or to change them. After three or four more dialogue sections, the students' answers are judged by the computer or are self-evaluated. Finally, students can be given a written explanation or an oral paraphrase of the dialogue they hear.

The Future of Interactive Audio

I believe the days of audio tape are numbered and that tapes will be replaced by compact discs. Manufacturers are in the process of designing efficient, inexpensive recordable compact discs, but it will be some time before they appear on the market and even longer before school districts purchase them.

In the meantime it is important that teachers get experience with interactive audio. Every language lab and teacher's library has copies of prerecorded commercial tapes. These tapes should be "born again," given a new life with an interactive recorder. The hardware exists, the authoring software exists, the tapes exist. Teachers should begin to experiment with present-day technology so that they can have a voice in shaping the technology of tomorrow.

About the author Lin Lougheed is president of Instructional Design International, Inc. He is a former member of the Executive Board of TESOL.

NOTES

1) The ERIC Clearinghouse for Languages and Linguistics (1118 22nd Street, N.W., Washington, D.C. 20037) can perform a computer search using the key words: listening comprehension and computer-based instruction. For hands-on experience, teachers should look for demonstrations of the hardware and software systems at TESOL and other conferences.

Continued on next page

AUDIO

Continued from page 20

2) Because the specifications and prices of hardware and software for interactive audio change so rapidly, I am providing instead a list of questions to ask suppliers:

1. How fast is the search time?
2. What is the degree of accuracy?
3. Will duplicated tapes be accurate?
4. Can pre-recorded tapes be used?
5. What about servicing?
6. What computers can be used?
7. What cables/boards or additonal hardware is necessary?
8. What kind of programming experience is required?
9. What kind of software is available?
10. What are the physical characteristics of the machine?
11. How much space will it take up?
12. Is it portable?
13. How much does it cost?

3) The following is a list of companies which supply hardware for interactive audio:

Education and Information, Inc.
P.O. Box 1774
2112 N. Market St.
Champaign, IL 61820
(217) 352-4252
System: Instavox
Software Support: *VOCAL WARE* for Apple and IBM

PHI Technologies
4605 N. Stiles
Oklahoma City, OK 73105
(405) 521-9000
System: Search 400
No software support

Sony AV Products
Educational Electronics, Corp.
213 N. Cedar
Inglewood, CA 90301
(213) 671-2636
System: Model CAX-50

Tandberg of America
1 Labriola Court
Armonk, NY 10504
(914) 273-9150
Systems: TCCR 530 and TAL 812
Software Support: *Inter Audio* for Apple

SOFTWARE
CACI, Inc. Federal
1815 N. Fort Myer Drive
Arlington, VA 22209
(703) 841-7800
System: *VOCALWARE* for Apple and IBM

Instructional Design
International, Inc.
1775 Church St., NW.
Washington, D.C. 20036
(202) 332-5353
System: *Inter Audio*, Apple

CALL: WHO LIKES IT?

by Carol Chapelle
Iowa State University

and

Joan Jamieson
University of Illinois

Teachers often ask an important question about computer-assisted language learning (CALL): Do students like to use it? To address this question it is necessary to realize 1) that students do not think and act in a uniform manner; they differ in their learning styles, strategies and preferences, and 2) that CALL is not a single method of instruction but a vehicle for implementing a wide range of approaches. In view of these facts, research was done on ESL students to determine which ones liked to use the ESL CALL materials on the PLATO system at the University of Illinois.[1]

The students were 28 Spanish-speaking and 20 Arabic-speaking adults in the Intensive English Institute at the University of Illinois during the fall semester, 1982. Each student was assigned four hours a week to work in the PLATO lab. However, strictly speaking, this lab time was not required, so students who didn't care to work on PLATO spent fewer than their scheduled hours in the lab while students who liked to use PLATO visited the lab more frequently.

This was an ideal setting to look at which kinds of students chose to use CALL. Whenever students worked on the ESL lessons, PLATO's clock kept track of the time so that by the end of the semester each student's PLATO record contained a total number of "hours on PLATO." In addition, each student filled out a questionnaire about PLATO which yielded a score for "attitude toward PLATO."

Although several other student variables were measured, field independence/dependence[2] was found to be the best predictor of CALL "hours" and "attitude." Field independence/dependence is defined as the extent to which a person attends to relevant details without becoming distracted by surrounding information. A person who is field independent is an analytic thinker who tends to rely on internal referents and isolate important information to solve problems. A field dependent person, on the other hand, tends to address problems holistically and look to others for clues. There was a significant realationship[3] between field independence/dependence and both hours (r = -.394) and attitude (r = -.423). This relationship indicated that the field dependent students tended to like and use the PLATO lessons while the field independent students did not.

Why would field dependent learners like PLATO lessons? Why would field independent students not like them? It is necessary to look more closely at the ESL PLATO lessons to hypothesize answers to these questions.

The ESL PLATO courseware is a series of primarily drill and practice lessons that address three skill areas: grammar, reading and listening. They use discrete elements of language to present lessons for which the objectives are clearly defined; they do not give students practice with global language use. Although students are presented with a menu from which they choose the order for the week's lessons, the lessons themselves provide the learners with few options; that is, they are primarily machine-controlled rather than learner-controlled.

Field dependent students may have liked the fact that they were provided with a structured set of exercises to work through. These students tend to rely on others to formulate objectives and point out important points for them. The PLATO lessons may have played the necessary role of guiding external referent for these students.

In contrast, field independent students, who are capable of and accustomed to using their own internal referents, may have found this machine-controlled practice inconsistent with their learning style. They may have been irritated to have information and exercises structured differently than they might have done it for themselves. Moreover, they may have found it boring not to be called on to use their own capabities of selecting and organizing relevant language details.

The results of this study indicate that there is a relationship between cognitive style (field independence/dependence) and attitude toward some CALL materials. However, it is also necessary to ask what kind of CALL might be most beneficial to particular types of students. Part of the promise of CALL is its capability to provide greatly needed individualized instruction to language learners. However, to begin to realize this promise, learning activities that particular students like and need must be understood so that appropriate lessons can be developed and matched with learners.

About the authors: Carol Chapelle is assistant professor of ESL at Iowa State University, where she is doing courseware development. Joan Jamieson is a teaching associate at the University of Illinois at Urbana-Champaign; she is also the coordinator of ESL on PLATO.

FOOTNOTES

[1] A complete report of this research appears in the *TESOL Quarterly* 20(1).

[2] Field independence/dependence was measured by the *Group Embedded Figures Test* (Oltman, P.K., E. Raskin & H.A Witkin, 1971 Palo Alto, California Consulting Psychologists Press).

[3] The significance level for both correlations was pX.01.

ARTIFICIAL INTELLIGENCE (AI) AND CALL: A NEW SOLUTION OR AN OLD PROBLEM?

by Richard Schreck
University of Maryland

In the course of working with computer-assisted language learning over the past decade, I have become evermore convinced that computers are *not* the best thing to have happened to language learning—nor are they the worst. Despite the varied reactions that have greeted the use of this new technology, computers remain nothing more nor less than a vehicle for delivering instruction. Their main strength—and the reason they assuredly are here to stay—lies in their interactive flexibility, their ability to respond directly, immediately, and consistently to every response the student produces, to set new goals, and to assure that previously learned material will be retained. So far, however, we have not done very well in harnessing this ability when we design courseware. Because computers are remarkably good at what they do, they deliver the bad instruction that we design with embarrassing flawlessness and consistency. The old problem of poor instructional design that has always been with us is now highlighted even more clearly with this new powerful technology. Artificial intelligence (AI) has a particularly important relationship to that old problem.

A Working Definition of Artificial Intelligence

To begin this discussion we need to have a working definition of the term artificial intelligence. This is no simple task, since that definition hinges on the definition of human intelligence itself, and the debate about what human intelligence is has gone on for some time and is not likely to be resolved in the near future.

In the *Handbook of Artificial Intelligence*, Barr and Feigenbaum (1981. 3) describe AI as "the part of computer science concerned with designing intelligent computer systems, that is, systems that exhibit the characteristics we associate with intelligence in human behavior—understanding language, reasoning, problem solving, and so on." This definition may seem straightforward, but applying it requires some caution. For example, calculating the square root of a number is a procedure that most of us view as difficult and complex. Most of us could not erform it on demand, and this perceived level of difficulty makes it tempting tos ay that calculating square roots requires intelligence. Fifty years ago, a sensible person might have argued compellingly that if we had a machine that could calculate square roots, we would have an artificially intelligent machine. However, hand calculators that calculate square roots are now very common, and we certainly do not describe these pocket calculators as artificially intelligent.

The reason we do not is that both people and hand calculators find the square roots of numbers by going through a sequence of simple, mechanical, fixed steps. Calculators perform these steps with greater speed and accuracy than people are normally capable of. Yet, as is the case with any mechanical skill, if we had to perform these calculations daily using paper and pencil, we would improve our speed and accuracy. One result would be that we would begin to view the task as easier and as less complex. This would probably make us less tempted to view the task as one that requires artificial intelligence.

In general, we consider that a task that does require artificial intelligence is one that involves solving problems by creatively bringing together a wide range of information and experience. Originating and assembling the procedures that we use in calculating square roots would be such a task. The hand calculator that computes square roots is incapable of originating the procedures it uses in the computation, but humans are capable of such invention, and an artificially intelligent system would be as well.

ICAI Systems

Intelligent Computer-Assisted Instruction (ICAI) systems have already been developed in areas other than language instruction. Generally, existing ICAI systems operate by (1) giving the student a problem to solve, (2) observing his efforts to solve it, (3) constructing a model of the student's problem-solving efforts, including his successes and failures, and (4) using that model of the student both to intervene when he needs guidance and to branch him to appropriate subsequent problems to be solved. In order to do this, the system must have its own model of how the problem is to be solved. The system then compares the steps the student goes through in solving the problem with the steps in the problem-solving model already in the computer. A true ICAI system would also be able to recognize when a student's problem-solving steps were better than the steps already in the computer.

Currently ICAI systems can be thought of as having three components (e.g. Barr

Continued on next page

ILIAD: AN EXAMPLE OF AI IN LANGUAGE INSTRUCTION

by Kirk Wilson
Learning Tools, Inc.

Understandably traditional computer-based language instruction disappoints and even bores many students. In it the computer asks a question. The student gives the answer. If the student's answer is wrong, the computer asks the same question again. If the answer is correct, the computer applauds and asks a new question.

While this simple methodology has been varied superficially to address its shortcomings, traditional CAI is simply not flexible enough to meet language instruction requirements. What students really want is (1) language learning experience which is more spontaneous and natural, (2) the ability to select their own language learning topics rather than having the computer decide for them, and (3) a style of student-computer interaction which is individualized, stimulating and fun. Artificial Intelligence (AI), combining research in psychology and computer science, has begun to develop technology enabling this type of highly individualized computer-student interaction.

Some of the goals for AI in language instruction are the ability (1) to introduce new language topics in ways appropriate to the student's abilities, (2) to converse with the student in very natural ways, (3) to ignore student errors which are not relevant to the current learning task and file them away for later analysis and (4) to create contextually appropriate examples of language use to guide the student's understanding of particular topics. Underlying these sophisticated instructional capabilities is the computer's "understanding" of how to participate in a dialogue, how to decide what to talk about, how to generate sentences to communicate what it wants to talk about, how to understand and relate what a student says to the context of the dialogue, how to infer new information which the student implies, and a variety of additional complex and related processes. While no single AI system has integrated all these capabilities into one computer system, each of these

Continued on next page

AI AND CALL:

Continued from page 22

and Feigenbaum 1982:229; Sleeman and Brown 1982:1-2):

1. student modeling
2. problem-solving expertise (the ability of the computer to solve the problems the student is being asked to solve)
3. tutoring strategies (the procedures by which the computer system decides when and how to intervene/present material to the student)

To apply these to CALL, we would most likely consider problem-solving expertise to refer to expertise in producing and/or comprehending appropriate utterances. For example, if the computer asks a question, the student is faced with the "problem" of comprehending the computer's question and, conceivably, with another "problem" of producing a sensible response. For the computer to "solve" this kind of problem requires the ability to process language in a manner similar to the way humans do. This ability of a computer system to process natural language as humans do—or to appear to—is termed, notsuprisingly, Natural Language Processing or NLP.

Natural Language Processing

While student modeling and tutoring strategies in artificially intelligent CALL (ICALL) may turn out to have a great deal in common with strategies developed for ICAI in other areas, Natural Language Processing is necessarily radically different from problem-solving expertise in other areas, for example, in teaching students to prove mathematical theorems. This is one reason that Natural Language Processing is the component of ICALL that most captures the attention of ICALL developers. This does not mean, however, that the development of student modeling and tutoring strategies is trivial or that they are not aspects of artificial intelligence.

Computers cannot do logic.
I can do logic.
Therefore, I am not a computer.

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In point of fact, the difficulties inherent in developing a complete NLP capability are so great that virtually all attempts to produce functioning NLP systems begin by limiting the scope of the subject matter, syntax, and/or lexis. It is sensible to assume that decisions about how this limiting should be done in an instructional program should be made on the basis of questions of instructional design. For this reason, issues related to student modeling and tutoring strategies are likely to be especially critical in developing the first generation of ICALL systems. The core of any ICALL system is going to have to be instructional design.

For this reason, AI may well prove to have a particularly good influence on CALL. We should hope that this happens because without some such influence, we are almost certain to perpetuate a tradition of poor instructional design, which is rapidly and tragically becoming one of the most visible hallmarks of Computer Assisted Language Learning.

About the author: Richard Schreck is director of International Programs at the University of Maryland, University College and editor of *On Line*, the *TESOL Newsletter's* column on computers.

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ILIAD

Continued from page 22

capabilities has been developed independently and demonstrated on different computer systems.

One of the earliest examples of AI research in language instruction is the *ILIAD* system developed by a team of Boston area educators, linguists and computer scientists. *ILIAD* is an English language instruction system capable of *generating* a broad range of meaningful sentences as examples or exercises in tutorial lessons. The learner specifies which of a wide variety of language topics should be included in each lesson and *ILIAD* in turn *creates* an individualized lesson according to the learner's specifications. Because of the *generative* capability of *ILIAD*, the system continues to present examples or exercises for as long as the learner desires to study a particular grammatical topic or functional aspect of language use.

ILIAD can use its language generation capability to create both grammatical sentences and ungrammatical sentences with errors typically produced by language learners. *ILIAD* also includes a semantic component which attempts to ensure that sentences are reasonable and coherent. example, *ILIAD* would not generate the sentence "David is wearing a beautiful skirt" even though the sentence is grammatical. More importantly, *ILIAD* can generate millions of simple sentences, such as "The boy ran home", and much more sophisticated sentences, such as "The boy who gave the dogs the cookies ran home." *ILIAD* can also easily generate a large number of grammatically related sentences such as the following:

The bullies chased the girl.
What did the bullies do to the girl?
They chased her.
Who chased the girl?
The bullies chased her.
Who did they chase?
Whom did they chase?
They chased the girl.
How many bullies chased the girl?
Eight bullies chased the girl.
How many bullies chased her?
Eight bullies chased her.
Who got chased?
The girl got chased.
She was being chased by the bullies.
The girl was being chased by the bullies.

In addition to controlling grammatical and semantic components of sentences, ILIAD can generate a wide variety of sentences to communicate language functions. For example, to demonstrate how to request someone to fix a bicycle ILIAD could generate over one hundred sentences for the same request with varying levels of politeness including the following:

Please fix the bicycle.
Could you fix the bicycle, please?
Would it be possible for you to fix the bicycle?
Do you think you could fix the bicycle?
Would you mind fixing the bicycle?
How's about fixing the bicycle?
It wouldn't be so hard for you to fix the bicycle, would it?
I would be happy if you would fix the bicycle.
I would appreciate it if someone were to fix the bicycle.
Is there any chance you could fix the bicycle?
I was wondering if you could fix the bicycle?

About the author: Kirk Wilson is president of Learning Tools, Inc., a software research and development company. He has a background in applied psycholinguistics, artificial intelligence, and language instruction.

Note: To receive a copy of a report on *ILIAD* and additional information about Natural English, a follow-on project to *ILIAD*, send a check for $5.00 to Learning Tools Inc., 686 Massachusetts Avenue, Cambridge, Massachusetts 02139.

MEET THE EDITORS OF TN SUPPLEMENT NO. [illegible]

[illegible] ESL [illegible] City [illegible] in the [illegible] College [illegible] four [illegible] CALL [illegible] in a [illegible] Advisory Board [illegible]

[illegible] professor at the University of [illegible] Graduate School of [illegible] Devel-opment [illegible] teacher [illegible] TESOL. She [illegible] both in the [illegible] A fre-quent [illegible] she has also [illegible] and arti-cles [illegible] NYS TESOL [illegible]

[illegible] and [illegible] the com-puter [illegible] his own. His contribution to this CALL supple-ment has been selected based on his experience as [illegible] author of ESL [illegible] project director for [illegible] equival-ency [illegible] soon to be pub-lished by [illegible]

Roger Kenner, head of the Learning Laboratories at Concordia University, Montreal, is a graduate in linguistics and has taught ESL as well as computer pro-gramming. He is active in the produc-tion and evaluation of CALL software and is currently chair of the CALL Inter-est Section in TESOL.

Richard Schreck is director of Interna-tional Programs at the University of Mary-land, University College and editor of *On Line*, the *TESOL Newsletter* column on computers. He has held faculty and administrative appointments at UCLA, the University of Houston and Heidel-berg College, and has served as a United States Information Agency academic specialist in Egypt, Syria and Indonesia. His principal CALL research interest is in the instructional design of artificially intelligent systems.

Special thanks to Roger Falcon, Winifred Falcon, and Linda Kenz.

THE EDITORS' CHOICES OF BOOKS AND PERIODICALS

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• Five Periodicals •

CALICO Journal (Computer Assisted Language Learning & Instruction Consortium, 3078 JKHB, Brigham Young University, Provo, Utah 84602)

Classroom Computer Learning (2451 East River Road, Dayton, Ohio 45439)

Educational Technology (720 Palisade Avenue, Englewood Cliffs, New Jersey 07632)

Electronic Learning (Scholastic, Inc., P.O. Box 2041, Mahopac, N. Y. 10541)

Whole Earth Software Catalog (Quantum Press/Doubleday, New York, N.Y.) and its quarterly update, *Whole Earth Software Review* (P.O. Box 27956, San Diego, California 92128)

Teachers of English to Speakers of Other Languages

An International Professional Organization for Those Concerned with the Teaching of English as a Second or Foreign Language and of Standard English as a Second Dialect

[illegible] published [illegible] times a year by the organization. The Newsletter [illegible] membership in TESOL is available by writing to:

TESOL, Suite [illegible], [illegible] N.W., Washington, D.C. [illegible], U.S.A.

Vol. XX No. 2 Teachers of English to Speakers of Other Languages April 1986

International English: Communication is the name of the game

by Joan Klyhn
New York, New York

International English is a language that has developed in the international business community, and is spoken by people whose native language is not English mainly to other people who are not native speakers either. English is what a group of businesspeople from diverse language backgrounds *must* speak when they meet if it is the only language they all have in common. However, this isn't the English you or I speak. It is a slice of English, not the whole, rich pie, it has its own function-dictated characteristics, special skill and vocabulary needs that we as English teachers should become aware of when working with business students abroad.

Precision is far more of a priority than fluency—in fact, highly idiomatic English is something to be avoided—both by the instructor and the fluent international business-person; it just isn't appropriate when comprehension all around is the aim. Active listening is another important skill, and the businessperson armed with plenty of gambits to test understanding ("Next Tuesday? Do you mean the 25th? No? You wish to meet tomorrow?) is ahead in the communication game. Another essential is enough vocabulary to say the thing in many different ways—just in case the message wasn't picked up the first or second time ("Can we postpone the meeting to . . . can we change the date of the meeting . . . can you come to my office on Tuesday the 25th . . .).

The skilled international communicator may not speak a very interesting English from a native speaker's point of view. The pace may seem slow, even stilted, the vocabulary (intentionally) not colorful, and quite a bit of time is spent summarizing and otherwise checking to see that everyone understands. But when the speaker manages to communicate to an international audience, the excitement and satisfaction of getting a message over the barrier of language is enormous. The rage and frustration of not succeeding is equally powerful. I've seen senior managers so depressed that they become

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Expectations and Reality: Teaching ESL Internationally

by Anne V. Martin
Syracuse University

It is easy to take for granted the atmosphere and conditions in which many of us work as ESL instructors in the U.S. and other English-speaking countries. Long hours, poor pay, possible job insecurity and other problems notwithstanding, our situation has some structure, some regularity, and many support systems (copying machines, textbooks, etc.). We expect to use a placement procedure; to divide students by proficiency levels, to have access to books, paper, perhaps an overhead projector. We expect to have "reasonable" class sizes, to be able to move the chairs into a circle if we choose, to make copies of an exercise, to use open-ended class activities. We expect mobility, flexibility, facilitation of converting our ideas into practice in the classroom. Above all, we expect to have some degree of control over what happens (within administrative guidelines): we expect "freely" to choose and use materials, to establish the class atmosphere, and to set goals; and we expect our students to respond to us, to adjust to "our" approaches and to learn by our rules.

To transplant those expectations intact to teaching ESL abroad is to court frustration, disappointment, and even potentially a sense of failure.

As a former Peace Corps Volunteer with other more recent experience overseas and a veteran of 18 years of teaching ESL, I thought I would be prepared for anything I might encounter in China in 1985. In truth, I was not.

The setting I was in—a technological university in a large city in northeast China, an area which is more traditional in many ways than large centers (and ESL meccas) such as Beijing and Shanghai—may not be typical of China or of other countries, but then again it may be. The following comments are based on my experience but have broader application to other teachers and other international contexts.

Schedule

Within several days of arrival at my university, I was told my teaching schedule. Without my knowledge I had been promised to two different departments, and their proposed solution was for me to teach all the classes for each—a total of 31 hours, 9 classes. I worked out a compromise of 18 hours per week, 5 classes (a total of 130 students, I was assured). In reality, it was a total of over 200, with 63 in the largest group, plus numerous "auditors" from the university and government offices to whom the administration had given permission to attend my classes. Not only class load and size were different from what I expected; so were the courses. I had been told before leaving the U.S. that I would be teaching writing and had brought study skills/writing texts and materials; now I was told I would be teaching primarily listening and speaking, with one technical writing class. Later I was also asked to give a series of TESL/Applied Linguistics lectures to 25 Chinese English teachers, another "last minute" course for which I had not brought materials.

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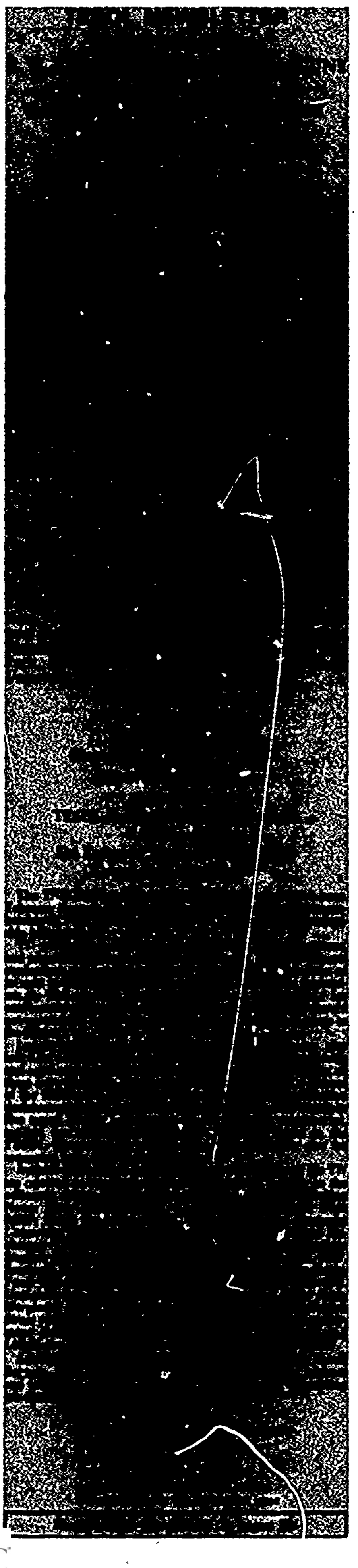

President's Note to the Members

TESOL 1986

With TESOL 1986 in Anaheim, our twentieth annual convention, once again we celebrate ourselves—now twenty years of TESOL! Congratulations and a round of TESOL applause go to Michele Sabino, Convention Chair, Lydia Stack, Associate Chair, Stephen Sloan and Rochelle Wechter, Local Co-chairs and the hundreds of members and friends of CATESOL and TESOL who contributed thousands of people-hours to the creation of a highest quality, well-designed and smoothly executed TESOL convention. Thank you!

I am pleased to hear reports that TESOL conventions are considered the finest conferences of their kind by ESOL colleagues around the world. Indeed, our Executive Director, James E. Alatis, has called our annual convention the "Traveling University of TESOL." This seems quite an apt appellation. Consider the many and varied topics of the "curriculum" as presented in plenary addresses, colloquia, workshops, academic papers, poster sessions, informal discussion sessions, breakfast roundtable discussions, publisher presentations, exhibits, video theatre, swap shop, software fair, educational visits and more. Where else, in four or five days of intensive study, can one find presentations that spread across the wide spectrum of diversity which reflects the wealth of components that comes under the broad banner of TESOL? I say, "Nowhere!" At the same time, the tie that binds us all in this expansive diversity is our common cause—to participate actively (sometimes listening, sometimes speaking, sometimes reading, and sometimes writing) in enhancing the quality of the professional work in English language learning/teaching/research everywhere.

Coming of Age

For two decades members of TESOL have shared their work with colleagues freely and willingly for the benefit of the profession—and have taken pride in TESOL's emergence as a dynamic creative force in the field today. It has become one of the most highly respected professional organizations of the world. With TESOL 1987 in Miami, TESOL will celebrate its twenty-first birthday. This year and the years ahead hold exciting promise but sober responsibility for TESOL. Growth in size and in diversity must be accompanied by responsive service to all members—through support for interest section affairs and affiliate affairs and by means of conventions and summer institutes, publications and employment services. It is essential that all of us—TESOL members and affiliate members the world over—continue to work together for ever-increasing quality and professionalism: in classroom practices, in research, in materials development, in teacher training, in professional standards in the workplace and in sociopolitical concerns.

It is an honor and a privilege for me to serve TESOL during its historic "coming of age" year. Throughout the year I shall take the opportunity—through this bi-monthly column—to reflect on the growth and development of TESOL and its organizational components, specifically: the work of our Executive Board, our Executive Director, our Central Office staff, our Interest Section Council, our Affiliate Council, and our vital Standing Committees and Ad Hoc Committees.

TESOL Elections 1985-1986

In summer 1985, members of TESOL were asked to assist the Nominating Committee in identifying candidates with both experience and potential to serve the organization in its vital leadership positions of First Vice President (and President-elect), Second Vice President (and Convention Chair) and Executive Board Member-at-Large. In the other part of our nominating process, nearly a year ago (in their meetings at TESOL 1985) the Affiliate Council and the Interest Section Council each selected a slate of three names for the posts of Affiliate Representative and Interest Section Representative to the Executive Board. Thus, all thirteen candidates who appeared on the ballot this year had already won in the TESOL selection process. The act of election to candidacy clearly identifies these extraordinary members as winners. They are valued and honored by their peers. Each has an outstanding record of service in TESOL and/or TESOL affiliates and in the profession. Moreover, each stands ready to make a commitment to service; each is willing to contribute the substantial amount of time required for the post.

Win or lose in the final reckoning—these outstanding colleagues will continue to be there to work for TESOL; they are professionals in the highest sense of TESOL tradition. I salute them—Joann Crandall, Carlos A. Yorio, Maureen Callahan, Lydia Stack, Donald Freeman, Richard A. Orem, Thomas N. Robb, David J. Barker, C. Ray Graham, Shirley M. Wright, Mary Ann Christison, Andrew D. Cohen, and Fraida Dubin.

JOAN MORLEY

* * *

About this issue . . .

In order to have the important "calls" which appear in this issue of the *TESOL Newsletter* get to members in a timely fashion, we have gone to press with 24-pages for April. Thus, some of the articles on the theme of teaching English internationally, which were to have been included here, have been postponed until the June issue. *—Editor*

TESOL OFFICERS AND EXECUTIVE BOARD MEMBERS 1986-87

Executive Director James E. Alatis announced TESOL election results shortly after the counting of the ballots on February 5, 1986.

JoAnn Crandall and **Lydia Stack** serve as First and Second vice presidents respectively during 1986-87. **Joan Morley** (First vice president 1985-86) succeeds to the position of president for 1986-87. Elected to three years (1986-89) on the Executive Board are **Donald Freeman** who serves as member-at-large, and **Shirley Wright** and **Fraida Dubin** who serve as representatives of the Interest Section and Affiliate Councils respectively. Continuing Executive Board members are **Dick Allwright** (to 1988), **Mary Ashworth** (to 1988), **Charles Blatchford** (to 1987), **Jeffrey Bright** (to 1987), **Marianne Celce-Murcia** (to 1987), **Jean Handscombe** (to 1988), **Elliot Judd** (to 1987), **Michele Sabino** (to 1987), and **Carole Urzúa** (to 1988).

The expanded Executive Board (15 elected members and executive director ex-officio) represents the final phase of the TESOL reorganization plan set into motion in 1982.

FIRST VICE PRESIDENT

JoAnn (Jodi) Crandall
Center for Applied Linguistics
Washington, D.C., U.S.A.

PRESIDENT

Joan Morley
The University of Michigan
Ann Arbor, Michigan, U.S.A.

SECOND VICE PRESIDENT

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Fraida Dubin
Affiliate Council Representative
University of Southern California
Los Angeles, California, U.S.A.

Donald Freeman
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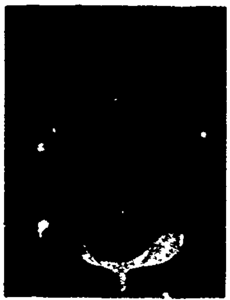
School of International Training
Brattleboro, Vermont, U.S.A.



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Past President
North Board of Education
Toronto, Ontario, Canada

Elliot L. Judd
Affiliate Council Representative
University of Illinois at Chicago
hicago, Illinois, U.S.A.

Michele Sabino
Past Second Vice President
Houston Police Academy
Houston, Texas, U.S.A.

Carole Urzúa
Interest Section Council Representative
University of the Pacific
Stockton, California, U.S.A.

Shirley M. Wright
Interest Section Council Representative
George Washington University
Washington, D.C., U.S.A.

Expectations and Reality

Continued from page 1

Preparation

Before teaching the students, I wished to learn as much as I could about them, including level of proficiency in various skills. Several groups were already in English reading/vocabulary classes (taught by Chinese teachers), and I asked permission to sit in on several sessions—request denied. Whether embarrassed by or shy about the presence of an American ESL teacher, the teachers with one exception offered no detailed information about the students. The department head and administrators advised me to "just choose a book and go in and teach" or "tell them American stories." I learned that the Chinese English teachers generally had little or no language-teaching training and in some cases had been selected years before only because they knew some English. I also learned that there was no placement test and that students were divided by year in school, not by proficiency. Thus, for example, a first-year student with higher proficiency than his peers would mark time in the Freshman-level class rather than study with students of like ability.

Books

To carry out its request that I choose textbooks (one for the graduate students in technical writing, one to cover the four listening/speaking classes of undergraduates), the university provided a car and a Chinese English teacher to take me to the "Foreign Language Bookstore" to choose texts. I suggested it would be better to meet the classes first, but that was not in the plans. At the bookstore, I browsed through Chinese-produced English primers and saw several Chinese college-level English texts, but nothing appropriate. Knowing that ESL colleagues who had been in China had used other books such as one might see at a TESOL exhibit, I asked where such books were. Behind a locked door with a sign on front: "No Foreigners Allowed." My host led us away—and returned alone days later with my "shopping list" of possibilities. Eventually a book was ordered from Beijing and arrived six weeks later. That book was not appropriate for my writing class, but I was required to have one, and students were required to bring it; and after all, I was reminded, there were sufficient copies of it, unlike many other books. Sixty copies of a listening comprehension book, which I had been assured was not available anywhere in the city, mysteriously showed up one day and were distributed to 60 students, who were paired with 60 other students in dorm teams arranged by the department. From then on, the Chinese (administrators and students alike) expected me to use the book daily in all classes.

Testing

Like any ESL teacher, I viewed it as important to gear my teaching to my students' skills and needs. With no diagnostic procedure in place at the university, I decided to write one, with the enthusiastic support of the Chinese English teachers. I developed a combination aural/written test, typed it up, and asked to have copies made, fully assuming this could/would be done readily. Only then did I learn that a) I was not in the annual "paper quota" for the school and thus did not have the right to use that valuable, scarce resource or the tocopy machine and b) there was no ditto or mimeo machine for making copies. As for converting it to a transparency (I had brought some) and using an overhead projector (there was one), that option, too, was out—I did not have access to the equipment and getting permission to use it would require "an extensive favor" by one Chinese to another behind the scenes. Besides, often there was no power for many hours. The only solution was to write the test in full on the blackboard, which I did 5 times. Now whenever I blithely prepare a ditto or plug in the overhead for a class in the U.S., I remember that experience.

The Classroom and Students

No amount of prior training or experience prepared me for those first few weeks in the university-level classroom in China. The deference and respect for a teacher was expected, but not the extent of it. Nor was I fully ready for the discipline my students exhibited—more like my images of the nineteenth-century one-room schoolhouse than a university classroom. When I walked in and stepped up on the foot-high platform at the front of the room, the class became silent, the student monitor went over to close the door, students arranged their paper, book, and pencil case neatly on top of their small wooden table-desks and sat at attention.

Therein probably lies the greatest difference between my expectations and theirs. My students' (and the administrators') expectations were that boundary lines were sharp and there to be observed. The operating pedagogical theory was that the teacher was sole repository and provider of knowledge, with the student as the receptacle. In their view, I *belonged* on my platform, behind my lectern, in front of my blackboard; I decided who would speak and when; I alone decided or "knew" what they should or should not learn (translation: memorize) from which page. If I literally "stepped down" to teach from some other position in the room, I was suspect. When I tried to promote open discussion, I got nowhere for many frustrating weeks. Where was "communicative competence?" How could one teach in a Western" style—hypothesis-building, role play, interactive activities, etc.—in an atmosphere of deep-seated, well-practiced student discipline and silence (a silence broken only if a student were directly addressed by name, singled out for "testing")?

If the university wanted me to teach them how to listen to and speak English, as well as read and write it, how *could* I if 1) the students would not speak, 2) the language lab had been converted to a typing lab because that was "more important," and 3) there were no tapes to accompany the listening comprehension book I had been given? Was it even feasible to teach such language skills, given the reality of 60 to 80 people in the room at one time?

Learning and Teaching

With no handouts, no audiovisual aids, only a blackboard, powdery chalk, an inadequate book—and 200 eager, disciplined students—learning occurred, but not in any way I might have planned before arriving.

Of necessity, I returned to my early training in ESL and to methods which many of us claim to have rejected in favor of "newer" approaches. I drew on my students' expectations of control, memorization, rote-learning; I used their respect; I built on their sense of discipline. I used audiolingual methods, drills, patterns, memorized dialogues. I had 60 people repeating question-answer patterns in unison, subgroups (not individuals) taking choral roles in dialogues. The students settled into a quick response routine—or so they thought.

I had my own expectations and goals and years of techniques and cognitive resources to utilize. The students were startled, for example, the first time I stopped in the middle of a drill and asked what a word meant, or what the social context was. That wasn't in the "script" for learning. Of course, at first I had to call on students for responses. Many days later, a student suddenly blurted out an explanation without being called on; he looked ashamed and fellow students looked at him askance, but the ice had been broken. Assured that such behavior was acceptable, even desirable, within the boundaries of my classroom and that the administration wanted me to "help them understand American ways," the students gradually opened up and over the following weeks initiated questions and responses. They were especially fascinated by register, politeness, and other variations in language according to context. As one illustration, they practiced formal-informal greetings for weeks. One could hear students outside the window at 5:30 a.m. going to their compulsory morning exercises, taking roles and practicing "Hello, Dr. Jones" or "Hi, Jim," skillfully matching my differences in intonation. By the end of the semester, students were requesting certain discussion focuses; we had more, smaller classes and students moved the desks into circles; and the confidence (and ability) of many in using English had increased. I had partially achieved my objective—but at first through their expectations and within their constraints, only later gradually moving toward my own goals.

In Retrospect

I have been back home for several months now, but the experience of teaching in China is with me daily as I prepare for and go into each university ESL class I teach. It is easy for teachers to be complacent or smug. We assume there will be paper unlimited, machines to make copies, fancy equipment (and electricity to run it). We assume we can freely choose and use/not use a text. We assume we know who our students are—after all, they have been tested and placed according to proficiency; and we've had other Koreans or Puerto Ricans or Saudis or . . . before. We of course pride ourselves on familiarity with all the newest teaching techniques and have faith that we can apply them in our classes and that they will "work."

Teaching ESL on another culture's home turf, within its value system, its sociopolitical concerns, its expectations in education, is a valuable lesson for any ESL teacher. My Chinese hosts and students helped me re-learn what teaching is. It is not the trappings of materials and machines, not even paper, books, tests, and trusted techniques. In the "real world," where many of these are stripped away, one must rely on perceptiveness, patience, all prior experience and training—the old as well as the new. One must have a willingness to accept and adjust to different expectations, without losing sight of one's own expectations and goals. Above all, the "real world" teaches one to learn and thus makes one a better teacher.

About the author: Anne V. Martin (Ph.D., University of Southern California) teaches ESL at Syracuse University. She has taught ESL and ESL methodology in Panama, Brazil, and China. She is co-author of *Guide to Language and Study Skills* (Prentice-Hall, 1977) and has published in *TESOL Quarterly* and *Studies in Second Language Acquisition*.

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TESOL

EXECUTIVE DIRECTOR TESOL

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), an international not-for-profit association of 11,000 members, invites applications and nominations for the position of Executive Director. The Executive Director will be responsible for: implementing the policy of TESOL as developed and enunciated by the elected Executive Board and its committees, and advising the Executive Board on policy and financial matters; facilitating the Annual Convention and other meetings of the membership; collaborating with 62 affiliates in and outside the United States; linking with other regional, national, and international agencies, organizations and institutions; and managing the TESOL Central Office and supervising its staff.

Applicants should have: 1) experience in a leadership role in the teaching of ESL, EFL, or related area (international experience an advantage); 2) an advanced degree (doctorate preferred) in *TESOL* or related field; 3) managerial experience; 4) a willingness to travel within the U.S. and abroad; 5) fund raising experience.

The appointment is full-time. It is anticipated that the Central Office will continue to be located in the greater Washington, D.C. metropolitan area. The starting date is July 1, 1987.

With letter of application and resume containing at least three references, please include a salary history and a 3-5 page statement of philosophy of leadership/management or related publication. Send by July 1, 1986, to:

TESOL Executive Director Search Committee
c/o John F. Fanselow
Box 66
Teachers College, Columbia University
New York, New York 10027, U.S.A.

Send nominations to the same address by June 1, 1986.

TESOL is an equal opportunity employer.

ERIC

International English

Continued from page 1

de-motivated, deskilled and eventually tongue-tied. The breakdown of communication stands out for me, over the years, as *the* problem to avoid at all costs.

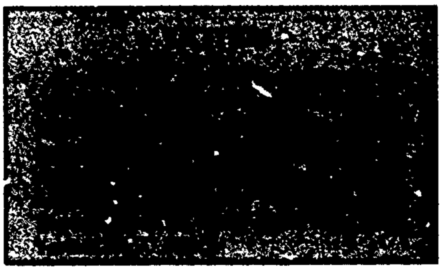
From the first, students in a course should be made aware that every message they utter needs to be understood by their interlocutor. The two parties enter into a negotiation where A gives B the feedback he needs to clean up his message and then the service is reversed. The instructor can be an informant, can suggest avenues of study, can run a workshop on a structure or particular skill that is proving problematic. A German making a presentation to a couple of Spaniards can get a great deal more useful feedback from his/her peers than from an instructor. Many experienced language teachers have developed an unfortunate facility for understanding garbled sentences and poor pronunciation which may make a student quite incomprehensible to his/her peers. They will certainly point out what they don't grasp, and if an atmosphere of trust and mutual helpfulness has been instilled in the group by the instructor, they will even point out culturally annoying characteristics ("When you said 'must' and 'you have to' it sounded like an order"). Pronunciation feedback given by one student to another can sound devastating to the sensitive instructor, but it is usually well accepted within the group, as everyone is getting it as well as giving it, even if it sounds like "I didn't understand *anything, nothing*. You swallow your words! What did you say? You were speaking English? It sounded like Italian" and so on. Actually, feedback between students is often positive, confidence building. The main thing is that it is going on all the time, giving each person cues as to what needs to be worked on.

Importance of Pronunciation

Pronunciation is a very important element in international English, and when we developed one of our most popular courses, Precision in English, we focused on this as one of the main strands, together with listening, telephoning and work on critical structural errors. This course helped me realize why some students didn't seem to understand others, claiming "the French accent is impossible," or "I can't understand Swiss people," and so on. They were so focused on the instructor that they rejected, didn't want to hear, less than perfect English. Working in groups of three and four towards a more precise self-expression and a more complete comprehension of others created a different dynamic in the classroom, with people working towards communicating with each other, legitimizing the English they already had at their disposal, and motivating them to improve their overall communicative abilities.

For more advanced students, we designed the International Effective Communications course, focused on business skills such as presentation, negotiation, chairing and participating actively in meetings, note-taking, etc. Here, we give teams of students the task of running the course each day, while the instructors act as consultants, observers who give feedback when appropriate, and language workshops when deemed necessary. Videotapes and audiotapes of the students are the raw material for any language work we do. With students running the course, practising and adding to the English they need in their business life, we instructors respond rather than initiate. The lingua franca of the classroom is at all times *their* English, not *our* English, and the group works day in and day out to create among themselves a working, functional language that is International English.

About the author: Joan Klyhn worked for the English Language Programme at International Business Machines in France, and later in England, where she was pedagogical coordinator, responsible for the design of courses tailored to the needs of IBM's international companies. After a stint of twelve years, she returned to the U.S.A. last year, where she now works in Manhattan as a free lance management trainer.



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CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

1986 LINGUISTIC INSTITUTE IN NEW YORK CITY

The 1986 Linguistic Institute will be held at the CUNY Graduate Center in New York City, June 23 to July 31. The institute focuses on contextual and computational linguistics, with courses in sociolinguistics, neurolinguistics, first and second language acquistion, bilingualism, urban dialects, pidgins and creoles, literacy, discourse analysis, pragmatics, languages in institutional settings, language and law, and linguistics field methods. There are numerous offerings in computational linguistics and programming languages for linguistics as well as in theoretical and general linguistics. Four major conferences are being planned in conjunction with the Linguistic Institute—**Urban Bilingualism: Adult Immigrants in a University Setting**, June 26-28; **System Interaction in Bilingualism**, July 10-11; **Language and Adult Literacy: Linking Theory and Practice**, July 18-19; and **Conceptions of Phrase Structure**, July 26-27.

To obtain the institute catalog, write to D. Terence Langendoen, Linguistics Program, CUNY Graduate Center, 33 West 42nd Street, New York, N.Y. 10036, U.S.A. Telephone: (212) 921-9061 or 790-4574.

WYOMING SUMMER INSTITUTE ON TRAINING FOREIGN "TAs"

The University of Wyoming is sponsoring a two-week institute from July 21 to August 1, 1986 on the university's campus in Laramie. Information about the institute may be obtained from: Janet C. Constantinides, Department of English, University of Wyoming, Box 3353, University Station, Laramie, Wyoming 82071, U.S.A.

SILENT WAY SEMINAR

Dr. Caleb Gattegno, originator of the Silent Way® for teaching languages and Words in Color® for teaching reading will be conducting seminars in the Los Angeles area in mid-May. For a seminar announcement and further information contact: Dr. Roann Altman, English as a Second Language, 3300 Rolfe Hall, UCLA, Los Angeles, California 90024, U.S.A. Telephone: (213) 825-4378 or 207-8055.

NATIONAL ASSOCIATION FOR ASIAN AND PACIFIC AMERICAN EDUCATION

The theme of the eighth annual National Association for Asian and Pacific American Education conference is Challenging the Barriers of Achievement. It will be held April 23-27, 1986 in Los Angeles. For more information write to: Don Nakanishi, Department of Education, University of California, Los Angeles, California 90024. Telephone: (213) 825-8378.

TPR WORKSHOP

A five-day Total Physical Response (TPR) workshop with Dr. James Asher will be held July 28-August 1, 1986 at Calvin College, Grand Rapids, Michigan. For more information, please write to Marcie Boelema, Spanish tment, Calvin College, Grand Rapids, gan 49506, U.S.A.

IT'S HAPPENING IN CARACAS

The fourth annual Venezuela TESOL Convention will be held in conjunction with the second Caribbean Regional TESOL Conference from May 23 to 25, 1986 at the Hotel Tamanaco Intercontinental in Caracas. Representatives from Puerto Rico, the Dominican Republic, Colombia, Haiti and Mexico are participating, and we hope to see TESOLers here from many other parts of the world. Convention fees are reasonable: three nights in a single room, coffee during breaks, cocktail party, banquet with entertainment, Creole breakfast and certificate—all for $210 (and $165 if occupying a double room).

For more information write to: David Charner M-91, Jet Cargo International, P.O. Box 020010, Miami, Florida 33102, U.S.A.

ETAS SPRING ALIVE CONVENTION 1986

The second annual ETAS Spring Alive Convention 1986 of the English Teachers Association, Switzerland, is to be held in Neuchâtel on May 24-25, 1986. The three-year-old organization is offering its 400 plus membership two days of hands-on, practical presentations. There will be congruent sessions, SIG meetings, publisher and teacher-made materials displays, as well as an expanding international line-up of speakers. For further information, contact Tim Murphey, English Seminar, Universite de Neuchâtel, 2000 Neuchâtel, Switzerland.

FIRST BRAZILIAN CONGRESS OF APPLIED LINGUISTICS

The first Brazilian Congress of Applied Linguistics is an interdisciplinary event focussing on first language teaching (reading and writing), foreign language teaching/learning, second language acquisition/learning, bilingual education and translation. So far, applied linguists such as Albert Valdman, C.N. Candlin and Sophie Moirand will be taking part in the Congress, which will be held from August 31-September 4, 1986 at Campinas, Brazil. For a brochure, please contact: Angela B. Kleiman or Marilda Cavalcanti, Universidade Estadual de Campinas, Departamento de Linguistica Aplicada, Caiza Postal 6045, 13 100 Campinas, SP, Brazil.

JALT INTERNATIONAL CONFERENCE ON LANGUAGE TEACHING/LEARNING

The Japan Association of Language Teachers (JALT) will sponsor its twelfth annual International Conference on Language Teaching/Learning at Seirei Gakuen, Hamamatsu from November 22-24, 1986. The conference will feature over 200 workshops, demonstrations, and papers dealing with a wide range of topics relevant to language teaching, learning and acquisition. Over 1000 participants from Japan and abroad will attend.

JALT is a TESOL affiliate and the Japanese branch of IATEFL. Persons interested in attending can receive information by contacting the following address: JALT, c/o Kyoto English Center, Sumitomo Seimei Building, 8F, Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600.

SPEAQ PLANS CONVENTION FOR SUMMERY QUEBEC

SPEAQ (La Societe Pour la Promotion de l'Enseignement de l'Anglais (Langue Seconde) au Quebec) will hold its 14th annual convention from June 11 to 14, 1986 in Quebec. For further information write to: SPEAQ, 3660 rue Durocher, Suite 1, Montreal, Quebec H2X 2E8, Canada.

CHINESE-WESTERN COMPARATIVE DRAMA CONFERENCE

The English Department and the Comparative Literature Research Unit of the Chinese University of Hong Kong will sponsor its fourth International Comparative Literature Conference on Chinese-Western Comparative Drama studies in September, 1987.

Interested persons are invited to submit a one-page outline of their proposed presentation on the following subjects: 1) Stage-Life Metaphor; 2) Dramatic Illusion; 3) Tragedy and Tragic Vision; and 4) Theatricalism.

Upon acceptance, they will be asked to send in the full text of their paper. All papers will be published in a special issue on East-West Comparative Drama by the Chinese University Press after the conference.

For further information, please write to: The Organizing Committee for the Fourth International Comparative Literature Conference, English Department, The Chinese University of Hong Kong, Shatin, New Territories, Hong Kong.

CALL FOR PAPERS: SLA/FLL CONFERENCE

A conference on the relationship between second language acquisition (SLA) and foreign language learning (FLL) will be held at the University of Illinois at Urbana-Champaign April 3-4, 1987. Papers are being solicited that deal with the relationship between SLA and FLL vis-à-vis psycholinguistic theory and research, with special emphasis on the following: 1) input and interaction; 2) interlanguage data and developmental patterns; in the acquisition of grammatical structure and general communicative competence; 3) processing strategies in comprehension and production; 4) the relationship between information processing and language acquisition; 5) fossilization; 6) research design and methods; and 7) research agenda for the next ten years.

Send inquiries or three copies of a one-page abstract by October 1, 1986 to the conference organizers: Professors Bill VanPatten and James F. Lee, SLA/FLL, Spanish, Italian and Portuguese, 4048 Foreign Languages Building, 707 S. Mathews, Urbana, Illinois 61801, U.S.A.

EUROCENTRES EFL WORKSHOPS

Eurocentres are holding three specialized workshops for EFL teachers (both native and non-native) on: 1) Computer Assisted Language Learning, in Cambridge, 7-11 July; 2) Classroom Techniques and Communicative Language Teaching, in Bournemouth, 4-8 August, and 3) Self-Access Work and the Multi-Media Learning Centre, in London, 18-22 August. More information is available from. B. Nelson, Eurocentres, Seestrasse 247, CH-8038 Zurich, Switzerland.

Briefly Noted

BILINGUAL VIDEOTAPES

The Great Plains National Instructional Television Library in Lincoln, Nebraska, offers 37 multimedia/multicultural television series, nine of which are bilingual (Spanish, French, Asian languages, and American Indian languages). The bilingual series are designed for the development of English language skills and include teacher/leader guides. For rental information, contact Kathryn Lawson, Great Plains National Instructional Television Library, Box 80669, Lincoln, Nebraska 68501. Telephone: (800) 228-4630 (toll free).

From *NCBE Forum*, February, 1986.

LANGUAGE TESTING

Language Testing, a new international journal that provides a forum for the exchange of ideas and information on the fields of first and second language testing and assessment, is immediately available to subscribers.

Language Testing meets the need for a specialist journal through which researchers in language evaluation and testing can be current with each other's research and with changes in the field. It is also useful for persons directly involved with mother tongue testing, language pathology assessment in child language acquisition, EFL or ESL testing. Each issue contains major articles, test reviews, research notes and reviews of major new books in the discipline.

TESOL members may subscribe to *Language Testing* for $24.00 per volume (two issues). The non-member rate is $30.00. For further information, U.S. and Canadian subscribers are advised to write to Cambridge University Press, 32 East 57th Street, New York, NY 10022 U.S.A. Others should write to Edward Arnold (Publishers) Ltd., 41 Bedford Square, London WC1B 3DQ, England.

FREE TAPING RIGHTS OFFERED

The National Geographic Society is offering free taping rights to nonprofit educational institutions for 1986 telecasts of the National Geographic Specials on the Public Broadcasting System. Use of each special is limited to one recorded copy for the life of the copy and to viewing by nonpaying audiences only. To complement the new taping rights, the Society has prepared a 16-page *Resource Guide*, made possible by a grant from Chevron Corporation. The free guide is available by writing to: National Geographic Specials, c/o Chevron, 742 Bancroft Way, Berkeley, California 94710, U.S.A.

From *Reading Today*, Vol. 3, No. 4, February/March 1986.

A NEW ADDRESS FOR THE ADULT EDUCATION CLEARINGHOUSE

The Clearinghouse on Adult Education recently moved to a new location. Information requests for its services may now be addressed to: Clearinghouse on Adult Education, Office of Vocational and Adult Education (OVAE), 400 Maryland Avenue, S.W., Reporters Building, Room 522, Washington, D.C. 20202.

The Adult Ed Clearinghouse provides adult education-related services in general. In addition, it has useful information on bilingual and English as a second language instruction for minority language adults.

Members Encouraged to Participate in Nominations Process

TESOL members are reminded that their role in the nominating process is crucial. Names recommended by members are considered by the five members of the Nominating Committee. They do not themselves name candidates. Then the members of the Nominating Committee independently rank the people who were suggested as candidates from the membership at large. After the chair has collated the independent rankings, the Nominating Committee members confer by telephone, and at that time, they work through the ranked candidates office by office to create a slate balanced both geographically and professionally. The effect of all this is that when suggesting candidates for nomination, you should name someone who has broad experience in TESOL and who understands that officers and the members-at-large represent the diversity of the organization.

Please note the insert, "Call for Nominations for TESOL 1987-88" on the facing page.

Technology and Language Testing

Edited by
CHARLES W. STANSFIELD

A Major Work on Language Testing

New developments in measurement theory: computerized adaptive testing and the application of latent trait models to test and item analysis

Use of technology in developing new measures of speaking, reading and writing

From the 7th Annual Language Testing Research Colloquium at Educational Testing Service, Princeton, 1985

P. Tung, M. Canale, H.S. Madsen & J.W. Larson, G. Henning, M.M. Hicks, J.H.A.L. de Jong, G. Molholt & A.M. Presler, J.L.D. Clark, W.H. Manning, J. Reid.

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CALL FOR NOMINATIONS FOR TESOL 1987-88

(Deadline for submitting nominations: Postmarked June 6, 1986)

The Nominating Committee announces that nominations are open for the offices of First Vice President, Second Vice President, and Member-at-Large for the Executive Board. Three candidates for each of the two other Executive Board positions have already been nominated by the Affiliate Council and the Interest Section Council at their respective meetings during the TESOL Convention in Anaheim in March 1986.

Members of TESOL are being called upon to assist the Nominating Committee in identifying candidates with both experience and potential to serve the organization in its vital leadership positions. If you have candidates to suggest, please fill out the forms included and send them as soon as possible to the Chair of the Nominating Committee listed below. (You may duplicate these forms and nominate more than one person per office. Please *type* in the information. Use an additional sheet of paper if the space provided for any category is not sufficient.) Please note that a nomination does not automatically assure a place on the final slate.

The following criteria should be kept in mind when making a nomination:

- For *First Vice President* (President-elect), it would be desirable for the nominee to (1) have served within TESOL, (2) have made substantive contributions to the field, (3) have breadth and depth of service and experience in all aspects and levels of the field and organization, (4) have served in affiliate affairs, (5) believe in and exercise democratic leadership necessary to meet the needs of all segments of TESOL, (6) have demonstrated the ability to work effectively with colleagues of diverse backgrounds and personality, (7) be willing and able to devote a large amount of time, especially during the first two years, (8) be an effective public speaker, and (9) be able to obtain moral and logistical support from his/her institution for serving in this capacity. This officer automatically succeeds to the presidency and continues to serve on the Executive Board for two succeeding years as Past President.

- For *Second Vice President* (Annual Convention Program Chair), it would be desirable for the nominee to (1) have served in staging an affiliate or TESOL convention or a comparable conference in another organization, (2) have the ability to organize on a large scale, (3) know the needs of those attending a TESOL convention, (4) be able to match people with tasks, (5) be able to commit a large number of hours to convention work, and (6) have the kind of support (space, personnel, time, equipment) that will be required for convention planning. This officer will serve as the Program Chair for the 1988 Annual Convention in Chicago and will serve an additional year on the Board.

- For *Member-at-Large*, it would be desirable for the nominee to (1) have served in affiliate and/or interest section affairs and (2) have an understanding of the breadth and depth of the TESOL membership. This member will serve a three-year term.

The members of the Nominating Committee are D. Scott Enright, Carol Kreidler, Carol Puhl, Thomas Robb and Dorothy Messerschmitt (Chair).

Send your nominations to the Chair of the Nominating Committee:

Dorothy S. Messerschmitt
4 Lamp Court
Moraga, California 94556, U.S.A.

NOMINATION FOR FIRST VICE PRESIDENT *(Deadline: Postmarked June 6, 1986)*
(please type if possible)

Name
Employer
Mailing Address
Position
Office Phone (area code)
Home Phone (area code)
Service in TESOL (e.g., Interest Section, Committees)
Service in Affiliate (please identify Affiliate)
Area(s) of expertise
Publications
Remarks

Recommended by
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NOMINATION FOR SECOND VICE PRESIDENT *(Deadline: Postmarked June 6, 1986)*
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(area code) (area code)

Service in TESOL (e.g., Interest Section, Committees)__________

Service in Affiliate (please identify Affiliate)__________

Area(s) of expertise__________

Remarks__________

Recommended by__________ Mailing Address__________
Office Phone__________
(area code)
Home Phone_____ __________
(area code)

NOMINATION FOR MEMBER-AT-LARGE *(Deadline: Postmarked June 6, 1986)*

Name__________ Employer__________
Mailing Address__________ Position__________

Office Phone__________ Home Phone__________
(area code) (area code)

Service in TESOL (e.g., Interest Section, Committees)__________

Service in Affiliate (please identify Affiliate)__________

Area(s) of expertise__________

Remarks__________

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Office Phone__________
(area code)
Home Phone__________
(area code)

INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons
Unibersity of Eduinburgh

A Gap in ESL Pedagogy: Learners' Rights

by Francisco Gomes de Matos
Federal University of Pernambuco

One of the emphases in contemporary approaches to the teaching of English to speakers of other languages is on learners' needs. In fact, whenever the teacher's professional responsibilities are pointed out, one stands out: "To know the interests of the students; their linguistic and cultural needs;" (Finocchiaro and Brumfit, 1983). It is easy to come across statements in the TESOL literature and in applied linguistics works concerning the importance of identifying, describing, implementing, promoting and even protecting the second (or foreign) language learner's needs.

In an insightful, revealing essay, Quinn (1985) presents two views of Needs Analysis and concludes that "... whatever the aims, objectives, and syllabus specifications of a language course, what teachers and students say and do in classrooms is the heart of the matter." We are in full agreement with that Australian colleague but would add that a crucial aspect has been overlooked, namely, that of learners' (and obviously teachers') linguistic rights.

Language Rights Declaration

Having discovered that needs and interests were being emphasized but rights were being neglected in the ESL/EFL literature, I decided to further investigate the microproblem of individual linguistic rights. As a result a plea was made for a *Language Rights Declaration*, which was published by a UNESCO Newsletter in 1984. In that statement attention was drawn to another important need: that of arousing and fostering awareness, both nationally and internationally, so that respect to a person's language acquisition and language learning rights can and should be both preached (disseminated) as well as practiced. In a brief essay for *Language Planning Newsletter* (Gomes de Matos, 1985) evidence is given for the still scant treatment of the microproblem of linguistic rights of individuals, particularly of language learners, in the literature of sociolinguistics and language planning. *Linguistic* rights is a category of human rights subsumed in the United Nations Legislation under *cultural* rights. For an introduction to the international law aspects of human rights (with some emphasis on cultural rights) see Sohn (1982), Sieghart (1983) and United Nations (1985).

What would be the specific (rather than the generic or general) linguistic rights of language learners? It would do well to start by characterizing one's *first language rights*. By that is meant the right to learning (acquiring), using, maintaining, valuing and preserving one's first language.

Are we really the beneficiaries of many linguistic rights? What are educationally, sociopolitically (and economically) *costly* rights? What would be *cost-free* rights from a linguistic-economic point of view? These are but two of the several questions which language planners would ask concerning an individual's linguistic rights. To what extent can language learners' rights be implemented, given that to every right there seems to be a correlative or corresponding *obligation*? Answers to such provocative questions cannot be given here—a fuller treatment of the problem is under way—but the truth of the matter is that recognition of language learners' rights is emerging, slowly and timidly, as far as this TESOLer has been able to assess.

What would be some of the rights of ESL learners? This is but a suggestive, open-ended listing:

The right

- to learn a second language
- to choose the variety of the second language to learn
- to choose whether to acquire a reading/writing or a listening/speaking competence (or all of those)
- to comprehend texts fully (the right to comprehend)
- to use a bilingual dictionary in class while doing written exercises
- to use a preferred learning style in class while engaging in activities
- to receive explanations on the functioning and uses of the second language in class
- to be tested in an ecologically valid manner, that is, according to the principles of fairness and relevance
- to negotiate language learning contracts which specify the learner's rights and not only his or her needs, as has been typically the case.

Some of the above-mentioned rights have to do with the learner's freedom to make decisions. Freedom to act is what gives methodology a true humanistic condition. Unfortunately, despite progress achieved in education, particularly in native language literacy (cf. Freire's *Pedagogy of the Oppressed*), a gap still exists in descriptive-explanatory frameworks for second language learning and teaching: that of language learners' rights.

To many teachers, speaking of the learner's right to participate in the selection of goals, contents, techniques is a violation of the teacher's rights (or the textbook writer's rights), but such attitude only reflects a narrowly-conceived view of a field which—if it is to grow—has to help human beings grow not only as learners and acquirers of languages but as co-agents in the decision-making process. Hopefully, the next decade should witness developments in a learners' rights-centered methodology which will help teachers and learners distinguish which rights are attributed to every learner and which rights are allotted to members of groups (according to age, occupational interests, among other factors).

The linguistic rights of ESL learners are far too restricted now and have not yet been acknowledged in the scientific or educational literature. Such rights should be seriously considered in the teaching of English to speakers of other languages. It is only by doing so that we will open up new paths in methodology and thus establish more human interaction to be achieved progressively and creatively in classrooms the world over.

Note: The author would appreciate receiving feedback on his ideas. He can be reached through June 1986 at the Department of Romance Languages, the University of Georgia, Athens, Georgia 30602. After that date: Departamento de Letras Universidade Federal de Pernambuco, 50.000 Recife, Pernambuco, Brazil. Dr. Gomes de Matos is a member of TESOL's Ad Hoc International Concerns Committee.

About the author: Francisco Gomes de Matos is professor of applied linguistics at the Federal University of Pernambuco in Recife, Brazil. During this academic year he is a Fulbright visiting professor at the University of Georgia in Athens, Georgia, U.S.A.

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United Nations Economic and Social Council. Commission on Human Rights *Rights of persons belonging to national, ethnic, religious and linguistic minorities*. Report of the open-ended working group set up by the Commission of Human Rights to consider the drafting of a declaration. March 6, 1985, mimeo, 5 pp

WORLD ENGLISHES

Pergamon Press announces the publication of *World Englishes*, a new journal of English as an international and intranational language, devoted to the study of varieties of English, both native and non-native, in cultural and sociolinguistic contexts. The editors are Braj Kachru, University of Illinois, U.S.A., and Larry Smith, Institute of Culture and Communication, Hawaii, U.S.A.

Several theme-oriented issues are planned: 1) African varieties of English: status and impact; 2) Non-native creativity in English: Asian poetry; 3) Pedagogical grammars of English: approaches and resources; and 4) World Englishes and second language acquisition research.

For a free copy of the journal, write to: Pergamon Press Ltd., Headington Hill Hall, Oxford OX3 OBW, England, or Pergamon Press Inc., Fairview Park, Elmsford, New York 10523, U.S.A.

Teaching in Brazil

by Ann Catherine Buell
City College of San Francisco

The fates have been kind to me in that I have had two remarkable experiences teaching English abroad: first as an "English Teaching Fellow" in Salvador, Bahia, Brazil from 1981 to 1983, and then as a Fulbright Junior Lecturer in Rome from 1983-1984. It is no coincidence that these were exciting years, for both cultures are rich and welcoming, and both jobs were challenging and rewarding. Brazil, however, remains my great love. I was fortunate in the particular situation I found myself in, but I believe that regardless of where, or for whom, you may teach in Brazil, you are bound to have a compelling experience.

Your experience teaching anywhere abroad will be affected by a number of factors, such as your working environment, your attitude, and your affinity for the people you live and work with. Concerning this last point, Brazilians, I think, are about as friendly and outgoing as a people can be, in spite of the pervasive poverty that exists in their country. They have survived this poverty through strong family ties and friendship bonds which they extend to foreigners as well. I found Brazilians to be a generous, caring, talkative, active, and unselfconscious people. These, in my eyes, are attractive characteristics in anybody, but even more in my students.

It's not surprising then, that I found it a pleasure to teach (and work with) Brazilians. They were receptive and willing to take risks, and were, as a result, good language learners. Bored by the grammar translation method still popular in many public schools, they were especially receptive to the more holistic approach, which I favor. Values clarification exercises worked well, as did humanistic activities. Role plays and all kinds of games were also successful.

Your School Affects Your Work

However, as is true in the United States, the school in which you work in Brazil will affect your teaching experience in some way. English teaching in public schools leaves much to be desired. Classes sometimes have as many as 40 students, using books of poor quality. Americans often find jobs at one of the many private schools, where working conditions are generally good, books may be new and well selected, and classes are usually of a reasonable size. And, although by law a person cannot teach without a work permit, (which is hard to get) private schools usually overlook this "technicality" in exchange for the much-coveted resources of a native speaker.

My particular position was unique, both in its relative "luxury" and in its status as the only English Teaching Fellow (ETF) position in Brazil. As an ETF at an American-Brazilian binational center, a non-profit, private school indirectly related to the United States Information Agency, (but not run or owned by it), I was paid decently and worked in a well-equipped school with a large, useful library. Air fare and health insurance were included in the benefits. I mention this only because there are other comparable ETF positions in various locations in Latin America, and there are many other binational centers in Brazil (accessible to you if you obtain a work permit). I do want to emphasize, though, that a less advantageous position would not have altered the core of my ience.

Brazilian customs vary somewhat from region to region, and these differences, although subtle, might make some difference in a choice of where to go. The most casual ambiance is found in the North and Northeast along the coast, where I was. There is a slightly more conservative environment inland and in the southern part of the country. Whereas class may start 5-10 minutes late every day in Bahia, for example, the classroom door may be locked at the beginning of class in Rio Grande do Sul, in the South. Other regional differences may affect the number of holidays per year. Bahia, for instance, has the longest carnival celebration and the largest number of holidays. No wonder I liked it there!

Life in Brazil is not compartmentalized; work and play overlap, and living and learning about life are not restricted to off hours for teachers any more than for students. Teaching abroad is always an education, but teaching in Brazil is a humanistic education, and I, for one, am happy to say that "I'll never be the same again."

About the author: Ann Catherine Buell teaches ESL at City College of San Francisco, she received her M.A. in TESL/TEFL from San Francisco State University

From *CATESOL News*, December 1985

For professionals...
from professionals

Images and Options in the Language Classroom

Earl W. Stevick

An accessible discussion of how teaching can be found on what we know of learning and memory. Stevick defines options available to language teachers and presents criteria for evaluating them. Each chapter is filled with exercises that ask readers to draw on their own past experiences and do their own thinking before they come to the author's ideas.

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Approaches and Methods in Language Teaching

A description and analysis

Jack C. Richards and Theodore S. Rodgers

An overview and analysis of the major approaches and methods used in second and foreign language teaching, including Grammar Translation, the Direct Method, Situational Language Teaching, Audiolingualism, Communicative Language Teaching, the Silent Way, Community Language Learning, Total Physical Response, the Natural Approach, and Suggestopedia. The authors examine each method at the levels of *approach, design,* and *procedure,* which highlights the differences and similarities among the methods.

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IT WORKS

Edited by **Cathy Day**
Eastern Michigan University

Whimsical Inventions in ESP Classes

by **Margaret van Naerssen** and **Chris Long**
Hong Kong Polytechnic

ESP classes are often a challenge to us because we may not feel competent in the content area. This suggestion from two experienced ESP teachers delighted me, and I intend to try it in my next technical English class. The idea should work in any class where students like to be inventive. Let us know what happens in your class. C.D.

Do you need something to liven up your English for Specific Purposes class? Are the exercises on writing about a process, about cause and effect, about sequencing boring and/or not relevant to your students' specialty area interests? Even if the exercises are relevant to their areas, are they becoming academic overkill? Is it near the end of the course and have they had enough? Try a whimsical invention activity!

In 1914 Rube Goldberg, an American cartoonist, began drawing cartoons of complicated machines for simple tasks. By 1928 his cartoons were nationally syndicated. His inventions satirized the machine age and the spread of needless gadgetry. At the same time his drawings were ingeniously arranged, logical and almost believable as well as gentle and full of humor. Similar cartoons were also done in Britain by W. Heath Robinson.

We have used these types of cartoons successfully at Hong Kong Polytechnic (tertiary level) with engineering and medical students and they are being considered for product design students as well. "Used successfully" means that students have enjoyed them and the teachers have felt they were teaching something. Such cartoons might also be effectively used at the upper elementary and secondary levels though we have not personally tried them at these levels.

Students are shown a Rube Goldberg or Heath Robinson cartoon without a written description. Their task, in small groups, is to describe how the invention works. Their descriptions are reported back to the class as a whole. They can then invent their own machines and write and/or orally describe how they work.

Before an activity begins on a cartoon of a whimsical invention from a Rube Goldberg or Heath Robinson collection, it is helpful to be sure students know the vocabulary for the various parts of the machine. It's preferable to have the students name as many parts as possible first. The written descriptions in the Goldberg collection are useful references for vocabulary for the non-native English-speaking teacher (but see the paragraph below on precautions regarding uses of written descriptions with students). The Robinson collection has no written descriptions.

Some of the possible language teaching points might include the following:

- article usage
- adverbs of sequence
- prepositions
- two-part verbs
- process description
- cause and effect description
- sequencing
- present tense, especially third person singular

Several precautions need to be taken when using the Rube Goldberg or Heath Robinson cartoons:

1. It is not recommended that the written description of the Rube Goldberg inventions be handed out to students because definite and indefinite articles are frequently omitted; the use of a picture causes problems in terms of the "first-mentioned/already introduced" distinction for article use; and the written descriptions will inhibit the students' spontaneity.

2. The teacher should check the cartoons for cultural appropriateness in terms of: whether or not the problem the invention solves is familiar to the student; and whether or not the humorous situations (of the early 1900s in the U.S. and Great Britain) conflict with current values in the teacher's or students' culture.

3. The teacher should check the cartoon for the level or complexity of the invention and determine which ones would be best for the students. The Rube Goldberg cartoons range from moderately complex to quite simple; the Heath Robinson inventions range from brain-rackingly complex to also delightfully simple.

The students' inventions could be directly related to their specialty area. For example, some of the gadgets/machines created by students at Polytechnic have included:

Engineering: an automatic shoe polisher; an automatic burglar-catching device; a solar-powered awakening and breakfast-making machine.

Physiotherapy: a mouse-powered massage therapy machine.

Medical Lab Science:
a bicycle-driven centrifuge machine; an apparatus for testing glucose in a urine sample; and a finger-pricking machine for taking a blood sample (see cartoon and description).

It is, of course, important for students to identify the areas/problems in their own specialties that would lend themselves to whimsical inventions, but sometimes they may need a few suggestions of possibilities just to get them thinking.

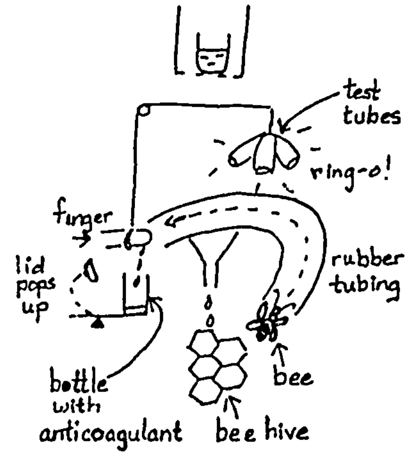
A side benefit of the use of these whimsical inventions can be the application of scientific principles. Students at the tertiary level seem to enjoy building in scientific explanations, applying certain principles (ex. "according to Newton's law of gravity") in their descriptions.

A Finger-pricking Machine for Blood Sampling

by Angela Chan, Emme Chan and Lai Wing Ton
MLSI, 1985

A beaker full of alcohol is placed inside a container and above the machine. (The container has a wire gauze and filter paper lining the bottom.) When the finger is placed in the ring, the string is pulled and causes a bell to ring at such a frequency that it is in resonance with the beaker. Once the beaker cracks, the glass is filtered off by the wire gauze and filter paper, and the alcohol is released. It passes through the filter paper and drops on the finger for sterilization. Below the finger is placed a funnel which receives the excess alcohol. The alcohol then drips on a honey-comb and stimulates a bee to fly along the designed passage, finally reaching the finger to prick it. The small bottle, with an anti-coagulant, beneath the finger collects the blood and as it gains weight, it upsets the level system and causes the lid to pop up and cover the container of blood.

(Edited slightly from students' original)



Note: Sequence markers and 'cause and effect' are emphasized in this description.

The language teacher should not be expected to judge whether the scientific principle is accurately used, but should only help the students express their ideas clearly. Upper elementary and secondary students might also enjoy building in these principles, but younger students might need to be prompted to do so. At the upper elementary level a teacher who is aware of the science content covered elsewhere in the curriculum might even consciously select cartoons that might be used for reinforcing certain scientific principles, thus supporting efforts at promoting language across the curriculum.

About the authors: Margaret van Naerssen is a lecturer at Chinese University of Hong Kong in graduate/undergraduate applied linguistics and in medical communication at Hong Kong Polytechnic. She was the U.S. director of an EST center in Beijing, PRCV, 1980-82. She has twenty years of experience as teacher/administrator/program developer/researcher in EFL/ESL/EST and bilingual-bicultural education.

Chris Long has been teaching EFL to engineering students for the past ten years at Hong Kong Polytechnic. Prior to that he taught EFL/EST for Hitachi, Ltd. in Japan and at the university level in the Sudan and Ethiopia. He brings technical training and experience to EFL/EST from having also worked in a British manufacturing company and taught technical subjects at the college level.

Briefly Noted

TWO TITLES OF INTEREST ON THE EDUCATION OF ASIAN AMERICANS

A School Divided: An Ethnography of Bilingual Education in a Chinese Community, by Grace Pung Guthrie, portrays a ten-year-old bilingual education maintenance program in a U.S. Chinese community. The book outlines how the program was initiated and implemented and how it was perceived in the classroom, the school, and the community, providing a series of interviews with students, parents, educators, and other community members. The relationship of linguistic, cultural, and economic factors to the students' education is analyzed and placed within a theoretical framework.

The book can be ordered for $27.50 from Lawrence Erlbaum Associates, 365 Broadway, Hillsdale, New Jersey 07643. Telephone: (201) 666-4110.

Beyond Angel Island: The Education of Asian Americans, by Sau-Lim Tsang and Linda C. Wong, documents the educational attainment of native and immigrant Asian Americans. The book provides demographic and statistical information on school enrollments, academic preparation, undergraduate and graduate fields of study, and the overall educational performance of Asians in the United States. The analysis section provides insight into the overall educational success of this student group.

The book is available for $6.00 from the ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027. Telephone: (212) 673-3433.

(Note: The two foregoing items are from the *NCBE Forum*, February 1986.)

INTENSIVE SUMMER PROGRAM FOR COURT INTERPRETATION

Montclair State College will offer a four-week program, June 27-July 19, 1986, for court interpretation for bilingual speakers of Spanish and English (prerequisite: excellent proficiency) and users of American Sign Language (prerequisite: Comprehensive Skills Certificate from the Registry of Interpreters for the Deaf). For more information, contact: Dr. Marilyn Frankenthaler, Director, Center for Legal Studies and Spanish/Italian Department, Montclair State College, Upper Montclair, New Jersey 07043, U.S.A. Telephone: (201) 893-4228.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, Suite 205, 1118 22nd Street N.W., Washington, D.C. 20037, U.S.A.

CALLS FOR TESOL '87

POSTER PRESENTERS' WORKSHOP

The TESOL '87 convention will see a change for poster presenters. Instead of a poster session there will be a Poster Presenters' Workshop, followed by a poster exhibition.

Participants in the workshop will be expected to bring their ideas for a presentation, all of the background information they need, and at least the easily portable stationery materials they expect to need (bulkier items will be available on-site). Participants will be guided by experienced poster presenters to create a finished display for immediate exhibition.

For further information contact either: Dick Allwright, Department of Linguistics, University of Lancaster, Lancaster LA1 4YT, England; or Margaret van Naerssen, Chinese University of Hong Kong, English Department, Shatin, New Territories, Hong Kong.

CALL FOR PAPERS, POSTERS AND MATERIALS DISPLAYS FOR THE COLLOQUIUM IN MEDICINE AND ALLIED HEALTH SCIENCES

The deadline for sending in abstracts for papers, posters and materials displays for the TESOL '87 proposed Colloquium in Medicine and the Allied Health Sciences is *June 15, 1986*. Send a 250-word abstract (typed double-space) to: Margaret van Naerssen, English Department, Chinese University of Hong Kong, Shatin, New Territories, Hong Kong.

HEIS CALL FOR ABSTRACTS AND TOPICS

ESL in Higher Education is accepting abstracts for presentations at the HEIS Academic Sessions and topics for discussion in the Informal Discussion Groups at TESOL '87. Send submissions by 15 August to Robert Oprandy, Box 66, Teachers College, Columbia University, New York, NY 10027, U.S.A.

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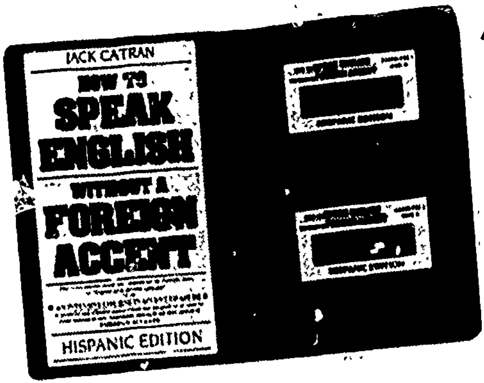

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ON LINE

Edited by Richard Schreck
University of Maryland

Using LUCY/ELIZA as a Means of Facilitating Communication in ESL

by Vance Stevens
Sultan Qaboos University

The use of computers in ESL has until recently been restricted, largely by lack of courseware, and in a more general sense, by existing courseware's not meeting the demands of today's communicatively-oriented language classrooms. In an attempt to remedy this situation, ESL instructors have been finding communicative courseware in commercially produced non-ESL materials (Ferreira, Sklar & Kagen, 1984; Baltra, 1984), while still others are turning to the public domain for materials which can be adapted to ESL (Biggie, 1984; Stevens, forthcoming).

There are three salient advantages to the latter approach. First, with public domain software, the courseware is free or available at nominal copying costs. Second, such courseware can usually be adapted to specific needs, since the code in which it is programmed is often transparent to those with a basic knowledge of programming. Finally, public domain software is by definition unprotected and can be disseminated without restriction. In this article, I will illustrate how these three advantages are utilized in an adaptation of a public domain version of ELIZA, and I will show how this program can be easily adapted to particular instructional settings, where it can be used to generate spoken and written communication in the target language.

Originally developed by Joseph Weizenbaum, ELIZA has been used in psychology and medicine as a means of getting patients to discuss problems with an impartial interlocutor. The program appears to carry on conversations by responding appropriately to utterances typed in by the person at the computer keyboard. In fact, the program merely finds key words in the user's utterances and prints out strings stored in its own database according to those key words. For example, if the computer user types in an utterance containing a WH- question word, ELIZA might respond with "Why do you ask?" In LUCY, my own version of the program, the computer will respond in this same way to "Why am I here?", "I don't care why I am here," or simply to the word "Why."

ELIZA has recently come to the attention of ESL instructors as an application of artificial intelligence in communicative CALL courseware. It is mentioned as such in Higgins and Johns (1984), and Underwood (1984) focuses on his own version of ELIZA as a prime example of communicative courseware. Furthermore, the concept of ELIZA is utilized as an "artificially intelligent" prewriting heuristic in Burns and Culp (1980). One version of ELIZA is available commercially, along with its program code; even so, the task of creating one's own adaptation of ELIZA, as did Underwood and Burns & Culp, would be daunting, to say the least, to the majority of language instructors.

I shall now discuss a version of ELIZA which I found available publicly through my local Apple club, the Honolulu Apple User's Society (HAUS). Originally entitled LUCY (Keating) and programmed in Applesoft, the program feeds off two text files. One text file contains key words, and the other contains each of the 330 responses that LUCY can possibly make. Stored in the same record with each response is a code number relating to a topic under discussion. For example, the topics 'sports,' 'school,' and 'housing' all have their particular code numbers. If a student mentions "football" in an utterance, the program searches the database for the first not-previously-used instance of a statement having the code number for 'sports.' If the next user utterance does not have a recognizable key word denoting another topic, the program responds with the next statement in the list of statements concerning the topic in operation. LUCY continues to talk about this topic until the user changes the topic, or until it runs out of statements, in which case LUCY changes the topic.

The program is intrinsically interesting to students, and that interest is greatly enhanced if some of the 330 response strings in the text file are altered slightly in keeping with the students' interests and context. For example, I customized the statements about 'housing' to relate to the dormitory lifestyles of my own students, and I altered statements about 'food' to reflect commonly held opinions of the offerings in our school cafeteria. I further personalized other strings so that they asked my students what they thought about me and about other well known people in the faculty and administration of our school.

To do this, I needed to open, change, and close the appropriate data-base text file. Rather than do this mechanically each time I wanted to change something in the database, I wrote a simple program that opened the file for me, prompted me for what changes I wanted to make, made the changes I asked it to, and then neatly closed the file when I was finished. I furthermore wrote the program in such a way that it would be "user friendly," in which case others who knew nothing about programming would be able to use my program to change LUCY's text file according to their own specifications.

Once the teacher has created the version of LUCY/ELIZA to be used (by customizing the response strings), the program is ready for students. My own use of this program entails having the students familiarize themselves with the program and then try to figure out how it works. In the final stage, students test assumptions they have made about the program on the program itself. This process involves multiple levels of both spoken and written language in that students correspond with the computer via the keyboard, talk with each other about what they have discovered, and communicate more formally to the teacher their assumptions about the program. Finally, they talk with the teacher and among themselves about the validity of their assumptions.

Beginning the Process

To begin the process, students are allowed a session with ELIZA in which they play with the program in whatever way comes naturally. During one such session, one of my students attempted to teach the computer that the capital of Japan was Tokyo, and this student became quite frustrated when the computer repeatedly failed to internalize what he was trying to teach it. More often, students are simply bemused at the reactions they are able to elicit from the computer.

When students tire of the initial, exploratory phase, they are instructed to go at the program more systematically. They are told to look for patterns in replies and to take notes on what they are able to discover. For example, and perhaps with some facilitatory guidance from the teacher, they discover the secret of the WH-words, or that responses on given topics always fall in the same order. During this phase, which could take up to two (or more) hour-long sessions, students are apt to be talking to each other about what they have discovered, and they often try out each other's discoveries for themselves. Toward the end of this phase, I generate a print-out of the 330 responses the computer is able to make and encourage the students to correlate this list with their own findings.

The next task for the students to do is reflect on their notes, and on the printout if they wish, and make up (individually) a written list of rules which govern ELIZA's behavior. This forces the students to be analytical and to assimilate and formally convey the product of their analysis to the teacher, a task which is appropriate to future academic demands. The rules could be written in the form of a composition, or as a list of statements, whichever the teacher feels is appropriate. Typically, some of the assumptions made by the students are misdirected, but others are insightful, and may even lead the teacher to discover things about the program he or she did not know before.

After the teacher has gathered a list of rules from each student, several follow up activities are possible. For example, the students could get together in groups and compile composite lists of rules by which ELIZA works, or the teacher could make up such a composite list. Further composition activities could proceed if the teacher thought these were appropriate. In my own class, students are given the compilation of rules that they as a group have drawn up and are told to test these rules on the program itself. The students can feed back to the teacher or to each other on the validity of each of the rules in whatever way seems appropriate.

Used in this way, I find ELIZA/LUCY to be

Continued on next page

ON LINE

[illegible] with computers are invited [illegible] The University of [illegible]

Using LUCY/ELIZA

Continued from page 13

a stimulating, enjoyable and unique language learning experience for my students. Used in conjunction with a simple program for altering the text file, LUCY can be utilized in classes where the instructor has no prior knowledge of programming. Finally, since it is in the public domain, LUCY can be freely disseminated.

About the author: Vance Stevens is an instructional developer at Sultan Qaboos University in Oman, where he is establishing a self-accessed learning laboratory. He has been responsible for implementing CALL in ESL programs at the University of Petroleum and Minerals in Saudi Arabia and at the Hawaii Preparatory Academy. He was chair of TESOL's CALL-IS in 1984-85.

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CALICO SUMMER INSTITUTE

CALICO (Computer Assisted Language Learning and Instruction Consortium) in conjunction with Duke University is offering four one-week workshops on the use of computers in language instruction for novices and experienced computer users. For more information and an application form, please contact: Anette Koeppel, CALICO, Summer Session, 121 Allen Building, Duke University, Durham, North Carolina 27706, U.S.A. Telephone: (919) 684-4400.

CLEARINGHOUSE FOR ESL SOFTWARE

The Ohio Intensive English Program, in conjunction with the Ohio University Linguistics Department, has announced the formation of the Clearinghouse for ESL Public Domain Software. The clearinghouse is seeking ESL software that authors are not planning to market commercially. The disks will be copied and then distributed for a nominal fee. For details, contact Philip Hubbard, Linguistics Department, Ohio University, Athens, Ohio 45701. Telephone: (614) 594-5892.

From *NCBE Forum*, February, 1986.

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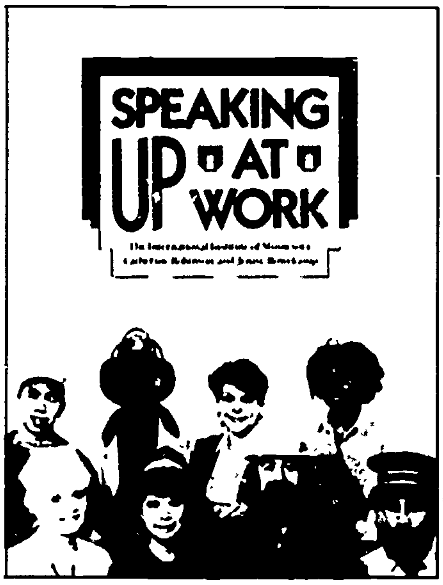

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REVIEWS

Edited by Ronald D. Eckard, *Western Kentucky University*

WORKBOOK IN SECOND LANGUAGE ACQUISITION

by Larry Selinker and Susan Gass. 1984. Harper & Row, 10 East 53rd Street, New York, NY, 10022. (vi + 181 pp., $9.95). Instructor's Manual available.

Reviewed by Geoffrey S. Nathan
Southern Illinois University at Carbondale

This is the first workbook that I know of in the field of second language acquisition (SLA). It is divided into eight sections: morphology, lexicon, phonology, syntax/semantics, spoken and written discourse, foreigner talk discourse, SP acquisition and, finally, methodology and research design. Each section has roughly ten problems. Some are very short—as few as one or two sentences of data, while others occupy six pages. Length of problem, however, does not correlate with difficulty.

Each section begins with a preliminary glossary of basic SLA terms illustrated in the following pages. Thus the syntax/semantics section includes such terms as *prefabricated patterns, formulas* and *core meanings*. At the end of the book are some supplementary problems for several of the sections. Finally, there are indexes for the sources of the data, and an index of interlanguages arranged by both L1 and L2.

This workbook is radically different from all linguistics workbooks I have used or seen, in that none of the data, except for the really simple problems, has answers. That is, unlike phonology or morphology problems, which have standard answers (or, in some cases, several standard answers, depending on one's theoretical assumptions) none of these are susceptible to clear-cut solutions. Most of the problems are filled with variable data—just like the ESL classrooms. Students who are uncomfortable with ambiguity, especially in textbooks and other sources of authority will therefore find this text very difficult to deal with. I do not intend this as a criticism, incidentally—this is exactly the kind of data that our students should be grappling with, where the learners move from a tendency to get more of it wrong to a tendency to get more of it right.

Not all of the data, incidentally, deals with ESL. There are problem sets dealing with French, Hebrew and Spanish as target languages and a couple of unusual pairings—Tatar-Russian comparative composition (in translation) and Buryat-Russian interlanguage phonology.

In general the problems are very interesting, and can be used as illustrations of all the concepts that currently fill the SLA literature. In fact, many of the data sets are derived from substantive articles in the field. The phonology section unfortunately suffers from this fact. In a number of the problems the data given on the L1's is incorrect. For example, in a long problem on syllable structure, we are told that Korean allows only open syllables. Anyone who has ever eaten *kim chi* or *kalbi* knows this is not true. The Russian data in 3.6 is given in an orthographic transliteration (or perhaps a somewhat abstract underlying representation), so we have *vtoraja*, actually pronounced *ftoraja*. There are also occasional typos. (Typos in problems, especially phonology problems, harmful to the health of the teacher.)

One issue that students raised when I used this workbook was that there is no corresponding textbook that deals with concepts that are assumed for each section. The book itself is excellent, but for a truly coordinated theory and practice course, one would have to assemble one's own book of readings or deal with all the ideas through lectures.

Overall, I would recommend this workbook very highly. It is particularly valuable for generating theoretical discussions and for eliciting personal contributions from the students in the classroom who have already had second language teaching experience.

About the reviewer: Geoffrey S. Nathan is an assistant professor of linguistics at Southern Illinois University in Carbondale, Illinois 62901.

KEEP TALKING

by Fried ke Klippel. 1984. Cambridge University Press, 32 East 57th Street, New York, NY 10022, U.S.A. (202 pp., paperback, $8.95).

Reviewed by John Provo
Dokkyo University

Here the author has assembled 123 communicative fluency activities for language teaching. The activities, which include warmups, discussions, role plays, mimes and the like, have a common goal: creating a situation in which students enjoy using the target language.

Those who have used similar resource books, such as *Drama Techniques in Language Learning* by Maley and Duff (Cambridge University Press, 1978), will find some activities that are familiar here. What sets this book apart however is the format, which seems designed for busy teachers who may not have time to dwell on the more theoretical aspects of games.

Each activity is described in a very economical style (usually about 150 words) but all necessary information is included. The descriptions list the skills, grammar and/or language functions which will be required as well as the level for which the activity is appropriate. There are also estimates of the time each will take but these seem unnecessarily short. A cross-referenced appendix makes it easy to choose activities suited to the students' level and the day's lesson plan.

Perhaps the best feature of the book is that handouts (where required) have been prepared and are ready for photocopying; the copyright has been waived. Because the need for typing and pasting has been eliminated, nearly all of these activities are available for use within minutes.

Only those teachers who object to such exercises because they are interesting or fun (surprisingly, some do) will not find something they can use here.

From JALT's *The Language Teacher*, February 1986.

THE ENGLISH LANGUAGE TODAY

by Sidney Greenbaum, ed. 1985. Pergamon Press Ltd., Headington Hill Hall, Oxford 0X3 0BW, England (xviii + 345 pp., $16.00).

Reviewed by Charles F. Meyer
Western Kentucky University

The English Language Today is the first volume in a new series by Pergamon entitled "English in the International Context." The theme of the volume is attitudes toward the English language, both in the native and non-native context. To address this issue, Sidney Greenbaum has assembled an impressive collection of essays written by a group of eminent scholars and educators. The volume is divided into five sections that deal with various aspects of attitudes toward the English language.

The first section ("Issues and Implications") is written by Greenbaum and serves to introduce the reader to some of the issues that will be addressed in the various essays in the book. Greenbaum notes the narrowness of linguistic treatments that focus on only the synchronic or diachronic description of a language: "A broader view," he remarks, "takes into account the uses of the language or of a variety of the language in social contexts" (p. 1). The essays in the book all focus on this broader conception of language, specifically on attitudes toward English in all of the contexts in which it occurs.

The second section of the book ("Historical Background") is concerned with the historical development of English and with the attitudes toward the language that have accompanied this development. This section contains a variety of essays on attitudes toward English in various historical contexts: 12th and 13th century Britain (Richard Bailey), the Middle Ages (William A. Kretzschmar, Jr.), the Renaissance (Manfred Görlach), and the 18th and 19th centuries (James C. Stalker). In addition, there is an essay by Randolph Quirk on George Orwell and his attitudes toward linguistic engineering. In this section of the book, we see how dramatically our attitudes toward English have changed. In the 12th and 13th centuries, English was a language which had a hard time gaining acceptance, a language "which successive governments used political power and influence to speed the acceptance of . . . ." (Bailey, p. 16). Since the 18th century, however, we have witnessed not only an acceptance of the English language but a belief that some forms of the language are more proper than others and that it is "necessary that an authoritative person or group establish which usages were proper and improper" (Stalker, p. 47). This section of the book provides important background information for the issues that will be discussed in the next three sections of the book.

The second section of the book ("Attitudes and Usage: U.S.A., Britain, and Canada") is the lengthiest section. It contains fourteen essays on current attitudes toward American, British, and Canadian English. Most of the essays are

Continued on next page

ENGLISH LANGUAGE

Continued from page 15

concerned with American English, with only two on British English and one on Canadian English. The essays on American English deal with a variety of topics, including a discussion of attitudes of the press toward language (John Algeo), of public views of good writing (Lester Faigley), of the standards of correctness tested on language tests (John B. Carroll), and of attitudes toward bilingualism (Ofelia Garcia). One of the more interesting (and controversial) essays in this section is Julia Penelope's scathing attack on people who think the English language is dying. She argues quite convincingly "that those who accuse other speakers and writers of 'sloppy' thinking and criminal abuses of language are among the least responsible users of the resources of English" (p. 81). She maintains that criticisms of black English, sexist language, and trivial usage choices (e.g., *uninterested* vs. *disinterested*) are "diversionary tactic[s]" (p. 87) and that the abusers of the language are not "the oppressed, the victimized, the poor" but those in power who abuse language to "protect themselves and to disguise the purposes of their actions" (p. 88).

The essays on British and Canadian English reveal language attitudes that are in many respects similar to the attitudes expressed towards American English. One of the major differences that emerges, however, is that while Americans tolerate British and Canadian influences on American English, Britons and Canadians resist American influences on British and Canadian English. Janet Whitcut remarks that while Britons have unquestionably accepted numerous foreign borrowings, many "become hysterical over the infiltration of British English by American vocabulary and grammar" (p. 160). Ian Pringle notes that many Canadians are similarly disdainful of any influence of American English on Canadian English.

The focus in Section 4 of the book ("Attitudes and Usage: English in the World Context") shifts from attitudes toward English in the native context to attitudes toward it in non-native contexts. The essays in this section cover a variety of non-native contexts. There are discussions, for instance, of the use of English in Central Europe (Manfred Görlach and Konrad Schröder), in Israel (Robert L. Cooper), in South Africa (L.W. Lanham), and in pidgin and creole contexts (John R. Rickford and Elizabeth Closs Traugott). Two themes appear throughout these essays: attitudes toward English in the non-native context are changing and they are quite variable. Changes in attitude are occurring in a number of areas. Braj B. Kachru notes that non-native versions of English, such as Indian English or Thai English, are gradually gaining greater popularity than British or American varieties: "one thing [is becoming] very clear: the attitudinal conflict between indigenous and external norms is slowly being resolved in favor of localized educated norms" (p. 217). Görlach and Schröder note another change in attitude taking place in Central Europe: although correct usage in English is still one goal of instruction, it "is not of central importance" (p. 230). Of primary importance is teaching students to communicate effectively in English.

Attitudes in the non-native context are also quite variable. In Israel, as Robert L. Cooper notes, English is highly regarded. In South Africa, English is also quite highly regarded, except by "the Afrikaans-speaking population . . . who retain the animosities fostered in the period of advancing Afrikaner nationalism" (Lanham, p. 251). In English creole-speaking societies, the attitude towards the creole depends on the medium in which it is found. In the mass media of these societies, creoles are attacked as being substandard or vulgar; in the literature of these societies, on the other hand, the creole can "be an object of ridicule, or the only true way in which to express the richness of the human condition. . . ." (Rickford and Traugott, p. 257).

The final section of the book ("Reactions: Personal and Professional") is unlike the previous sections because it is not thematically organized. Instead, it contains personal reactions from scholars and teachers involved in various areas of the English language curriculum, areas such as literary criticism, creative writing, linguistics, and language education. The essays, as Greenbaum notes in his introduction to this section, range from the conservative to the liberal. Morton Bloomfield takes a rather conservative view of usage, arguing that prescriptivism is normal and justified: "A sensible prescriptivism assumes a verbal universe in which there are still values and magic" (p. 268). His argument, however, is not at all convincing. Prescriptivism is certainly justified on the grounds that one has to be aware of what is judged "correct" and "incorrect" in order to function well in society. But it is wrong to equate, as Bloomfield does, the values instilled by prescriptivism and the values implicit in the use of language by writers such as Joyce, Yeats, and Eliot. Joyce did not become a better writer because he knew the distinction between *imply* and *infer*. As any teacher of English composition knows, some of the most boring, most mindless, most aesthetically uninteresting writing would be judged sound and correct by the most stringent of prescriptive standards.

Much more useful information is offered by Raven I. McDavid, Jerrie Scott and Geneva Smitherman, and R. Baird Shuman. McDavid offers much useful advice on the types of information about language that the linguist has to offer to the layman. Scott and Smitherman discuss the problems that speakers of non-standard English face in elementary school, specifically the Self-Fulfilling Prophecy thesis: that if teachers expect their students to fail they will. They offer much sound advice to teachers of this type of student. Shuman discusses the teaching of language in secondary schools. He notes, for instance, that students who are encouraged to take note of the types of people who use *ain't* rather than *aren't* or *isn't* will learn more about English usage "than students who are told such lies as, '*Ain't* isn't in the dictionary. . .' " (p. 317).

The book concludes—fittingly—with an essay by James Sledd written in standard Sledd-ese: it is articulate, blunt, frank, witty, and "not based on 'empirical research' " (p. 327). Sledd casts blame for the current language crisis on just about everyone: our society is at fault because it is based on "greed," and has therefore given students "no reasons to learn how [to use language effectively]" (p. 339); English teachers are at fault because they would rather further their careers than teach freshman English; linguists are at fault because they "have offered mainly relativism and bad writing" (p. 340). Amidst the polemics and hyperbole, however, is obviously the voice of a

Continued on next page

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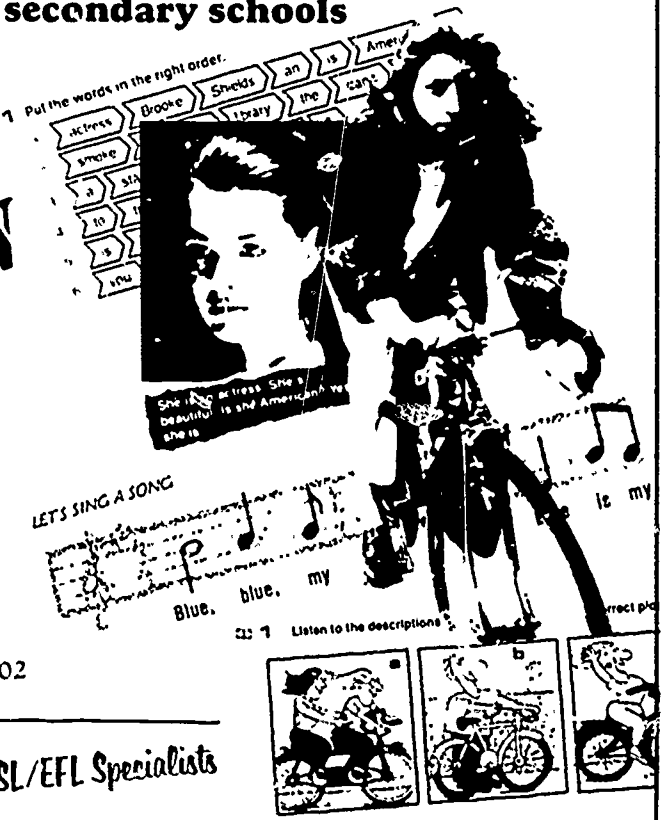

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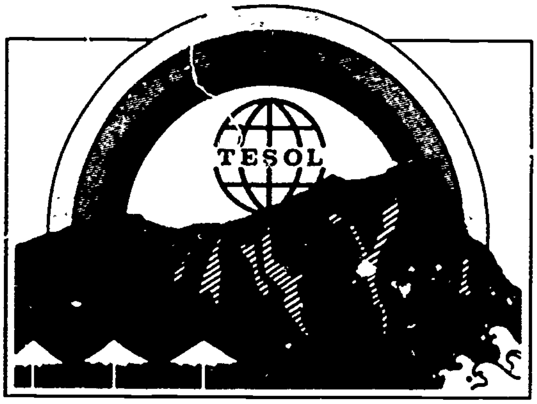

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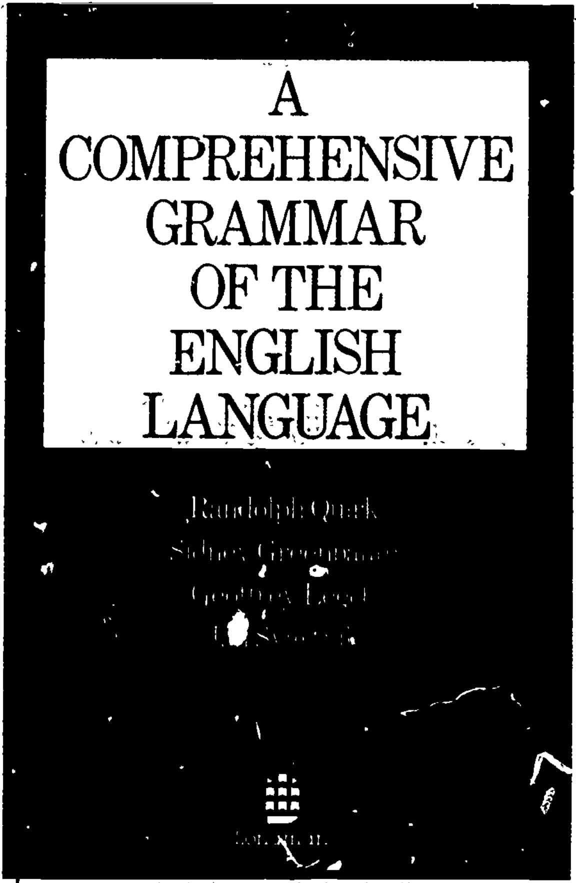

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ENGLISH LANGUAGE

Continued from page 16

person who feels strongly and sincerely about current attitudes toward the English language.

The English Language Today offers a perspective on the English language that we do not often see. So often, discussions of the language come from those who know the least about it, reactionaries such as John Simon or Edwin Newman. Sidney Greenbaum is thus to be commended for gathering together some of the most eminent scholars on the English language and for providing them with a forum to express their views about the English language, views relevant to both the academic who teaches English and the non-academic who uses it.

About the reviewer: Charles F. Meyer is an assistant professor of English at Western Kentucky University, where he teaches courses in linguistics and English as a second language.

GRAMMAR GAMES

by Mario Rinvolucri. 1984. Cambridge University Press, 32 East 57th Street, New York, NY 10022, U.S.A. 1984. (133 pp., paperback, $7.95).

Reviewed by Shirley Buswell
Tokai University

Rinvolucri divides this book into sections dealing with four types of games: competitive, collaborative sentence-making, awareness, drama. Then he adds a miscellany of several which do not fit tidily into any of these categories. I tested a selection of each over a period of one term with two classes of high-achieving university freshmen, one class of mixed-ability second-to-fourth year university students, and a class of businessmen. In these particular circumstances, the "awareness" and "competitive" categories proved the most useful, so it is on examples of these that I shall focus, since my experience indicates they alone make the book a valuable resource for tired teachers. It must be mentioned, however, that there is little here for absolute beginners.

In the "competitive" section, Rinvolucri adapts some old games, giving them new twists: snakes and ladders now help practice the present perfect; draughts (checkers), the present simple and pronoun agreement; Dominoes, prefixes and suffixes. There are new games, too — a dice game for irregular verb parts, for example. My students did best and most enjoyed those which had the simplest rules. Understandably. Given the nature of the activity, the challenge should be to win through grammatical skill not rules mastery Certain games in this section require duplicating, and some of the resulting playing pieces are unnecessarily fiddly and easily lost. The excellent principles, however, lend themselves to creative adaptation.

I admit, though, to a preference for the "awareness" activities. Most of my students are unused to classroom self-expression; few have had time to consider their own life experiences. Rinvolucri's ideas help with both, *and* practice correct usage. A few titles give the clue· "My view of you" (time expressions and the present simple); "Exchanging routines" (the present simple for habits); "Things I wish I'd known at age. . ." (*If I'd. . .I'd have. . .*). These games brought out secrets, and promoted an atmosphere of trust. I recommend them.

From JALT's *The Language Teacher*, January 1986.

A Place for Islam in the EFL Classroom

by Linda Thieman Tahmasian
Kuwait University Language Centre

Teaching English in an Arab country presents a set of circumstances and opportunities that one does not usually find in the ESL classroom in the United States or Great Britain. Most notably, in the EFL classroom in the Arab country, one is dealing with a homogeneous group of students. Whereas students may actually be natives of several different countries, the vast majority share the common Arab background—language, culture, and religion. It is this background, religion and its relationship to culture in particular, that can be used to great advantage in the general EFL classroom.

Here at Kuwait University, Islam manifests itself daily in one's work life. In general, the Kuwaiti people are a very devout people, and this is reflected in everything from the way the university students dress to their reaction to various lessons that are covered.

Islam is also reflected in the way most of the non-Moslem teaching staff have chosen to dress. In a society such as this, appearances are very important. Most teachers soon learn that one of the key ways to cultivate the necessary respect of their students is to follow certain accepted standards of attire. For women, this means covered elbows and knees, and skirts rather than slacks. Female teaching staff can be perfectly comfortable in Western-style clothing while at the same time taking care not to offend native values.

Using the Influence of Islam to Achieve Language Teaching Objective

With the influence of Islam all around, it is important to consider how this set of beliefs and laws can best be put to use to achieve certain English language teaching objectives. For the most part, the non-Arab, non-Moslem teaching staff tend to avoid the subject of Islam in the lower levels. This is mainly due to the fact that students of beginning or low-intermediate level often seem to misunderstand what is said and some are inclined to take offense. For example, during Ramadan, the Moslem holy month of fasting, one of the teaching staff apologized to her students because their final exam had been scheduled for an afternoon. Afternoons, during Ramadan, are especially uncomfortable for those who fast because of having been without food or water for a minimum of ten hours. Thus, it is a difficult time to concentrate on a final exam. When the staff member explained to the beginning-level class that she sympathized with them, saying that she knew afternoons were a bad time to take a test during Ramadan, several students misunderstood and became defensive. "Ramadan not bad, Miss, it good."

Such misunderstandings tend to create an uncomfortable situation all around, and sometimes require the ability of a linguistic gymnast to resolve. Hence, the hesitation in mentioning Islam at the lower levels.

However, once a language instructor has a strong intermediate-level class before him or her, the opportunity presents itself to incorporate Islam into the lesson plan. This can be beneficial in more ways than might be immediately obvious. In the first place, for non-Moslem instructors, this would be one way to show the students that despite the fact that the instructor is not Moslem, he or she does indeed have a broad knowledge of their religion. This can serve as an opportunity, as with clothing choice, to demonstrate to the students the respect for them and their beliefs. Secondly, it would serve to reinforce the respect that the teacher has worked so hard to garner and which is so important not only to the function of the classroom, but in Islamic society in general. Last, and certainly not least in the point of view of any classroom instructor, is the motivational factor that the subject of Islam provides. Students are eager to know how to speak and write about things that are important to them, and they are grateful to learn the special English vocabulary associated with Islam.

The subject of Islam was actually presented in an intermediate-level general EFL classroom recently at Kuwait University, and the lesson met with quite a bit of success. Having chosen the general subject *Islam*, the instructor then advanced towards the objectives of topic sentences with controlling ideas, outline format, and paragraph organization. With *Islam* written on the board as a guide, students then suggested various controlling ideas, such as *history of* or *prophets of*. Each was then written on the board under the heading *Islam*. After a reasonable number of controlling ideas had been offered, the instructor chose the controlling idea *main beliefs*, so that the class could then set up an outline on the board demonstrating the *five pillars of Islam*: 1) believe that there is only one God named Allah and Mohammed (PBUH) is His messenger; 2) pray five times a day; 3) fast; 4) give alms; and 5) make a journey to Mecca. The students, as always, gave the instructor the ideas to include in the outline, while the instructor guided the order in which they were placed and inserted the proper vocabulary used to represent the ideas in English. The students then, individually, transformed the outline into a paragraph.

This classroom exercise allowed for several different English language points to be made: 1) the presentation of specific English vocabulary associated with Islam, such as *pillar*, *messenger*, *alms*, and *fast*; 2) the discussion of the uses of capitalization when one is writing about God in English; 3) the discussion of the convention of writing (*PBUH*) (Peace Be Upon Him) after the name of the Prophet Mohammed, something which is done in Arabic but which, it is important to explain, is not done in English unless the writer is Moslem; 4) the reinforcement of outline format; and 5) by placing the five pillars in the accustomed order, the reinforcement of paragraph organization.

Additional exercises pertaining to Islam to be presented as a classroom exercise or as an individual exercise were later suggested by the class as a whole and streamlined by the instructor. Whereas one would not want to limit oneself to one sole subject in a general English course, the occasional use of the subject *Islam* has proven to be very successful with students and has drawn teacher and students together into that special kind of classroom relationship which is so rewarding to achieve.

About the author: Linda Thieman Tahmasian holds a B A and an M.A in TESOL from the University of Northern Iowa. She is currently teaching EFL and serving as a level coordinator at Kuwait University Language Centre.

LETTERS

RECALLING MY MEETING WITH PROFESSOR PAULO FREIRE

To the Editor:

It was an ordinary Monday morning in São Paulo, Brazil. The sun was shining, the cab drivers were out in full force, and shop owners were hosing off their front sidewalks. As I checked into my hotel on Alameida Casa Branca, I realized that this would be no ordinary day for me. I was about to meet with Paulo Freire, a man whose books and philosophy of life had greatly influenced my choice of a career in bilingual education and also setting my other goals toward education.—Freire's main objective was to challenge his students to believe in themselves as agents of change. Even after he was exiled from Brazil in 1964, he continued to work for the virtues he believed in.—Freire's challenge became my challenge both in the classroom and on a personal level.

A cab driver took me to Rua Dr. Hommen de Mello. "Tudo bem?" asked the driver. "Sim! Tudo bem!" I replied. Upon arrival I saw that I was at a tall modern apartment building with beautiful gardens surrounding it. Professor Freire's apartment was on the top floor. He answered the door himself and welcomed me into his home.

"É um grande honra conhecer a voce," I told him as I shook his hand. Next, I pulled out my 13-year-old copy of his now famous book, *Pedagogy of the Oppressed*, and told him that his thoughts had influenced me greatly on both a professional and a personal level.

Jane Zion with Professor Paulo Freire

Lunch was an occasion that was shared with his son, his chauffeur, and a colleague of mine from the University of Massachusetts who was working on a translation of one of Professor Freire's latest books. Our conversation flowed smoothly. We spoke of the rights of all people to receive an equal education. We reinforced our belief that education was the most potent option for people in lower social strata.—Education would bring them to a place where they could compete on equal footing with those more financially fortunate than they.—There were questions about teaching techniques that would best reach this world population. We all agreed that students must begin speaking about

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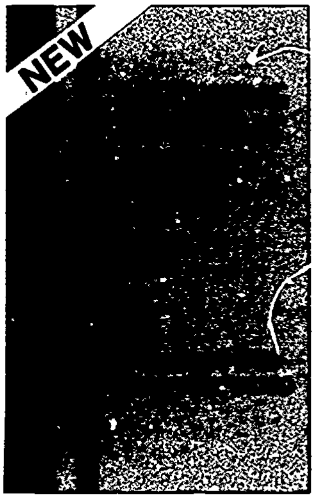

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AFFILIATE NEWS

Edited by Mary Ann Christison, *Snow College*

Upcoming 1986 TESOL Meetings

(Meetings are in the U.S.A. unless otherwise indicated.)

April 25-26	Gulf Area TESOL, West Palm Beach, Florida
April 25-26	DATE, Santo Domingo, Dominican Republic
April 26	ConnTESOL, Meriden, Connecticut
April 26	Michigan TESOL, East Lansing, Michigan
May 8-10	Wisconsin TESOL, Eau Claire, Wisconsin
May 23-25	Caribbean Regional Conference, Caracas, Venezuela
June 11-14	SPEAQ Convention, Quebec City, Quebec, Canada
July 7-August 15	TESOL Summer Institute, Honolulu, Hawaii
October 16-18	4th Rocky Mountain Regional, Albuquerque, New Mexico
November 6-8	Southeast Regional, New Orleans, Louisiana
November 14-16	NYS TESOL, New York, New York
November 22-24	JALT, Hamamatsu, Japan

More information on these meetings from: Susan Bayley, Field Services Coordinator, TESOL, Suite 205, 1118 22nd Street, N.W., Washington, D.C. 20037, U.S.A.

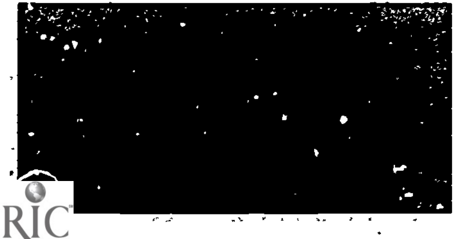
MINISCULES

Edited by Howard Sage, *New York University*

***Cat's Cradle, Owl's Eyes: A Book of String Games*. 1983. *Many Stars and More String Games*, 1985, by Camilla Gryski. Kids Can Press. Distributed in Canada by University of Toronto Press, 5201 Dufferin Street, Downsview, Ontario M3H 5T8. Distributed in the U.S. by William Morrow & Co., 105 Madison Avenue, New York, New York 10016. Each 80 pp. Cloth $19.95 Canadian, paper $9.95 Canadian, $9.95 U.S.; $10.88 U.S., respectively.**

For elementary-age ESL students, string games are a natural and highly enjoyable way to share skills and language, especially embedded in stories such as "Maui's Lasso" from the South Pacific and "The Yam Thief" from South America. For older ESL students, the clear and explicit but nonetheless challenging written instructions and diagrams in the books provide excellent reading and problem-solving exercises for individuals and groups; comprehension is obvious if the string figure is achieved. In one highly successful Total Physical Response-type assignment, the people who know how to make the string figure give instructions *orally only*—while sitting on their hands if necessary—to the others. This generates highly complex, recyclable language, e.g., "Take the loop that's on your left index finger and put it on your left thumb. No, the one that's on top." The interplay of language, culture, and physical manipulation makes string games a valuable addition to the ESL classroom.

Lise Winer
Southern Illinois University at Carbondale



***Language and Power*, edited by Cheris Kramarae, William M. O'Barr, and Muriel Schulz. 1984. SAGE Publications, Inc., 274 South Beverly Drive, Beverly Hills, California 90212. 320 pp., $25.00**

Kramarae et al. have assembled a collection of essays on the relationship between language and power across several disciplines and in various societal contexts. Some articles add a new perspective to our understanding of language as used in law, medicine, and the family, among other areas. An essay on the language found in literary texts by Kenyan women, for example, shows how an analysis of such written texts may reflect current attitudes toward political power before those attitudes are more generally observable in the society. Of particular interest to ESL teachers are separate articles on French and English as non-native languages. The article on French discusses steps being taken to maintain its influence in international communication. An article on colonial Englishes asserts that the power of English comes from the belief that it can transmute individuals and societies. This book should prove helpful in bringing into sharper focus one more variable, power, affecting linguistic systems.

Doris Shiffman
Towson State University

ESL IN HIGHER EDUCATION: CALL FOR NOMINATIONS

Nominations are now open for Higher Education Interest Section (HEIS) elections for 1987. Offices to be filled are: associate chair (chair-elect and program chair of HEIS sessions at TESOL '88); assistant chair; secretary; Steering Board member-at-large; three Nominating Committee members; TESOL Nominating Committee nominee; TESOL Executive Board nominee; HEIS representative to Interest Section Council.

All nominees must be primary (voting) members of the ESL in HEIS. If you would like to nominate candidates, please send the following information: 1) position for which the candidate is nominated: 2) candidate's name, title, full address, phone number; 3) biographical information of no more than 100 words; and 4) nominator's name, full address, phone number. Deadline for nominations is 1 September 1986. Send your nominations to: Kathleen M. Bailey, HEIS Nominating Committee Chair, Monterey Institute of International Studies, 425 Van Buren Street, Monterey, California 93940, U.S.A.

HEIS ELECTION RESULTS 1986

Congratulations to the newly elected members of the ESL in Higher Education Steering Committee. New members are: associate chair, **Robert Oprandy** (Teachers College, Columbia University); assistant chair, **Ravi Sheorey**, Oklahoma State University); steering board member, **Mark Landa** (University of Minnesota); Nominating Committee members, **Melinda Erickson** (University of California/Los Angeles), **Margaret Lindstrom** (Colorado State University), and **Charles Stansfield** (Educational Testing Service); TESOL Nominating Committee nominee **Anne Martin** (Syracuse University); TESOL Executive Committee nominee **Joy Reid** (Colorado State University); HEIS Interest Section Council representative **Joann Geddes** (Lewis and Clark College). As former HEIS chair, **Kathleen Bailey** (Monterey Institute of International Studies) becomes chair of the HEIS Nominating Committee. Moving up from associate chair to HEIS chair for 1987 is **Nancy Strickland** (University of Texas/El Paso).

MINNETESOL JOURNAL AVAILABLE

Eric Nelson, editor of the 1985 *MinneTESOL Journal*, announces the availability of the 83-page issue (Volume 5) as well as volumes 1—4 (1981—84). For an information sheet listing the contents, costs, and mailing charges of each volume, write to: Editor, *MinneTESOL Journal*, c/o Program in ESL, University of Minnesota, 320 16th Avenue S.E., Minneapolis, Minnesota 55455, U.S.A.

Continued from page 18

their own experiences which vary from place to place. Relating education to one's personal experience carries with it a great deal of power. Students become immersed rapidly when they are given a link to their own lives.

Professor Freire looked at the books I had written and told me he liked them. I believe he especially enjoyed the units on feelings and the interview pages which occurred even as early as the first book, one which has no words in it.

As we parted, he asked his chauffeur to take me back to my hotel. We said goodbye with a look which told us of our connection from our hearts. As I retraced the busy streets back to my hotel, I had two profound feelings. The first came from my body and mind: it was one of renewed energy to continue the fight, not to give in. The second feeling came from my heart: it was at a deeper level than the first and it explained for me *why* the energy was flowing. I felt connected through Professor Freire with colleagues known and unknown throughout the world. We were all one, working towards the beautiful yet laborious goals of harmony, equality and peace in the world. From mentor to student—word gets passed and action takes place.

So it was an ordinary Monday afternoon in São Paulo. As I returned to the hotel, the sun was shining, the cab drivers were out in full force, and the proprietors were busy selling their wares in their shops and on street corners. And I smiled to myself with warmth and contentment in the glow of what had been an extraordinary day for me.

Jane S. Zion
13 Johnson Avenue
Hudson, Massachusetts 01749

Note: Ms. Zion, the author of the children's ESL series entitled *Open Sesame*, has taught ESL and native language courses to children of all ages in the Framingham Public School. She currently consults and trains ESL teachers throughout Massachusetts as well as teaches ESL at Boston University. —*Editor*

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Robert Lado Honored with *Festschrift*

Robert Lado, former dean of the School of Languages and Linguistics at Georgetown University, Washington, D.C., U.S.A., was given a surprise on his 70th birthday that was two-and-a-half years in the making. . . . [This] was a *Festschrift*, a book of writings by Lado's friends and admirers in the linguistics field, compiled as a tribute to him. . . .

The project's wide support is testimony to Lado's accomplishments during his thirteen years as dean of the School of Languages and Linguistics and throughout his career. Coming to Georgetown from the University of Michigan, Lado, in 1960, was appointed director and later dean of the Institute of Languages and Linguistics and put his stamp on the character of the new school. He envisaged not a technical or professional school, but one that would emphasize the role of linguistics in our appreciation of language and offer a liberal arts foundation in literature, culture, and other humanities. Promoting graduate studies, Lado established master's and doctoral degree programs in all of the language departments and the linguistics department. In 1961, he brought the American Language Institute to Georgetown, where foreign students who have received government scholarships improve their English and sample American culture before pursuing their studies at other American universities. Since his retirement in 1973, Lado has continued to teach at least one course in linguistics each semester.

The 614 page *Festschrift*, with sections on language teaching, bilingualism, language policy and language planning, linguistic and literary analysis, and more, . . . is available for $60 from John Benjamins, North America In., One Buttonwood Square, Philadelphia, Pennsylvania, 19130, U.S.A.

(Excerpted from *Georgetown Magazine*, Fall 1985.)

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THE STANDARD BEARER

Edited by Carol J. Kreidler
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English for International Teaching Assistants: What ESL Institutes Can Offer

by Josh Ard and John Swales
The University of Michigan

In view of declining enrollment in postsecondary intensive ESOL programs, the authors suggest a way personnel of these intensive programs can provide a service to their university and improve their visibility on campus. C.J.K.

The practice at major state universities of offering teaching assistantships to non-native speakers of English offers both opportunities and challenges to the ESL units associated with those universities. We suspect that the situation at the University of Michigan, Ann Arbor, is fairly typical of broadly similar institutions. Shortage of well-qualified American applicants causes certain departments, particularly those in the purer sciences, electronics and mathematics, to look overseas for promising scholars and researchers and to offer such graduate students support via teaching and research assistantships. The limited oral-aural proficiency of a proportion of these international teaching assistants (TAs), especially those coming from the Far East, has been fully discussed in TESOL and NAFSA publications (c.f. Bailey (ed.), 1984) and need not be redescribed here. Naturally enough, the ensuing communication problems between such teachers and their classes have led over the years to complaints by undergraduates and their tax-paying parents addressed directly to the institution's most senior officers. Hence the opportunity. Any relatively cheap and efficient diminution of the foreign teaching assistant problem, the "FTA problem," is likely to be noted with approval in high places. Thus, the FTA problem is highly visible partly because it exposes the university to unwelcome internal and external pressures and partly because communicative deficiency in a teacher is much more overt and repercussive than it is ever likely to be in an individual student.

Reasons for Working On the FTA Problem

Apart from the all-too-obvious fact that there were a lot of international TAs around who could do with more help than they were getting, there were some special reasons for making a concerted attack on the FTA problem at Ann Arbor in 1985. First, the new contract between the Regents [of the University of Michigan] and the TA organization specified that English language instruction would be provided for non-native English speaking TAs if they should request it. Second, making provisions for FTAs seemed to be one of several ways in which the English language institute might break out of its historic but limited role as the provider of a six-level intensive program. In addition, the FTA problem offers an excellent 'action research' opportunity, and thus could be seen as consolidating the research dimension to the ELI's work. In a similar way, an effective contribution to the FTA problem by professorial staff with joint appointments in the linguistics program and the ELI would vindicate the previous director's plans to integrate theory and practice. Last but not least, 1985 was the year in which the university authorities were considering just how best to reorganize applied linguistics on campus. In that context, a few pre-emptive moves designed to demonstrate our capacity to mount innovative and specialized ESL programs might be worth a lot more than talk. Thus, we hoped, if it was politic for the University to be seen doing more to cope with the FTA problem, then it was equally politic for the staff in the ELI budget to be similarly seen.

By the middle of 1984, the ELI had reached the position in which all potential TAs in the College of Literature, Science and Arts (LS and A) were required to take a screening test administered by the ELI Testing Division. The test consisted of an informal interview plus a prepared mini-lecture in the TA's subject area. A departmental representative was present and a joint decision reached on a four-point scale. Those who were judged to need further work on their classroom English were then required to take either Linguistics 180 or Linguistics 181.

A primary difference between Linguistics 180 and 181 is that the former is more slowly paced and gives greater emphasis to listening skills. It is not always noted that listening comprehension is fundamental for TAs both directly (in understanding student questions and comments) and indirectly (in learning the typical way of talking in the classroom from professors they listen to).

In both courses FTAs learn by doing. For example, many sample class activities are simulated and videotaped. The instructor goes over the videotape with the FTAs, giving pointers and engaging in discussions. Moreover, the FTAs prepare transcripts of the language they used in the activities from an audiotape. In some instances the instructor uses the transcript as the basis for an expanded rewording of the presentation, giving the FTAs one reasonable model for the presentation they attempted in more fluent, correct, and detailed English. In other instances, the transcripts serve as the input for further lexical and grammatical assignments.

By the fall of 1985 (the time of writing) we have managed to move forward in four areas: screening; an August intensive course; a wide range of in-session courses; and a self-instructional package called *College Classroom Discourse* (CCD). Each of these developments will be briefly described in turn.

Screening

The screening test now has four elements: 1) as before, an *informal interview* designed to relax the testees, to learn useful facts about them, and to check their ability to comprehend conversational questions; 2) as before, *a prepared lesson fragment*; 3) *a classroom announcement*, such as explaining the rescheduling of classes next week (the details are given on a slip of paper and the TA has five minutes to prepare); 4) *question-handling*, a videotaped sequence of 7-10 simulated "off the wall" student questions in class, such as "All of the copies of the book you recommended are out of the library. What should I do now?" or "Is it O.K. if I hand in my assignment a couple of days late?" There is no preparation time for this and screenees can speak for as long as they like.

As before, a departmental representative is present throughout. Further, the four-point scale has been replaced with one of eight categories that are specified in terms of the appropriate level of instructional activity for the screenee. The category arrived at is the averaged performance over the four subcomponents. As might be expected, a common pattern is for an individual to do progressively

Continued on page 22

English for TAs

Continued from page 21

less well on each sub-component. The expanded screen seems to have sufficient face-validity to impress departmental representatives and is being increasingly used by departments outside LS & A.

The Intensive Course

In August 1985 a special, experimental three-week intensive program for FTAs was jointly developed and administered by the ELI and the University's Center for Research on Learning and Teaching (CRLT). The program was sponsored by the University, the College of Literature, Science, and the Arts, and by home departments for students outside of the College. Each department was invited to nominate present and potential FTAs whom they thought would most benefit by the program. In the initial year of the program it was decided to limit the participating FTAs to thirty.

The program combined intensive instruction and practice in English classroom discourse with intensive training and discussions in teaching techniques, and the nature of American undergraduates and their expectations about classroom activities and procedures. Due to the nomination procedure, there was a wide range of experience in both teaching and in conversational English, but the program was designed to be flexible enough to serve this wide range.

The responses of participating FTAs after the program was overwhelmingly positive. There was a strong call for the program to be repeated in future years. Many students expressed the wish for the program to be longer than three weeks.

In-Session Courses: Linguistics 340-345

In the fall of 1985 the ELI offered for the first time a suite of six 1½ hour-a-week targeted courses for enrolled students. A number of them are relevant to training FTAs for their classroom role, particularly 344 (Speaking in Academic Contexts) and 345 (Pronunciation). These courses are therefore complementary to the established provision of Linguistics 180/181.

College Classroom Discourse (CCD)

In March 1985 the authors were awarded a research grant from CRLT to develop a tutor-assisted self-instructional package for FTAs. For this, we were fortunate to obtain the services of Pat Rounds as research assistant since she was completing a dissertation on the discourse of freshman mathematics classes (Rounds, 1985). The rationale behind CCD is simple enough. Linguistics 180/181 has traditionally met with some problems of scheduling and with the heavy involvement of FTAs in other activities, duties and responsibilities. Clearly, a pre-sessional intensive course solves these problems- as well as generating a splendid sense of *esprit de corps* amongst the participants. But what of those who do not make the August course? Are not nominated for it? Or arrive unseasonally? If we could develop something that FTAs could work on at their own convenience (ideally in small groups) it would offer some kind of safety net.

The final version of CCD will consist of two fifty-page workbooks with two accompanying video tapes consisting of short extracts from college classroom discourse for transcription, analysis, discussion and response. The first workbook and video tape have been completed. Some of the topics it covers are: American names, body language, signaling the boundaries of lecture chunks, the forms and functions of questions in the classroom, getting the class to do things, and pseudo-clefting ("what I want this group to do is. . ."). The second volume will include introductions, conclusions, referring to and commenting on textual fragments introduced into class (including blackboard work), paraphrase, anecdote and aside, and developing interactivity. Field-test and preliminary experiences with Volume 1 are generally encouraging, although the instructional package still needs a certain amount of "debugging." Our overall approach both to the testing and the teaching has been to conceive of the "FTA problem" as one particularly amenable to an English for Specific Purposes attack. In effect, we have concentrated on trying to develop sociolinguistic and strategic competence (Canale and Swain, 1980) within the restricted context of classroom role rather than offer a more diffuse program in spoken English and pronunciation.

The developments we have described here are doubtless subject to "the slings and arrows of outrageous fortune." However, they do add up to measurable movement against a background of some inertia—inertia in departments, in the administration, and also in the ELI and the Department of Linguistics. If that movement is placed in the context of educational need, of an opportunity to demonstrate professionalism, and of a "delicate" situation vis-à-vis the future of Applied Linguistics and ESL at Ann Arbor, then we can see a useful coalescence of educational, promotional and strategic objectives. And if this short piece has a purpose beyond simply describing a small set of program developments, it would be to enquire of University colleagues in the under-regarded ESL profession whether they too might not attempt the recognition they seek by offering to make better provision for the international teaching assistant.

About the authors: Josh Ard is assistant professor of linguistics at the University of Michigan in Ann Arbor.

John Swales is acting director of the English Language Institute and visiting professor of linguistics at the University of Michigan, Ann Arbor.

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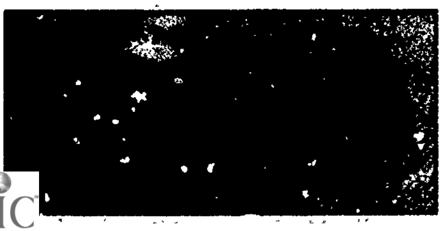

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Kuala Lumpur, Malaysia. Full-time ESL positions available through the State University of New York at Buffalo. Instructors needed for university level English language program. Minimum requirements: M A. in TESOL, Applied Linguistics or related field; minimum two years experience teaching English for academic purposes. Salary: $25,000, plus health and retirement benefits. 12-month renewable contract. Housing and relocation costs provided. Send resume to: Dr. Stephen C. Dunnett, Director Intensive English Language Institute, State University of New York at Buffalo, 320 Baldy Hall, Buffalo, New York 14260, U.S.A. AA/EOE

The Department of Linguistics, Northeastern Illinois University, Chicago, Illinois, has teaching assistantships available for the 1986-87 academic year. Teaching assistants must apply for admission in the department's M.A. program. Duties involve teaching and tutoring under supervision in the English Language Program, which offers undergraduate instruction in ESL, developmental writing, reading and academic skills. A stipend of $450 per month for ten months will be paid to teaching assistants. In addition, they receive a half-time tuition waiver for twelve months to pursue work on their degrees For information contact: Department of Linguistics, Northeastern Illinois University, 5500 North St. Louis Avenue, Chicago, Illinois 60625, U.S A.

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A fee is charged for longer job notices or if an institution desires a special boxed notice. Due to space limitations, a half-column (5") size is strongly encouraged. For rates, please write or call Aaron Berman, TESOL Development & Promotions, P.O Box 14396, San Francisco, California 94114, U.S.A.

See page 2 for deadlines. Late job notices accepted provided there is space. Call *TN* Editor (212) 663-5819.

Phanat Nikhom, Thailand and Galang, Indonesia. The EIL seeks applicants for ESL teacher supervisors to work in refugee camps in Phanat Nikhom, Thailand and Galang, Indonesia. Responsibilities: provide training to Thai and Indonesian ESL teachers in ESL theory and methodology; supervise the implementation of competency-based ESL curriculum for adult Indochinese refugees resettling in the U S A. Qualifications: sustained teacher training and supervising experience; ESL classroom experience overseas; M.A. in ESL or equivalent; proven ability to work in a team atmosphere in challenging conditions. Salary: $16,000/year plus major benefits. Starting dates: mid-summer and ongoing throughout 1986. Send cover letter stressing teacher training experience, availability date, and names and telephone numbers of three professional references, and current resume to: Lois Purdham, Projects and Grants Office, The Experiment in International Living, Kipling Road, Brattleboro, Vermont 05301, U.S.A Telephone: (802) 257-4628.

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American Center English Teaching Program, Khartoum, Sudan. Immediate openings for TEFL instructors, B.A. or M A. required. Some knowledge of Arabic helpful Salary LS 1,280 monthly, best for motivated, recent graduate desiring overseas experience Write to: Director, ETP, The American Center, Department of State—Khartoum, Washington, D.C. 20520, U.S A.

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Application deadlines for the Awards range from June 15, 1986 to February 1, 1987. For more information and applications, call or write Council for International Exchange of Scholars, Eleven Dupont Circle N.W., Washington, D.C. 20036. Telephone: (202) 939-5401.

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July 7 — August
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For More information write: Pamela Pine, Assistant Director, 1986 TESOL Summer Institute, Department of ESL, University of Hawaii at Manoa, 1890 East-West Road, Honolulu, Hawaii 96822, U.S.A.

Vol. XX No. 3 | Teachers of English to Speakers of Other Languages | June 1986

More on TESOL '86 beginning on page 4

English Teaching in Egypt: A Note on Reforms

Richard L. Light
State University of New York at Albany

Mohammed welcomes me with a wide grin and a warm handshake. He gestures me into the car. Heading from the hotel on the outskirts of town toward the U.S. Embassy downtown, we speed past "The City of the Dead," a large burial ground, now home to thousands of the city's poor living among the tombs. Downtown streets teem with people and cars. As we dodge through traffic and cut through the hot city dust, I question Mohammed about the three-quarter inch plastic I notice wrapped around the car. "Armor," he says. About that time we arrive at the U.S. Embassy and the security check. Inside the Embassy compound, I say farewell to Mohammed and enter the Embassy to keep an appointment with the English Teaching Officer.

Thus began a recent two week visit to Egypt on behalf of the U.S. Information Agency. The following two weeks proved as engrossing as the first few hours.

In the spring of 1985 the U. S. Agency for International Development supported a series of meetings in Cairo for Egyptian, British, and American specialists in TEFL to discuss progress and plans for reform of the English curriculum in selected teacher training institutions in Egypt. The U. S. Information Agency sponsors the participation of academic specialists in such meetings, and for two weeks I had the opportunity of discussion with a variety of people.

A major vehicle for English teaching reform in Egypt is the English Teacher Training Program (ETTP), administered by the Fulbright Commission and funded by the U. S. Agency for International Development. It works in cooperation with the Centre for Developing English Language Teaching (CDELT) in the Faculty (College) of Education of Ain Shams University, Cairo. Additional support is given to CDELT by the British Council. ETTP and CDELT cooperate on a national program in Egypt, Developing Curricula in Faculties of Education for the Preparation of Specialist Teachers of English, sponsored by the Supreme Council of Universities, which supervises all research and development done through foreign assistance. The objectives of this program include improvement of the undergraduate curriculum, training and research assistance for junior staff, cooperation with Egyptian academics for graduate and undergraduate curriculum development, and teaching and supervision of graduate studies for junior staff and school teachers (Binational Fulbright Commission).

A number of factors have focused attention on the status of English language teaching in Egypt today. English has been one of the principal communication links between Egypt and western society for generations. It occupies a central position as the most important second language in the system of higher education in Egypt, serving as the medium of instruction in the disciplines of medicine, science, and engineering, and as the language of research

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TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of [illegible]

Next Deadline: August 10th for the October *TN*

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President's Note to the Members

It is a privilege to speak directly to TESOL members through this bi-monthly President's Note in the *TESOL Newsletter* and, knowing the keen interest many members take in TESOL facts, figures and history, I have decided to use this column during the coming year—TESOL's 21st birthday year—to reflect on the growth and development of TESOL from a group of 337 members to 11,000 members in 114 countries and 62 affiliates in 17 countries. In each issue I will review one of the major component parts of our organization from a "coming-of-age" perspective, beginning with the following look at the AFFILIATES of TESOL.

Affiliation — Then and Now

Three steps led to TESOL affiliates as a part of the organizational structure. At the first TESOL convention in Miami in 1967 a study of possible formats for "affiliation" was commissioned. The following year at the second convention in San Antonio, the Executive Committee approved a constitutional amendment which created a mechanism for the affiliation of regional ESOL associations. Then the final step was taken at the third TESOL convention in Chicago when the Legislative Assembly of the membership voted to adopt the constitutional revision that provided for the establishment of affiliates.

During the next year, 1969-1970, nine associations applied for and were granted affiliate status under the conditions set forth in the constitution and by-laws. These nine groups were U.S.-based associations located in New Mexico, New Jersey, Puerto Rico, Texas, California, Illinois, Florida, New York and the greater Washington, D.C. area.

Today the network of TESOL affiliates reaches around the world and numbers 62. The nine newest affiliates are groups located in Venezuela (1982; restructured), Korea (1982), Alabama/Mississippi (U.S.) (1982), Scotland (1982), Kansas (U.S.) (1982), Oklahoma (U.S.) (1983), Southern Virginia (U.S.) (1984), North and South Carolina (U.S.) (1984; restructured), and Haiti (1985). In recent months an additional twenty groups have expressed interest in affiliation. (See pages 25-57 for more information on affiliates.)

An individual's membership in an affiliate does not, of course, include membership in TESOL, nor does membership in TESOL include membership in an affiliate. Overall, however, if we add the TESOL membership figure of over 11,000 and the combined affiliate membership figure of nearly 26,000, less 20% for the overlap of affiliate members who also belong to TESOL, we total an impressive figure of nearly 32,000 members who have a "TESOL connection."

Dimensions of Affiliation

From the beginning the notion of affiliation has had both a philosophical side and a practical side, both of which I shall try to capture in a brief description. (1) Each affiliate is, first and foremost, an autonomous organization of ESOL professionals . . teachers, teacher trainers, researchers, program administrators, curriculum designers, and materials writers . . within a specific geographical area. (2) All affiliated associations are affiliates *of one another* within TESOL. (3) Affiliation is both a unity of spirit and a practical arrangement for mutual support and professional communication. (4) Whereas we do find diversity from affiliate to affiliate, the spirit that unites our efforts and transcends our differences, is our common mission—to enhance the quality of the professional work in English language learning/teaching and research wherever we can be of assistance. (5) As provided for in the by-law on affiliation, TESOL offers three specific kinds of assistance to its affiliates: (a) screening applicants and keeping records, (b) providing counsel and appraisal (in areas of membership recruitment, fundraising, conference planning, publications, leadership training, program self-evaluation service, and more), (c) assisting in promoting local and regional meetings and programs in areas of partial support to send TESOL-sponsored speakers to affiliate and regional conventions, announcements and publicity).

It is the sharing of ideas and experience within and across geographical boundaries, that has brought about the emergence of TESOL and its affiliate network as a dynamic and creative force . . a prime advocate for the field of ESOL . . in the world today.

TESOL Governance and the Affiliate Council

At the close of the TESOL 1986 Convention in Anaheim, the three-year phasing-in process for the TESOL Reorganization Plan was completed. It provides for two Councils—the Affiliate Council (based on one delegate per affiliate) and the Interest Section Council (based on representation by the size of the section). The Affiliate Council coordinates and represents the regional interests of the TESOL membership as reflected in the established affiliates.

The work of the Affiliate Council is under the direction of a Coordinating Committee composed of the three Executive Board members who are the duly elected Affiliate Representatives to the Board together with the first vice president as liaison officer.

At the Affiliate Council meeting in Anaheim a set of procedures for carrying out Council business was approved and two special committees were appointed, one to review the nature of the affiliation process, and another, in cooperation with the Interest Section Council, to formulate plans for a sliding scale dues structure.

Future directions for the Affiliate Council include active work in promoting inter-affiliate communication and regional cooperation, as well as forming action committees and study groups, as needed.

A Final Word

The strength of the interwoven networks of TESOL members in 114 countries and the members of the 62 affiliates in 17 countries is a solid and enduring mechanism for information exchange and professional and personal communication.

JOAN MORLEY

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News from the CSPC: Committee on Sociopolitical Concerns

by Terry Corasaniti Dale
Chair, CSPC

What's "CSPC"? CSPC stands for the Committee on Socio-political Concerns. The CSPC is a standing committee of TESOL whose broad purpose is to serve both as an information clearinghouse on socio-political issues and as the coordinator of TESOL responses to issues affecting the teaching of English to speakers of other languages.

The committee's purpose as outlined above was discussed by TESOLers at the convention in Anaheim. Their suggestions about the kinds of specific activities they think the CSPC should pursue will give other members a better idea of just what the CSPC can do. Members at Anaheim suggested that the CSPC get involved in such things as:

- setting up a fast communication (hotline) network;
- setting up procedures for addressing issues within TESOL: U.S. issues, issues outside the U.S. and issues affecting all members of TESOL throughout the world;
- working with the Professional Standards Committee and other groups within TESOL on actions that TESOL can take to improve the working conditions of ESL teachers at all levels of the profession;
- investigating the immigration status of both Central American and Cambodian refugees, including action on pending U.S. legislation;
- writing a position paper that would outline the pros and cons of the "English as the official language of the United States" movement;
- educating members on how to influence legislators and other policy makers;
- requesting plenary sessions for the next conference that would deal with socio-political topics.

Members are invited to submit suggestions of other topics and issues to the CSPC as well.

Putting together an effective course of action for any one of the many issues affecting TESOL professionals requires commitment and time. There is much work to be done and no one person can do it all. That is why TESOL needs everyone's "brain power" and some time out of busy schedules towards CSPC's work. The international/national CSPC of TESOL has about 20 members from every part of the organization who have been working with the committee.

Focus on You

But the committee's work must involve all of the membership. We need interested TESOLers from every Affiliate and Interest Section to be the CSPC's eyes and ears so that we know what the issues are in your area and how you think TESOL should respond to them. The CPSC also needs you to be the link through which important information on issues is disseminated from the committee to all of TESOL members in your area.

If you think you would like to be a part of the work that the CSPC does, one of the most constructive steps you can take is to work through your Affiliate president or Interest Section chair and volunteer to help get one going.

We know that this will mean some work for you—but you won't have to do it all by yourself. CSPC is ready to give you all the help and support it can through TESOL members who have experience in working on socio-political issues and concerns.

The CPSC publishes a newsletter called the *CSPC Alert* on a fairly regular basis. The *Alert* automatically goes to all Affiliate presidents and CSPC liaisons, IS chairs and associated chairs, committee chairs and chairs-elect and the Executive Board. The CSPC uses the *Alert* to get out time-sensitive information that needs to be circulated immediately. You may also wish to be on the *Alert* mailing list. Check with your Affiliate president or Interest Section chair to see a copy of the *Alert*. Or you can get a sample copy by contacting Terry Dale, CSPC Chair, 2727 29th Street, N.W., Washington, D.C. 20008, U.S.A. Telephone: (202) 234-7526 at home; or (202) 429-9292 at work.

The CSPC plans to continue regular communication with you, the members, through periodic news items in the *TESOL Newsletter* and through the CSPC *Alert*. We want to hear from you and we hope you will decide today to work with us through your Affiliate and/or Interest Section Socio-political Concerns Committee. Write to the CSPS, c/o the chair, at the address above.

TESOL NEWSLETTER EDITOR

Teachers of English to Speakers of Other Languages (TESOL) invites applications and nominations for the position of editor of the *TESOL Newsletter*. The *TN* editor, in concert with the Editorial Advisory Board, will be responsible for producing up to six issues a year, a maximum of 32 pages each, including special supplements.

Applicants should have 1) experience in newsletter editing; 2) experience in a range of TESOL-related activities; and 3) if employed full-time, the assurance of some institutional support, such as released time and/or secretarial support.

The appointment is for three years, with the possibility of renewing for an additional two years. The starting date is April 1, 1987. The new editor will work with the present editor on the June and August 1987 issues and will assume full responsibility beginning with the October 1987 issue. An annual budget for the *TESOL Newsletter*, approved by the TESOL Executive Board, includes items to cover expenses for the *TN* and a $1000.00 honorarium to the editor.

To apply, send a letter of application and resume containing at least three references. Please include samples of publications edited. Send by November 1, 1986 to:

TESOL Newsletter Editor Search Committee
c/o JoAnn Crandall
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037, USA

Send nominations to the same address by October 1, 1986.
For further information contact:

Julia Frank-McNeil, Publications Manager
TESOL
Suite 205
1118 22nd Street, NW
Washington, DC 20037, USA

DECEMBER *TN* TO CARRY NOTICES FOR TESOL '87

The December '86 *TESOL Newsletter* is planned as the official pre-convention issue which will carry news and announcements that cannot be included in the convention registration packet.

TESOL members who wish to place a notice in the *TN* pertaining to business or an event that is to take place at TESOL '87 (April 21-25) are urged to send it to the editor by October 20th for it to appear in the December issue.

All notices must be typed double-space. Send three copies to: A. H. Osman, Editor-*TN*, 370 Riverside Drive (apt. 1-C), New York, NY 10025, U.S.A. Please include sender's name, address and telephone number at the bottom of the notice.

If an extension of the deadline is required, please call: (718) 626-5450 or (212) 663-5819.

Coming in the August *TN*

Awards Application Information

for TESOL '87

TN with Reading Theme to Come in October

The August *TESOL Newsletter* will appear as a somewhat shortened vacation issue. For this reason the reading thematic issue has been postponed until October. *Editor*

TESOL '86 ANNUAL CONVENTION

Reports Heard at TESOL's 20th Legislative Assembly

by Central Office Staff

photos by Lars LaBounty, Paul Bannal and Bill Mays

The Legislative Assembly, TESOL's official business meeting, convened in Anaheim, California on Friday, March 7, 1986. Approximately 150 TESOL members participated.

Executive Director Reports on Financial and Membership Status

James E. Alatis, executive director, made his annual financial and membership report. He listed the organization's revenues for FY '85 at $977,750, its expenses at $914,373. The fund balance on October 31, 1985 was $305,075, which included cash assets of $180,543. (The remainder was in inventory, equipment, and furniture.) The membership total at the close of 1985 was 10,944, an increase of 200 from 1984.

President's Report Summarizes Board's Major Activities

In her report, President Jean Handscombe listed accomplishments of the Executive Board during the past year. They included a revamping of committee structure, TESOL summer institutes being planned, the possibility of a sliding scale of dues, and the appointment of a Finance Committee.

The president's report concluded with a list of actions relating to a search for a full-time executive director of TESOL to be in place on June 30, 1987. President Handscombe invited a motion from the floor to affirm these actions. The motion was made by Julia Gage, former chair of the Refugee Concerns Interest Section.

Motion Passed to Search for Full-Time Executive Director

In the discussion on the motion, H. Douglas Brown, a former TESOL president and chair of the Publications Committee, asked for more information regarding: 1) the financial capability of the organization to make this major move; 2) the professional quality of a full-time director with no academic ties to a major university; and 3) the need for this move, since three professional positions were added to the staff in the last two years. Margaret Van Naerssen, a former president of Michigan TESOL, asked how long the reserves would last given the need to pay a full-time director's salary.

Dick Allwright, chair of the Finance Committee, responded to the financial concerns. He admitted that the Board would like to have a larger reserve. However, he said, reserves have grown considerably in the past ten years and the Board has taken steps to ensure adding to them.

John Fanselow, chair of the Search Committee and a former TESOL president, responded to the concern about lack of academic ties. He said it seems to be normal practice for professional organizations to be independent and have full-time executive directors.

In regard to the need for this further expansion of the staff, Joan Morley, incoming president, said that the three new staff members are working at capacity and above.

Nancy Butler, president of Washington State TESOL, said that she had found the present system with a part-time director to work very well. But since TESOL must be united in order to fight bigger battles, Butler said she would vote for the motion.

The motion to approve the decision of the Executive Board to search for and hire a full-time executive director was passed.

Election of Nominating Committee Members

Two items of business were conducted by the Assembly. The first was the election of members of the Nominating Committee for 1986-87. Elected were **Carol Kreidler** (Georgetown University) and **Scott Enright** (Georgia State University) representing Interest Sections; **Thomas Robb** (Kyoto Sangyo University) and **Carol Puhl** (Delaware Technical and Community College) were elected from the affiliates. **Dorothy Messerschmitt** (University of San Francisco) had been chosen by the Executive Board from among the outgoing Nominating Committee members to chair the Nominating Committee.

Amendments to TESOL Constitution and Bylaws Passed

The second item of business was proposed amendments to TESOL's constitution and bylaws. These changes had been prepared by the Rules and Resolutions Committee and approved by the Executive Board and presented to the membership in the December 1985 *TESOL Newsletter*. They were passed by the Assembly.

Effects of the changes are: 1) to name the nine standing committees in the bylaws, including two new ones—a Finance Committee and a Long Range Planning and Policy Committee; 2) to provide for a chair-elect, a past chair, and an Executive Board liaison for each committee; 3) to set an earlier deadline for completion of the general election; 4) to set a quorum of 100 TESOL members for the Legislative Assembly; and 5) to permit an Interest Section to elect its associate chair by mail ballot if desired.

Affiliate and Interest Section Councils Elect Executive Board Candidates

At their respective meetings at TESOL '86, the Affiliate and Interest Section Council each elected three nominees to stand for election to the TESOL Executive Board for 1987-1990. The names of these Affiliate and Interest Section nominees will be added to the slate being prepared by the TESOL Nominating Committee. From the Affiliate Council the nominees are **Liz Hamp-Lyons** (University of Edinburgh), **Linda Schinke-Llano** (Northwestern University), and **Linda Tobash** (LaGuardia Community College, City University of New York). The Interest Section Council nominees are **Cathy Day** (Eastern Michigan University), **John Higgins** (University of Lancaster), and **Kay Payne** (Howard University).

Tape Recordings

of TESOL '86 Sessions

Watch the August *TN* for information

from AudioTranscripts

OVER 4000 MEET IN ANAHEIM

Interest Section Report on Annual Meeting

At press time, TN had received reports of TESOL '86 from the Research and CALL Interest Sections. Convention reporting by other Interest Sections will undoubtedly be found in the respective IS newsletters. —*Editor*

Research I.S. Activities at TESOL '86

by Craig Chaudron, *University of Hawaii at Manoa*

The Research Interest Section was involved in a number of activities at TESOL '86: a planning session for TESOL '87, presentation of the joint RIS/Newbury House Distinguished Research Award, the yearly business meeting, two discussion sessions, the state of the art academic session, and meetings with other IS leaders.

RIS Academic Session

State of the Art: Writing—Process, Product, and Teaching

This year's state of the art session on writing was very well attended. An attentive overflow crowd estimated at 350 heard Ulla Connor (Indiana University, Indianapolis) speak on "Research Frontiers in Writing Analysis," and Vivian Zamel (University of Massachusetts, Boston) speak on "Pedagogical Approaches: Implications from Research." Bill Gaskill (UCLA), the third speaker scheduled, was unable to present his talk on "Writing Processes: Relevant Research and Future Directions." We anticipate having all three papers collected in a special report next year, however.

Discussion Sessions:

No. 1. Boyd Davis, "Collaborative Research"

Since Dixie Goswami (Clemson University) was unable to attend the convention, at the last minute Boyd Davis (University of North Carolina, Charlotte), perhaps little known to TESOL'ers but known elsewhere for her descriptive work on dialects and applied ethnographic work à la Shirley Brice Heath, came to Anaheim to lead the discussion session. Boyd made some very interesting introductory remarks about ethnographic work in classrooms, involving both teachers and students in the research, and then led a fruitful discussion on the topic. We thank her for her contribution and suggest that this may be a topic deserving of a longer time slot in the future.

No. 2. J. D. Brown, "Use of Statistics in Research"

J. D. Brown (University of Hawaii, Manoa) started off the discussion with an outline of the essentials of a research report, and suggested that greater concern should be given to insuring that research reported in applied linguistics journals follow this outline. He then posed a number of questions in regard to this issue and got the 30+ participants to discuss them in a focused and productive way. The audience commented with a number of ideas on the use of various statistical procedures, the importance of reporting the research questions and methods, and the dissemination of research.

Business Meeting

The RIS elected Charlene Sato (University of Hawaii, Manoa) as the new associate chair for 1986-87. Charlie will be organizing the State of the Art academic session for TESOL '87, the topic of which the membership chose to be "Oral Proficiency." In regard to the important role that research and the RIS have continued to play in the organization, the entire IS membership and other TESOL members were encouraged to submit research-oriented proposals for TESOL '87, both as paper presentations and as workshops and colloquia.

Planning Session for 1987

The RIS planning session resulted in some very good suggestions for TESOL '87. The entire TESOL membership is encouraged to make suggestions for these activities.

For example, discussion session topics suggested at the planning session included:

Program evaluation
Basic vs. applied research
Applied linguistics and research (what's the difference?)
Interpretation of research in bilingual education
Testing communicative competence
Research on refugee problems

TESOL members with involvement in other Interest Sections are strongly urged to bring in suggestions on topics for jointly organized discussion sessions.

One interesting suggestion was for the offering of a "Research Fair." This would involve, for example, a half-day series of "learning centers" that would accommodate 8-10 people, each dealing with a different topic and with discussion material, tutorials, demonstrations, poster sessions, or other stimuli for participation by interested attenders. Any topic related to the planning, conduct, or interpretation of research (e.g., specific statistical treatments, general methodology, applications in specific contexts, etc.) would be appropriate. Different RIS members or other specialists would rotate in these centers as facilitators. Suggestions and volunteers for such activities are invite

Photocompositions by Al H. Osman

CALL Sessions: A View of the Present and a Glimpse of the Future

by Patricia Dunkel, *Pennsylvania State University*

Computer-assisted language learning (CALL), although neoteric, is no longer just a novelty at TESOL conferences. The veritable smorgasbord of CALL offerings at TESOL '86 reflected the wide scope of interests and impressive extent of technological expertise of those who 1) design, author, and evaluate CALL software, 2) implement classroom applications of CALL, 3) investigate the effect of computer-based instruction, 4) and envision the promise of "intelligent" systems. For both

Continued on next page

TESOL '86 CALL Sessions

Continued from page 5

the computer savant and the neophyte, this year's TESOL conference provided an intellectual and pragmatic forum for disseminating and acquiring current information concerning CALL research, instructional design and application of software, and new directions for computers in L2 instruction.

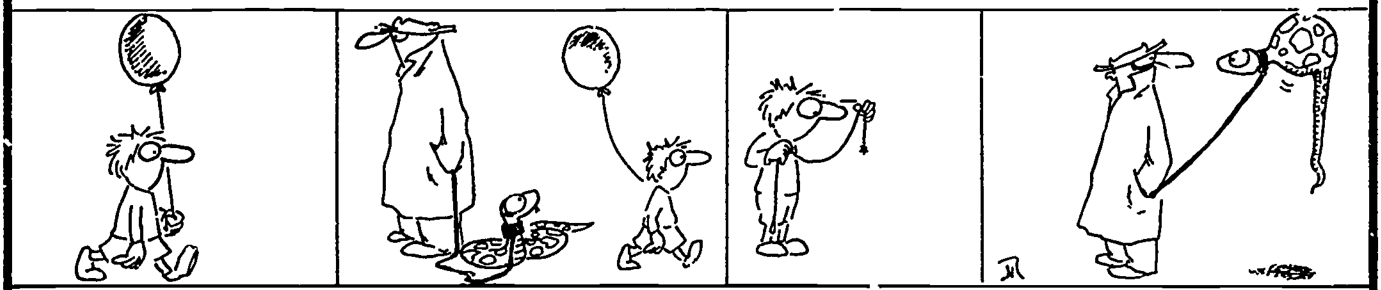
Two questions often asked by computer neophytes are "What exactly is CALL?" and "Does it work?" Healey, Dowling, Eisenman, Johnson, Lee, and Walton presented a newcomers' workshop which helped many learn how to "log on" to CALL for the first time. Hints for getting started were given and answers to participants' particular questions about initiating CALL programs were provided. For the skeptics, Doughty presented her research findings in the presentation "The Evidence Is In: CALL Works!" which revealed that individual self-selection of a strategic approach to CALL does indeed promote better second language acquisition. In another research-based paper, "CALL Research: Error Feedback Strategies, Teaching Methodologies and Student Attitudes," Robinson outlined student attitudes toward CALL and the effectiveness of the different methodologies and different forms of computer feedback in response to student errors, including student discovery strategies, (e.g., student versus program-controlled help), implicit versus explicit correction, and ways of recycling errors. Discussion of "A Conceptual Framework for Examining CALL for LEP Students" by Johnson focused on elementary school students and provided structure for planning CALL programs and conducting research on its effectiveness.

Glimpses of "how CALL is done" in different places throughout the world were provided in several overviews. "Trends in CALL: A British View" was presented by Phillips, Higgins, and Eastment. Higgins spoke of the problem of courseware which demonstrates "artificial unintelligence" at a Featured Speakers' presentation in which he exhorted that computers be given the role of the pedagogue rather than that of the magister in the CALL environment. "CALL and Intensive ESL Programs in the Pacific Northwest" was the topic of an American poster-session by Lachman and Todd who described CALL area projects and the results of a comprehensive survey of intensive ESL programs using CALL in the Pacific Northwest of the U.S. Crookall pictured French use of CALL in "Project ICON: An International Multi-Institution Computer Assisted Simulation." The ICON (International Communications and Negotiations) project operates month-long simulations linking student teams across the world. Over 3,000 messages in seven languages are exchanged via computer and satellite, with themes reflecting major international issues and augmenting both language competence and international understanding. "Issues in CALL: Present Trends and Future Directions" (Pennington, Baltra, Marcus & Mouncer) addressed the issues of teacher training, student learning styles, and shortcomings, adaptations, and curricular use of software.

A major concern of CALL proponents and deprecators is the quality of software. The creation and dissemination of quality CALL software is vital if the medium is to "stick" and to make a contribution to the field of TESL/TEFL. Discussion of the design and evaluation of ESL software proved to be a major focus of this year's proceedings. The "Software Review Workshop" (Thrush, Healey, & Taylor) made manifest the strengths and weaknesses of available software, and the means for implementing software geared toward word processing, problem solving, grammar practice, vocabulary and reading development, games, and listening and notetaking software. In "Classroom Applications of Computer-Assisted Language Learning Software," Allahyari delineated criteria for evaluating communicative computer software and set out methods for adapting available commercial programs to the ESL classroom. Presentations were given by Perez describing application techniques and integration of CALL into the ESL curriculum. Hubbard also discussed criteria for evaluating ESL software in "Language Teaching Approaches and CALL: Some Software Design Criteria." Three categories of approaches to language teaching (explicit learning approaches, acquisition approaches, and learning-strategy approaches) and their underlying principles were translated into courseware design criteria. With respect to the design of CALL lessons, utilization of the random access capabilities of the computer to create multi-branching ESL lessons and to generate randomly created test items and sentences was the subject of a colloquium organized by Price and Dunkel. Chapelle, Dalgish, Jamieson, and Johnson stressed the need for nonlinear lesson formats and formats for lessons which prove sensitive to different learner errors and learning styles. Maximizing student control of learner progress through lessons and utilization of self-help during lesson completion was advocated

Continued on next page

NEWBURY HOUSE PRESENTS



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TESOL '86 CALL Sessions

Continued from page 6

by Y. Lee in a presentation concerning "Interactive-Conversational Computer-Technology and Individualized ESL Instruction." Application of findings related to cognitive style and the development of more individualized software is becoming feasible as a result of advances made in the creation of "intelligent" instructional systems, the topic of the Academic Session organized by Taylor. "Applications of Artificial Intelligence: Theory to Practice," presented by Vernick, Levin, Jamieson, Chapelle, Stein, Monarch and Lee, described CALL software which can analyze user errors, respond selectively to such errors, and generate continued instructional sequences based on learner responses. The trend toward creating student-tailored rather than generic-user courseware received support in the presentation "Computer-Assisted Instruction for Handicapped ESL Students" given by Arena, who reported on the use of both mainframe and microcomputers to teach cognitive and language skills to the severely handicapped.

Concern for software development with relation to particular component skills and to test construction was voiced in the presentations covering the creation of listening, pronunciation, reading, and writing lessons, and computer-based ESL tests. Mulhausen presented views on using the computer to develop writing skills in ESL while Mercado and Jarvis demonstrated talking software in "The Impact of 'Talking' Courseware on Computer-Assisted ESL Instruction." Molholt illustrated techniques and courseware for "Teaching Pronunciation Patterns Through Computer-Generated Visual Displays" while Loritz described a prototype computerized reading program which allows students to look up any word in the text and receive a gloss of the item along with a list of cognates, synonyms and homonyms in the presentation "Teaching Reading With Microcomputers." The organization of the system's lexicon was described. Madsen and Murray described the development and implementation of computer language tests and explained the latent-trait basis for the three ESL test banks created in "Implementing Computer-Tailored Language Tests in an ESL Center." In response to the question, "Just how does one go about writing CALL software," Taylor and Horowitz provided a description of "COMAL: A Language for All CALL" which is a structured and standardized microcomputer language that can be used to create CALL lessons.

Telecommunications for ESL instructors was the theme of two of the "newer-topic" presentations. In "Telecommunications for Language Educators," Shuller discussed use of telecommunications for distance education, dialogue and information-sharing among ESL educators, and for intercultural awareness activities for students. In addition, Erlwein described the hardware and software required to telecommunicate using electronic bulletin boards (e.g. BITNET) and to access data bases (e.g. ERIC) in the presentation "Telecommunications and TESL."

In an article Dizard (1982) presents a whimsical fable first proposed by American communications scholar Harold Lasswell about the fifteenth-century citizens faced with evaluating a new technology, a machine which can reproduce manuscript-like pages in multiple copies. In his fable a committee is sent by the Elector of the Rhineland Palatinate to evaluate the machine. Upon inspection of the machine, the committee reports back to the Electorate that the machine has only limited applications to Palatinate needs. It recommends that the government not invest research and development funds in the project because "(1) a large number of monks copying manuscripts would lose their jobs if the Gutenberg machine were encouraged; (2) there is no heavy demand for multiple copies of manuscripts; and (2) the long-term market for books is doubtful due to the low literacy rate" (p. 45). According to proponents of CALL at TESOL, the computer stands to impact on the field of L2 instruction as its distant fifteenth-century relative did on basic literacy. They are committed to its impacting favorably, and they are, as a result, industriously exploring and assessing the future potential, as well as the present reality, of computers in L2 learning and teaching. Their industry was most evident at this year's TESOL conference.

Reference

Dizard, W. P (1982). *The coming information age: An overview of technology, economics, politics.* New York· Longman, Inc.

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NATESLA PLANS NEW JOURNAL *LANGUAGE ISSUES*

The National Association for Teaching English as a Second Language to Adults (in the U.K.) is launching a new journal which is to provide a forum for English as a second language practitioners to share ideas on language teaching and learning specific to their field.

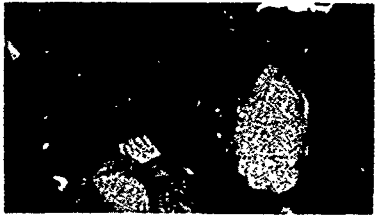
Language Issues will be published twice a year. Rates for individual subscriptions are 5 and 9 for institutions. Orders may be placed with: Robin Sinha Roy, *Language Issues*, 4 Hauteville Court Gardens, Stamford Brook Avenue, London W6, England. Telephone: 01-748-6663.

Contributions of articles, book reviews, letters, etc., are welcome from anyone working in ESL teaching and allied fields. For guidelines, please contact Malcolm Greatbanks, *Language Issues*, Lambeth AE1, Strand Centre, Elm Park, London SW2 2EH, England.

IATEFL's 20th Annual Conference

The 20th international conference of the International Association of Teachers of English as a Foreign Language (IATEFL) took place April 1-4, 1986 in Brighton, a coastal resort one hour from London. Jean McConochie, *TN* Advisory Board member, attended and brought back these pictures complete with captions.

At the Annual General Meeting, the membership applauded the work of the Executive Committee, including (left to right) Ron White, secretary; Peter Strevens, chairman; Ray Tongue, Executive Committee member with special responsibility for developing overseas branches; and Brenda Thomas, executive officer, who handled conference registration.



Conference organizer Janet McAlpin (right) found time to chat with some of the 1,000 participants who came to Brighton from 42 countries on five continents. Papers, workshops, and demonstrations (over 250 in all) were complemented by a large book exhibit (40 publishers from the U.K. and U.S.), school visits, business meetings, and social events including a civic reception hosted by the Mayor of Brighton, a performance by the English Teaching Theatre troupe, and a dance.

Andrew Wright, noted as a unicyclist and storyteller as well as teacher and textbook author, is chair of the recently formed Special Interest Group on Teaching Young Learners. Other IATEFL SIGs include Business English, CALL, Teacher Development, and Testing.

Arthur van Essen, University of Gronigen, Netherlands, elected to the newly created post of vice chairman, will become IATEFL chair at the 1987 conference, to be held April 12-14 at a resort in Belgium

Photographs by John Dougill, reproduced courtesy of the *IATEFL Newsletter* and *EFL Gazette*

Language Testing Research Colloquium

by Jack Gantzer
LaGuardia Community College, CUNY

The eighth annual Language Testing Research Colloquium took place February 27-March 1 at the Defense Language Institute (DLI) in Monterey, California. Prior to the colloquium the DLI hosted a workshop on testing the receptive skills. Included were overviews of the Interagency Language Roundtable (ILR) listening comprehension and reading comprehension scales, demonstrations of the techniques for face-to-face listening comprehension and reading comprehension testing, and a discussion of the use of these oral interview formats in validating machine-scoreable listening and reading comprehension proficiency tests.

The colloquium itself focused on two themes: (1) the use and development of rating scales and (2) the relationship between technology and testing, a continuation of last year's theme.

Of general interest was Charles Alderson's overview of computer-based language testing (CBELT) in which he challenged recent claims that CBELT stymies test design innovation while adding nothing to test validity. He pointed out that CBELT can provide for more user-friendly tests by allowing students to choose when to take tests, to be reminded of test instructions, to review during tests, to make multiple attempts at items and to receive immediate feedback. Further, the availability of branching programs could allow for students' paths through distractors to be analyzed so that their weaknesses could be explored. While admitting that CBELT offers no inherent advantage in test content and suggesting that relaxing the requirement that CBELT be machine-scoreable might allow for more innovation, he concluded that the production of user-friendly tests and the possibility for response path review are reason enough to consider earlier pronouncements on CBELT unduly negative.

Among the reports relating to rating scales was a study which supports the use of the ACTFL/ETS reading proficiency scale in academia (Dale and Low), a description of combined analytic-primary trait scale for assessing the writing ability in Ontario universities (Jones, Cray, Gray and Librande), a discussion of the development of performance profiles for nine levels of each of five criteria used in evaluating academic writing by the British Council (Hamp-Lyons), the development of a learning strategy inventory (Oxford), the development of ten parameters for evaluating pronunciation using computers (Molholt), a scalar analysis of rating accuracy along five, five-point subscales for assessing writing (Henning and Davidson), the comparability of rating of three government agencies using the ILR oral interview scale (Clark) and a modification of the ILR listening scale and elicitation procedures to fit the needs of Canadian government agencies (Purdom).

Relationship between Technology and Testing

Other papers addressed the second theme of the colloquium, the relationship between technology and testing. Hozayin discussed the analysis of test item responses through the use of multidimensional scaling techniques which does not require factors under consideration to be related linearly; Ross reported on the construction and use of a video-taped on-line discourse test and on its concurrent validity with respect to oral interviews; Madsen spoke of possibilities for the use of latent models to detect cheating and Oldin examined some of the problems with passage correction tests.

Plans have been made for the publication of the proceedings[1] by the DLI and the Monterey Institute of International Studies.

Books for language teaching professionals

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INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director, TESOL, Suite 205, 1118 22nd Street N.W., Washington, D.C. 20037, U.S.A.

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[1] The proceedings of the 1985 Colloquium, *Technology and Language Testing* (ed. C. Stansfield) are available from TESOL. Send pre-paid orders (TESOL members $10, nonmembers $12.50, plus $1.50 postage) addressed to: TESOL, 1118 22nd Street, N.W., Suite 205, Washington, D C. 20037, U.S.A.

COURTESY RESOLUTIONS 1986

RESOLUTION ONE

Whereas a vibrant police-prof named Michele
Accepted a job she did well.
The program she gave
Received rave after rave,
And everyone shouted, "She's swell!"

and

Whereas a laid-back young woman named Stack
Really put on a fabulous act.
She did it so fine
Her very first time,
In Miami she'll get one more crack.

and

Whereas Michele and Lydia have given us a memorable trip to and from TESOL-land, allowing us time to discover adventure, fantasy, and knowledge found in a not so small, small world, permitting us to reach and teach, see and hear, share and care; and

Whereas they have guided us with skill and compassion;

Michele Sabino

Lydia Stack

Be it therefore resolved that we, participants of this the 20th Annual TESOL Convention, express our gratitude to Michele Sabino, second vice president and program chair, and to Lydia Stack, associate program chair, for an efficient, entertaining, and thoroughly professional job.

RESOLUTION TWO

Whereas our local co-chairs, Steven Sloan and Rochelle Wechter, offered us a slice and a taste of the good life, Southern California style; and

Whereas Rochelle wore out a pair of red Reebok hightops walking the halls of the Anaheim Hilton,

and

Steve was thought to be emptying the *Time* bags as fast as everybody else was stuffing them; and

Steven Sloan

Rochelle Wechter

Whereas all the local committee members worked so competently and smoothly that our applause should register at least 8.5 on the Richter scale; and

the local committee members showed us by their friendly, cooperative help that they were no Mickey Mouse operation; and

Whereas we TESOLers, searching for the mother lode, have been presented with a golden opportunity;

Be it therefore resolved that TESOL thank the local committee, one and all, and express its gratitude and appreciation for a wonderful trip through TESOL-land.

RESOLUTION THREE

Whereas Jean Handscombe, our president, has kept us from straying down the garden path, and led us down the yellow brick road to the magic kingdom of TESOL;

and

Whereas her golden tongue and captivating brogue have inspired TESOLers throughout the wide, wide world;

Be it therefore resolved that TESOL grant Jean and her family time to build snow sculptures and rediscover the wonders of Toronto;

and

Be it further resolved that TESOL extend Jean its warmest and deepest gratitude for her devotion and dedication to each and all of us.

Jean Handscombe

John Haskell

RESOLUTION FOUR

Whereas John Haskell, our "outgoing" past president and retiring Executive Board member, is completing yet another term of service to TESOL, and the organization is seeking new posts where he can wear his presidential tuxedo shirt;

Be it therefore resolved that TESOL's Teddy Bear be granted a short sabbatical to hibernate in his Chicago den to heal the pains of long, hard work, and

Be it further resolved that TESOL express its deep and heartfelt gratitude and its warmest appreciation for everything that is John Haskell.

RESOLUTION FIVE

Whereas Jean McConochie, former second vice president and retiring Executive Board member, gave us a choice bite of the Big Apple in 1985, and has continued to serve TESOL with dedication and class;

Be it therefore resolved that TESOL members express their gratitude and best wishes to Jean for her stellar performance in our behalf.

Jean McConochie

Penny Alatis

RESOLUTION SIX

Whereas Penny Alatis has dedicated 20 years to TESOL, both professionally and personally, and is completing an exemplary term as an elected member of the Executive Board;

Be it therefore resolved that TESOL members warmly extend to her our most sincere expression of thanks, and wish her smiley faces on her pupils' papers and warm Aegean winds in her thoughts.

TESOL '86 Convention Program
Available While It Lasts

Copies of the TESOL '86 Convention Program are available for $6.00 each plus $1.50 for postage and handling. To receive the 272-page program book, send a prepaid order to TESOL, Publications Coordinator, 1118 22nd Street N.W., (Suite 205) Washington, D.C. 20037, U.S.A.

The program book consists of descriptions of convention colloquia, papers, workshops and plenaries together with other useful information about TESOL, its committees, Affiliates and Interest Sections. There is also a complete list of exhibitors and their addresses.

Teaching English to the Deaf at TESOL '86

by John Albertini

On Wednesday, [illegible], 1986 at TESOL Anaheim, about 30 people met to consider a draft petition for establishing a new special interest section, Teaching English to Deaf Students Interest Section (TEDSIS). At both the New York City and Anaheim Conventions, a significant number of presentations dealt primarily (but not exclusively) with the language learning and instruction of deaf students. To set up a new Interest Section, TESOL requires that a group actively participate in two successive conventions. Following the leads of Jerry Berent (TESOL '85) and Michael Strong (TESOL '86), a special call for participation in TESOL '87 will be sent to professionals working with deaf students. With this record of participation and with the required number of signatures (50), we will be able to formally submit the petition at the Interest Section Council Meeting in Miami in April, 1987.

Signers of the petition must be members of TESOL and willing to declare TEDSIS as their primary Interest Section. This spring, the petition will be sent to colleagues in the U.S. and Canada who were unable to attend TESOL '86. We hope to contact instructors and researchers who may not know of TEDSIS or of the special interest in deafness within TESOL. Our purpose is twofold: 1) to provide such professionals with support for their work; and 2) to familiarize the TESOL membership with the overlapping concerns of TEDS and TESOL. Our goal is to be a catalyst and to provide a forum for promoting second language and classroom-oriented research integrating methods and insights from both fields.

For further information and TESOL membership forms, contact: John Albertini, National Technical Institute for the Deaf, Rochester Institute of Technology, 1 Lomb Memorial Drive, Rochester, NY 14623, U.S.A. Telephone: (716) 4[illegible]5-6276, Voice or TDD.

Teaching in Egypt

Continued from page 1

and advanced study in many other fields. British political influence in the country over almost a century dictated this central role, and the increasing dominance of English as the international language of the world suggests that this central role will continue.

The public schools, which provide the initial education of a majority of Egyptians, do not begin English language instruction until students are in their early teens, and they are often instructed by poorly paid teachers, with a minimal command of English, using outdated texts and methodology. Teachers with a good command of English are often drawn from English teaching to private business by higher salaries and easier working conditions. Still others, continuing Egypt's tradition of supplying teachers to the rest of the Arab world, leave Egypt for other Arab states, for better financial rewards and working conditions (Penny, 1984).

It was against this background that the Centre for Development of English Language Teaching (CDELT) was organized in Egypt in 1976. The trial of new English teaching curriculum materials in 1984-1985 was carried out as part of CDELT's continuing efforts in teacher training and curriculum development. Discussion of these curriculum trials was the focus of the meetings in Cairo which I attended in April and May, 1985. The ETTP (Fulbright) team consisted of eleven TEFL specialists who had just returned from piloting new English teacher training curriculum materials at several universities throughout Egypt. Additional new curriculum materials, developed by British, American and Egyptian specialists, are continuing to be piloted during 1986. The purpose of the trials is to refine materials which can then be recommended to Egyptian Faculties of Education. The materials aim at improving the training of prospective English teachers in both language and pedagogical competence.

The discussion centered on the new curriculum materials and the constraints on implementing them. The new curriculum, developed primarily by British Council specialists, was in the areas of English grammar, oral practice, language teaching methodology, literature, and supervision of practice teaching. As might be expected, the trial by American Fulbrighters of a curriculum developed by a British team resulted in mixed reviews. On the whole, however, there was the feeling that progress had been made in terms of introducing new concepts in English teaching and teacher training in Egyptian institutions of higher education.

Constraints upon implementing educational reform in the Egyptian context are severe and were the topic of much discussion at the meetings in Cairo. They are perhaps typical of constraints in many developing countries. They included over-crowded classes, (a class of 180 students was reported by one Fulbrighter), an extremely short academic year (roughly November to April), an inflexible and outmoded examination system upon which traditional curriculum materials are based, vested interest in the curricular status quo on the part of current textbook authors and publishers, lack of coordination between practice teaching supervisors and methods teachers, and lack of adequately trained teacher trainers. In addition, some participants viewed the schools as closed shops where inter-departmental exchange of ideas is lacking. Others felt that traditional textbooks commanded too much respect, with teachers expected to follow the "recipe book" in lock-step with little chance for introduction of communicative activities or experimentation.

Fulbrighters' recommendations addressed many of these concerns and reinforced many of the recommendations made at a recent national meeting on English teaching in Egypt (CDELT, 1984). Some of the most significant recommendations, such as lengthening the academic year, reducing class size, and changing examinations to reflect changes in curriculum, were also considered by many to be among the least feasible. Other recommendations included promotion of teachers based upon training courses and tests of linguistic and professional competence rather than seniority; selection of textbooks to be made by a broadly based specialist committee including teachers; improved coordination between methods teachers and student teaching supervisors.

A new recommendation to come out of the two week meetings related to the development of a model center for dissemination of innovative ideas on English language teaching. The American Cultural Center in Alexandria has outstanding facilities in which to conduct its English language classes and an energetic and perceptive young director and staff. Free from many of the constraints under which other institutions operate in Egypt, this U. S. Government-supported program could become a center for demonstrating innovative language teaching techniques and materials. Demonstration classes taught by outstanding Egyptian, American, and British EFL teachers could be videotaped and the best tapes disseminated throughout Egypt. Such tapes, showing classrooms with Egyptian learners of English, would be immediately responsive to the English teaching situation in Egypt (Light, 1985).

In spite of the many obstacles to curricular reform discussed in the two weeks of meetings during Spring 1985, I felt justified in viewing the process optimistically. The Egyptian, British, and American specialists working on the problems are talented and dedicated. In addition, the Fulbrighters returning from using the new English curriculum in Egyptian universities reported that what cheered them most was the enthusiasm for learning on the part of the pre-service Egyptian teachers of English with whom they worked. As much as anything, these two factors bode well for the future of English teaching in the Land of the Pharaohs.

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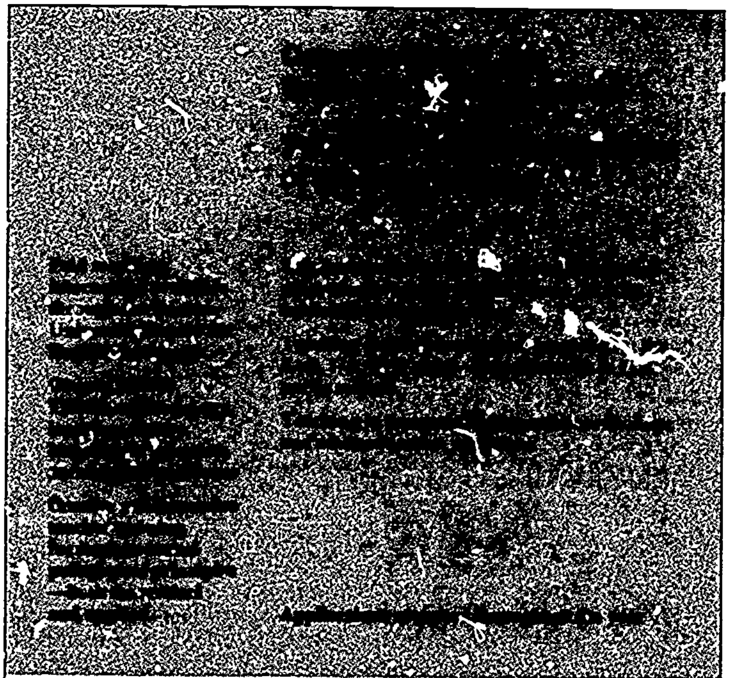
Penny, E. T. 1984. English Teaching in Egypt: USIS Involvement. (Cairo: USIS). (Mimeo)

LETTERS

The *TESOL Newsletter* welcomes letters from its readers. Letters should be typed, double-spaced and limited to approximately 250 words. Send [illegible] two copies to Alice H. Osman, TN Editor, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, New York 11101, U.S.A.



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TESOL Friends Speak of Linkages

At the request of President Jean Handscombe, the presidents of TESL Canada, IATEFL and FIPLV were invited to speak briefly on linkages between their respective organizations and TESOL. The remarks below by Barbara Burnaby and Peter Strevens were delivered in person. Regrettably, Edward Batley was not able to attend, but at the editor's request, he sent the remarks he would have delivered at TESOL '86 for inclusion on this page.* —*Editor*

Greetings from TESL Canada

by Barbara Burnaby, *President, TESL Canada*

TESL Canada is most pleased to be invited by TESOL to share in the information exchange and professional development activities of the TESOL Convention at Anaheim. For me, as president of TESL Canada, my experience at the convention has provided an opportunity not only to enrich my own professional knowledge in the fields of ESL for adult immigrants, literacy, and language development in education for Native Canadians but also to learn from leaders of our profession in the United States and other countries new ways of promoting ESL professional interests among our memberships and with the government and educational agencies which affect all aspects of our work. Thus, I have gained valuable insights into effective structures for professional organizations, new means by which information can be disseminated throughout and beyond our organizations' memberships, strategies for lobbying and cooperating with agencies related to our work, and ideas for improved professional development through conferences, committees, and special interest groups. In addition, of course, I have welcomed many opportunities to establish or reinforce links between TESL Canada, TESOL, and other ESL organizations through which we can share information and support each others' initiatives. In the context of the world wide scope of our profession and the scarcity of resources for many aspects of our work, the maintenance of such links for mutual support is crucial.

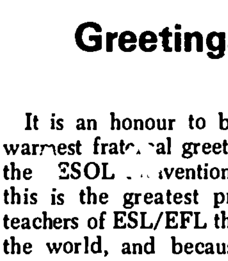
TESL Canada is Canada's national ESL organization, its members being the provincial and territorial ESL organizations. Education is largely a provincial matter in Canada but, because of Canada's large size and scattered population, TESL Canada plays an important role in facilitating communications and professional development among our more than 3,000 individual members across the country. Besides our board and executive, we have a policy and action committee, and special interest groups on English language teaching overseas, language development in Native education, ESL literacy, English in the workplace, and language assessment. We work on issues relating to ESL at the federal and international levels and provide professional development through our journal, conferences, and summer institute.

It is these professional development activities that I will highlight here as items of potential interest to TESOL members. Our next national conference, held in cooperation with our British Columbia affiliate, will have a Pacific Rim theme and is expected to host participants from Japan, Korea, Hong Kong, China, Australia, New Zealand, and other countries. It will be held in Vancouver, March 12-15, 1987. For more information, please contact: Carol May, TEAL Secretary, P.O. Box 82344, North Burnaby, British Columbia, Canada V5C 5P8.

Our major periodical publication is the *TESL Canada Journal* which publishes articles of ESL professional interest on a broad range of topics and includes a section on classroom techniques and on reviews of recent publications. The address is: *TESL Canada Journal*, Faculty of Education, McGill University, 3700 McTavish Street, Montreal, Quebec, Canada H3A 1Y2.

TESL Canada's second summer institute will be held at the University of British Columbia this summer from July 14 to August 8. It will contain two-and four-week courses (for credit or audit) including basic courses in ESL/EFL methods, theory and research in ESL, computer applications, testing, cross-cultural counselling, and instructional media. Special lectures and sessions will be offered in conjunction with the courses. For information write to: Lyn Howes, English Programs, Language Institute, Centre for Continuing Education, University of British Columbia, 5997 Iona Drive, Vancouver, British Columbia, Canada V6T 2A4.

TESL Canada has benefitted from the opportunity for exchange of information and views and for the development of new points of contact at the TESOL Convention. We look forward with enthusiasm to the continued development of a strong international network of ties in support of the teaching of ESL/EFL.



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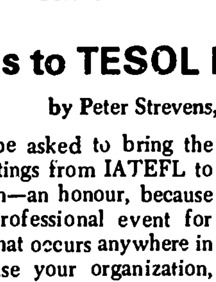

Peter Strevens

Greetings to TESOL Members from IATEFL

by Peter Strevens, *Chairman, IATEFL*

It is an honour to be asked to bring the warmest fraternal greetings from IATEFL to the TESOL Convention—an honour, because this is the greatest professional event for teachers of ESL/EFL that occurs anywhere in the world, and because your organization, TESOL, has done so much to raise standards among teachers and educators.

Some people might ask why there is a need for a British-based international teachers' association, given the existence of TESOL. But just as the typical large American automobile and the typical small British car evolved separately, each out of a different setting and to meet different needs, so also the background of ESL in the States is different in important ways from EFL in Britain. Just as American and British cars seem to be converging in their design so also our different outlooks on ESL/EFL are coming close together. And the teachers of English outside America and Britain can gain help from both, since each makes a distinctive contribution.

In the past year TESOL and IATEFL have found ways of collaborating more closely. Here are some examples. First, we are planning jointly a Summer Institute in Barcelona in 1987. Second, several overseas associations are now affiliated both to TESOL and to IATEFL. Third, TESOL Scotland and IATEFL have affiliated to each other, and are planning the 1988 IATEFL Conference to be held jointly with TESOL Scotland, in Edinburgh.

Finally, in coming to TESOL in Anaheim I passed through Korea and talked to the Korean affiliate of TESOL. Since unfortunately none of their members can get away to join us here, they asked me to be their representative and send their greetings. So it is with a special sense of mutuality that, as the official representative of TESOL Korea I also convey warmest good wishes, as chairman of IATEFL, to this great convention.

Relations between TESOL and FIPLV

by Edward M. Batley
President, FIPLV

These are strong and need to be stronger. Why? Because our common endeavour of promoting the learning of foreign languages in the interests of international understanding, education, trade, and a stable, caring world community, is still insufficiently effective in the face of incomprehension, prejudice, hostility or indifference. Because the 3,000 miles or so between the American continent and the European continent, where FIPLV was created in 1931, is another of those potential divides which physically have to be accepted, but which in all other senses need to be broken down.

Edward M. Batley

There are of course many formal differences between TESOL and FIPLV, as there are between IATEFL and FIPLV. TESOL has branches and individual membership: FIPLV is a federation of national and international organisations (such as TESOL, IDV, ACTFL, APLV) and cannot admit individual members. TESOL focuses on English as a second or foreign language and as a second dialect; FIPLV as a matter of principle supports all languages. TESOL holds massive and massively successful annual conventions. FIPLV holds a World Congress every three years which is organised largely by a national multilingual member association (ACTFL, Washington, 1974: ASSPLV, Lucerne, 1977:

Continued on next page

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* Teaching English as a Second Language Across Canada, International Association of Teachers of English as a Foreign Language; Fédération Internationale des Professeurs de Langues Vivantes (World Federation of Modern Language Associations)

TESOL/FIPLV

Continued from page 11

WAMLA, Ibadan, 1981: SUKOL, Helsinki, 1985: AFMLTA, Canberra, 1988).

If you wish to participate in the latter, please write at once to: XVI FIPLV World Congress, Conventions Department, P.O. Box 489, G.P.O., Sydney, New South Wales 2001, Australia. It is scheduled for 3-8 January, in the Australian summer, and has been designated a Bicentennial Activity celebrating the European settlement.

Members of TESOL gain access to FIPLV through their own organisation, TESOL, which nominates its representative to sit on the FIPLV Executive, which meets twice a year, and may name two representatives for the annual General Assembly. This enables TESOL to be at the forefront of FIPLV and European thinking on modern languages via the contacts established there. Some organisations with Observer Status, such as UNESCO and the Goethe Institute (München), also participate in these meetings, but without voting rights. Many things drawn from the experience of our member associations are initiated here, which, in furthering our common endeavour, benefit our organisations and their members.

FIPLV World News, until recently solely funded by UNESCO and now partly so, is published four times a year by the FIPLV editor at Philipps-Universität Marburg, Lahnberge, D-3550, Federal Republic of Germany. Copies are dispatched free-of-charge to member organisations, or individuals who are multipliers of information, but on payment of a fee to others. Member organisations and their individual members submit local and national reports for FIPLV's international readership. Items in FIPLV *World News* may be reprinted in members' journals without the need to write for approval. There should be a regular flow of information and feedback between FIPLV, each of its member organisations, and the latters' individual members. This is one simple and effective way of doing it.

TESOL, like other member organisations, may recommend programmes for action by FIPLV as well as experts to assist in their execution. These activities are wide-ranging and include, for example, joint conferences or seminars, small international symposia of experts (the most recent of these being on Correction Strategies in Foreign Language Learning), the collation of FIPLV registers (such as the Register of National Modern Language Centres, or the Register of Translators), pursuing the Federation's policy of regionalisation, publications, the dissemination and implementation of resolutions on modern languages, approaching governmental offices and ministries of education on matters relating to modern languages, and many more besides.

Every three years the General Assembly elects by secret ballot a new Executive. Executive members serve in an honorary capacity, some officers being funded by FIPLV, others by their respective organisations. Elections for the next period, which runs from 1 January 1987 to 31 December 1989, will be held in Maastricht, Holland, 19 and 20 September 1986. On this and other issues the TESOL office is regularly informed.

FIPLV has a Head Office in a country acceptable to all of our 50 or so national member associations, from East and West, North and South, namely Switzerland. In the same spirit which binds TESOL and other members to the Federation, Eurocentres has kindly allowed the use of these premises at Seestrasse 247, CH-8038 Zürich.

Inescapable pressures kept me from this year's TESOL Convention in Anaheim, much to my personal regret too, for each trip I have so far made to the States has been like meeting up again with friends from a previous existence, but members of TESOL will know that FIPLV was, and remains, with you in spirit.

London, 14 April 1986

The One-Minute Teacher

by Nick Silva
American College

Who is he? Who is she? Look around. The *one-minute teacher* is one who makes the most of every minute to get the job done because a minute is all it takes to do it well.

The *one-minute teacher* is a positive thinker. He or she doesn't wait for things to happen. He or she makes them happen.

Have you seen the *one-minute teacher* lately? If you have, you know what I'm talking about. If you haven't, don't look further than the nearest mirror. The *one-minute teacher* is there. Take a minute. Let the real teacher in you come out. It only takes a minute.

Once you take the first crucial step, you'll be enveloped in a super-right feeling of unparalleled strength. The momentum will propel you through time, minute by minute.

The only limitations you'll have are those you impose on yourself. It's that simple. And it didn't take more than a minute to tell you about it.

About the author: Nick Silva is the editor of *TESOL-Gram*, the newsletter of the Puerto Rico Affiliate of TESOL. From *TESOL Winter 1985 (XII, 4).*

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The ESL/EFL Specialists

TESOL in Transition:
Comments from the Executive Director

by James E. Alatis

This is an abbreviated version of "TESOL in Transition: Comments from the Executive Director," an address by James E. Alatis, TESOL executive director, delivered at the 20th annual convention of TESOL on Wednesday, March 5, 1986, in Anaheim, California. An audio tape of the address may be purchased for $8 from Audio Transcripts, Ltd., 610 Madison Street, Alexandria, Virginia 22314, U.S.A. Telephone: (800) 338-2111.

As I stand before you this morning, I must confess to mixed emotions. My relationship with TESOL, an organization which has played such an important role in my life over the past two decades, is about to undergo a significant change. As things now stand, my term as executive director of TESOL, a position I have held for twenty years, will come to a close in 16 months.

I wanted to take this opportunity to offer some fatherly and, yes, wise advice as TESOL plans for the future. There are three topics I would like to discuss. First, I would like to offer my opinion of what makes TESOL great and what makes it a worthwhile endeavor to so many talented professionals. Second, I would like to review for you the series of events which have led to changes which are scheduled to take place next year. Third, I would like to pose some questions to which I believe every member of TESOL should devote serious thought since they are issues which concern, in a fundamental way, TESOL's development in the coming months and years.

Twenty years ago, TESOL was established because there was an emerging and growing field involving the teaching of English to speakers of other languages. Lacking the requisite academic leadership and needing nurturing at the same time, the infant profession ran the risk of assuming a position of permanent second-class citizenship. With the publication of position papers and communication with the appropriate state and local agencies, TESOL has reversed this deleterious trend and has effected a significant increase in the professionalism of the field. We offer educational advancement and professional development through our Institutes. We keep our membership abreast of issues of interest to them as teachers and administrators. We are a clearinghouse of information on trends and employment opportunities. We provide a scholarly forum where learning is shared, points debated and ideas exchanged. Domestically, we bring our message of the importance of language study to the Congress and Administration through our membership in the Joint National Committee for Languages. Internationally, we are a unifying force bringing teachers from around the world all the benefits of TESOL membership.

The greatest source of strength in any professional organization is the interest and commitment of its membership. The Board, officers, executive director and Central Office serve you. If the organization ever loses sight of this fundamental point, the bell will toll for TESOL.

The transition to a full-time executive director will result in some important changes. I have learned with great surprise from my colleagues that I have been fired, that I have quit, or the most popular of the genre, that there has been a coup [illegible] feel a bit like a man reading his own obituary: reports of his death [illegible] been greatly exaggerated. A Board [illegible] of the membership would never contemplate such an action. They have not dismissed me nor threatened me with dismissal. Although I am not of a litigious nature, they couldn't fire me legally, even if they wanted to.[1] As to quitting, I would not leave TESOL without first making provision for the maintenance of services and continuity of leadership.

TESOL has experienced phenomenal growth. Now an organization of more than 11,000, it has grown in the past two decades from an organization of only 337. The growth of the membership and the demands placed on the office resulted in numerous changes, not the least of which involved an increase in the staff. For my part, I was one-third time executive secretary/treasurer, later executive director. For those of you not familiar with my situation, in addition to my duties with TESOL, I am the dean of the School of Languages and Linguistics at Georgetown University. One-third of my salary at Georgetown is paid by TESOL—not to me, but to Georgetown. This arrangement proved a real bonus to TESOL in its early years. This fledgling organization had a built-in infrastructure of a private university to provide office space, administrative experience and the name recognition that comes with a 200-year old university. In the very recent times, however, TESOL has had an Executive Board and officers who take a far greater interest in the day-to-day operation of the organization and who believed that they needed a full-time executive director to provide the degree of responsiveness and accountability they felt they needed.

This issue was a topic of discussion at the meeting of the Board in Fredericksburg in October 1983. During a closed meeting of the Board—at which neither I nor my wife, a duly-elected member of the Board, nor my executive assistant were present—the decision was made to move to a full-time executive director. My colleagues presented me with a written statement, the operative phrase of which stated:

> ". . . the Executive Board has agreed to continue your appointment as executive director on the long-standing part-time basis. Largely due to your leadership, however, the organization has grown so rapidly in terms of both size and complexity that the Executive Board has determined that it is time to set in motion the transition to a full-time, on-site executive director to be in place by June 1987."

This same communication also mentioned the payment of an honorarium, the designation "executive director emeritus," a travel allowance for myself and my spouse, special projects and, most important to me, a pledge of support from the Board for the balance of my term. I was deeply moved by the highly-professional, complimentary and sensitive way in which the Board had acted.

Unfortunately, two problems arose which I am afraid resulted in the rumors that I have described. First, I do not think the Board did a thorough job of reporting its decision to the membership. The announcement received only two sentences in a three-column "President's Note to the Members" in the December 1983 *TN*. And without advance notice, I picked up a copy of my April 1985 Newsletter and saw a position announcement—my position. I was not on the search committee, was denied any input as to its composition and was not asked to write an introductory note to the published job announcement. John Fanselow and Jean Handscombe have since tried to mitigate the damage, and this paper is intended to help them in their efforts.

This leads me to my third and final topic—TESOL's future. As I prepare to leave TESOL, I want to prepare the organization for the numerous changes that are bound to take place. I view my work for TESOL as my most important contribution to my profession.

One of the important ingredients in the security I hope to see for this organization concerns the man or woman who will serve as its first full-time executive director. That person needs a detailed job description—a realistic statement which describes and illustrates the authority, rights, responsibilities and prerogatives of the position.[2] A coordinated statement concerning the authority of Board members and officers should also be developed. The membership must accept the responsibility for the organization to the extent that they must reserve the right to decide significant policy changes and to enumerate what sort of changes would require the consent of the membership.

My second concern is that future executive directors have a sense of security and self-confidence to enable them to function effectively. I would urge that TESOL offer its executive directors a carefully-phrased employment contract for a clearly defined term of service, a mutually-acceptable termination procedure, proper safeguards for the executive director's family, fringe benefits, tax-sheltered annuities and a solid retirement plan, with the necessary built-in options. My stability came from a different source. Georgetown University has been very generous to me and to TESOL. Georgetown has permitted this one-third time relationship with this organization. If my situation at TESOL were ever to become untenable, I would need only to notify my provost that my arrangements with TESOL were ended. This will not be possible for future executive directors since they will serve TESOL full-time. The organization will be responsible for my successors' full salary and employment status. In short, the organization should provide them with the means to act free from undue pressure.

My third and greatest concern for the organization concerns its finances. Full-time executive directors don't come cheap. We have staffed up over the last few years to provide more services to the membership. In addition, the expenses of the executive director will probably be higher than mine have been since I often was able to split my travel and other costs between Georgetown and TESOL. I am opposed to cutting back on services and programs. By the same token, a huge increase in dues could prove counterproductive by squeezing out our members who are operating on tight personal budgets. Beyond the salary there are other expenses which will be difficult to gauge. Without an affiliation to Georgetown, the increase in costs for employee benefits alone would be astronomical.

TESOL must begin a long-overdue process

Continued on page 16

ON LINE

Edited by Richard Schreck, *University of Maryland*

Forecasting Enrollment in Intensive English Language Programs

by Linda Mead and Joseph O. Davidson
University of Houston-University Park
and
Mike E. Hanna
University of Houston-Clear Lake

Computers continue to find their way into a variety of aspects o language programs. This article describes how computers can assist language learning by helping to predict future student populations. **R.S.**

Enrollment in intensive English language programs (IELP) in the United States has fluctuated in the last seven years, as documented by *Open Doors 1983/84* (Adams et al. 1984:73). According to their survey figures, in the three years between fall 1978 and fall 1981, the foreign students enrolled in IELP institutions increased by 37 percent. This rise was followed by a 22 percent decline in enrollment within the next two years. Further exacerbating the enrollment problem for individual programs was the increase in the number of new IELPs. During the five-year period from fall 1978 through fall 1983, while there was a net gain of only 7 percent in enrollment, the number of institutions serving this population increased by 89 percent, from 163 to 308.

Forecasting each semester's enrollment has obvious implications for planning purposes. This article discusses how this can be done using commonly available computer software.

A major part of any forecasting project is gaining a full understanding of the historical data which might be useful in predicting the future. A data base package and graphics software are helpful in this area as they facilitate data manipulation and visualization. To build a history on which to base a forecast of IELP enrollment, the following information is entered into a data base as each student applies: an identification number, name, country of orig world region of origin, semester, date of application, and previous enrollment status (new or former student). After the actual registration, the data base is updated to include whether the applicant actually enrolled or was a "no-show." Also, any "walk-ins" (students who enroll without having previously applied) are added. This information is then summarized to provide the total number of students enrolled, the percent of applicants who actually enrolled, and the total number of walk-ins. Also readily available is a similar set of figures for the group broken down by world region of origin and previous enrollment status. This refinement is useful in identifying different enrollment patterns for these various groups in the larger programs. For smaller programs, however, it is better to deal with an aggregate than to break the population down into very small groups. Graphics such as pie charts or bar charts are useful in depicting this information.

After the summary figures have been tabulated each semester, they are saved so that these figures are available to note changes over time. Once several semesters of such information is available, graphics software is again used to plot these values with line or bar charts to show trends and seasonal variations, e.g., fall, spring, and summer. The use of graphics aids in the detection of changing patterns. Knowledge of political and economic conditions is then necessary to determine why these changes occurred.

While understanding enrollment over the years is useful, that by itself does not resolve any short range planning problems which are of immediate importance to administrators of these programs. Because a significant number of students apply to IELP institutions well in advance of registration, it is possible to develop a good short range forecasting model for this purpose. One relatively effective yet comparatively simple model for predicting enrollment two to three months prior to registration is the following:

$$\text{FORECAST} = \text{WI} + (\text{SU} \cdot \text{TA})$$

$$\text{TA} = \text{CA} + (\text{TIME} \cdot \text{AVE APP})$$

In this model *WI* is the anticipated number of walk-ins and is computed by averaging the number of walk-ins for the past two years' corresponding semesters. *SU* is the average

Continued on page 16

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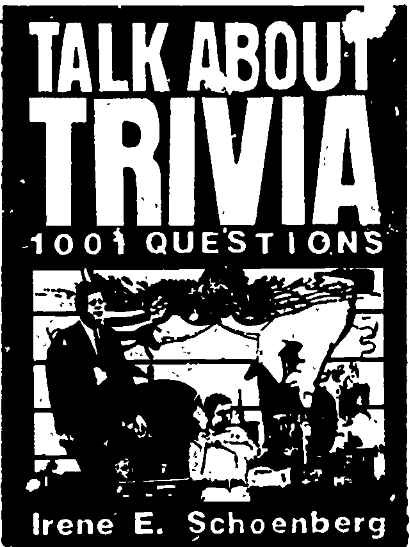

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REVIEWS

Edited by Ronald D. Eckard, *Western Kentucky University*

SIX ACTS ON A FLYING TRAPEZE

by Ellen Clarkson. 1986. Prentice-Hall, Inc., P. O. Box 100, Englewood Cliffs, New Jersey 07632, U.S.A. (xv + 140 pp., $9.95).

Reviewed by Barbara Schloss
Teachers College, Columbia University

Selections from six short stories (by O. Henry, James Joyce, Jack London, August Derleth, Stephen Crane, and Mark Twain) are presented, in sections headed Kids, Personal Freedom and Family Responsibility, A Man and His Environment, Growing Old, a Brotherhood of Men, and Self-Righteousness. A cassette tape ($15.00) with stories and exercises accompanies the text.

Although the author makes no mention of the target audience, I believe the text is intended for young adults, partly because of the title of the first chapter, "Kids." The difficult, even uncommon, albeit colloquial, language in some stories convinces me that this text is not for the general ESL population. Rather, it could be well used as a preparation for college study, despite the assertion that "the primary goal here is to converse . . . in English" (p. xiii). A secondary goal (addressed by the author only in the subtitle of the book, "Intermediate Conversation/Reading Text for ESL") should also be stressed: to improve reading and listening comprehension. The difficulty of the language throughout is minimized through a variety of exercises, which serve to spur on conversation and break up the already short passages into bite-sized, digestible chunks.

The beauty of the text is that the short stories act as thick, tough meat which the students can sink their teeth into, chew for a good while, exercising their jaws and teeth, until, by the time they have finished chewing, digestion is effortless. The majority of the activities are open-ended (no right or wrong answers) and are based on every five or six lines of each story. Pre-reading activity involves listing words (any words) that apply to a drawing (based on the story). After hearing a short passage (which is on the audio tape), students together try to guess the meanings of unfamiliar words from context. The text gives encouragement and hints, thereby weaning students away from their dictionary dependence by insisting that their common sense will tell them which possible meanings can be ruled out. They then discuss the characters, referring back to the illustration. Imaginative conversations follow, when students in small groups project themselves into the roles of characters from the story, creating fitting dialogs for those characters. The dialogs can be prepared, performed, and/or written down. In this way, once the dialogs are presented, the teacher may work on error correction. Different types of activities are suggested (dramatic readings, roleplays, e.g.), until students are ready for the next snippet of story.

Other types of exercises include one which asks students to mark sentences for stress and intonation and another which asks them to relate issues within the stories to their own cultures and personal experiences.

Objections to the trapezian approach are, that the subject matter does not help to introduce a student to life in the U. S. in the 1980s; second, that open-ended activities do not motivate all students, and third, that the book could be considered sexist.

Though the activities develop certain skills and provide for student-initiated communication, they are not realistic, and students probably have no immediate need for the subject matter or the vocabulary. "Survival Tactics in the U. S.," "Controversial Themes to Understand and Debate," or even "My Favorite Radio Station" might be more apt topics to appeal to and be more useful to ESL students in building cultural knowledge and surviving in a stronge new land than a story about a man trying to survive in a small boat or in the wilderness.

Could this book be labeled sexist in any way? After all, it is written by a woman! In terms of her choice of stories, yes; two stories out of six have no women, while three of the remaining four do not portray women as anything other than stereotypes. On the other hand, the absence of assertive women is perhaps not proof of sexism.

Six Acts on a Flying Trapeze then primarily builds speaking skills, by setting up enjoyable and unique exercises to spark conversation, and secondarily develops listening and reading comprehension skills. Due to the choice of stories, much of the vocabulary is not useful for the intermediate ESL student, nevertheless, the text does provide help with contextual meaning deduction and how to "get the gist." What is useful and practicable, however, is the author's gradual method of chopping the stories and activities up into bits and pieces, creating an invaluable tool for learning difficult material (without actually watering down the original) and for fomenting conversation and discussion. Furthermore, the possibility for error correction, the chance for dialog preparation before speaking/performance, and the student-oriented group learning structure all contribute to making *Six Acts* a good choice for the determined intermediate ESL student.

About the reviewer: Barbara Schloss is a graduate student at Teachers College, Columbia University, a senior officer at Boricua College in New York City, and a musician Her address is 664 West 163rd Street, apt 49, New York, NY 10032, U S A

STORYBOARD

A computer program by Christopher Jones 1984 Holt, Rinehart and Winston, 383 Madison Avenue, New York, NY 10017, (2 disks, $79.95). The program requires an Apple II with 48k and one disc drive. The program can be backed up.

Reviewed by Joel Bloch
University of Nebraska at Omaha

At the 1985 TESOL Convention in New York, plenary speaker Stephen Krashen told his audience to erase all their computer-assisted instruction (CAI) discs and use them for word processing. He received a large round of applause, which may have indicated that people hate CAI materials or hate computers in general. While there is probably little that could happen over the next few years that will change the minds of those who applauded because they hate computers, there are a few pieces of software coming out that may change the minds of those who hate CAI.

The real problem that seems to irritate Professor Krashen and those who agree with him may lie in the fact that most CAI imitates drill and practice exercises that run contrary to the idea of natural language acquisition. Even those programs that may present the exercises in a novel way are still organized by syntactical categories. Lesson I is on verbs, Lesson II on subject/verb agreement, etc. These lessons have been criticized as providing little more than what can be found in a textbook with the addition of immediate feedback.

Storyboard, which was originally developed by John Higgins, approaches language learning from a different perspective. Rather than focusing on discrete syntactic items, *Storyboard* uses the cloze method to focus on discourse, both syntactic relationships and meaning. The program presents a passage on the screen with all the words blanked out by asterisks. The user then has to guess the precise word that is blanked out. Though the program cannot accept semantic alternatives that regular cloze exercises can, the program has the advantage of being able to blank out the entire passage rather than just every fifth or tenth word. This provides a greater challenge to the student and allows for a greater range of decisions that need to be made.

The program also takes advantage of the computer's capabilities to allow users to develop their own strategies. For example, before beginning, the student can decide what speed he wishes to use in reading the text or he can simply start right in. During the session, the user can choose to get the first letter of a word, a complete word, or if he is completely stuck he can see the entire text again There is also an easy escape· he can quit at any time.

There are no games or cute graphics. By essentially allowing the user to "cheat" at any time by viewing the text, the program does nothing to interfere with the user playing with the language. Like natural language input, it allows for help if needed and does not give one a scare at the end.

The student's disc comes with four stories, but perhaps the program's most interesting feature is that the teacher's disc allows any material of up to 19 lines to be created and transferred to the student's disc so that both content and difficulty can be varied if desired. While 19 lines do not allow for lengthy material, given the difficulty of having to guess every word, it seems to be enough.

There are no particular exercises the teacher can use with this program, but it does, at least at the beginning, do what all good educational software should do—it encourages the students to gather around the screen and talk about what is happening with the language.

About the reviewer: Joel Bloch, co-editor of the CALL interest section newsletter, spent the fall term teaching linguistics in Shanghai, China.

BOOK REVIEWS

Please address reviews and/or inquiries to Ronald D. Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.

TESOL in Transition

Continued from page 13

of self-evaluation and planning for the financing of its decisions. The Executive Board, through its Finance Group, is making great strides in the right direction. The plan to move to a full-time executive director has significant budgetary implications. If the organization is to be able to afford the compensation package of the executive director and maintain its services to the membership, it will have to study the budgets, call in consultants, and propose some judicious trimming of the sails. TESOL's fiscal condition is very fragile. If we were ever to have two unprofitable conventions in a row, we would be in real trouble. We are nowhere near the ideal of a "liquidity ratio of one," which means enough money in reserve to cover operating costs to get us through one disastrous year. This budgetary challenge is not insoluble and presents to the Board and its committees an important opportunity to understand better the budgeting process of the organization.

In conclusion, these past years have been good ones for me—professionally, academically, and personally. I am extremely proud of TESOL and of those colleagues who have lent their leadership to the organization. I have watched TESOL prosper because there has been mutual trust, respect and restraint among members of the Board and the Executive Director and an abiding interest among the members in their organization. I stand ready to serve this organization in any way consonant with my abilities, experience and obligations to the University.

When I leave this organization, I would like to propose the following:

1) a liquidity ratio of one ($1 million cash or our own building valued at $1 million);

2) a long-term political action capability (JNCL/CLOIS);

3) a long-term hotel and site selection policy for conventions;

4) a long-term policy statement on the issue of internationalism; and,

5) the recognition of English and other world Englishes as a *lingua franca*.

Whether these bequests are one man's wish list or goals appropriate to TESOL is for the Board and membership to decide and for the future to judge. And so, let us get on with the business of our future.

Footnotes

1. Minutes of the TESOL Executive Board Meeting held in New York on April 9, 1985, in which consultants, retained by Dr Charles Blatchford, then president of TESOL, advised us of the importance of having a written job description for the executive director (ED). Otherwise, they argued, if an attempt were made to dismiss the ED, that individual could "bring a suit against you saying you didn't communicate the duties of the job, 'You fired me in a haphazard fashion.'" (p. 100 of the TESOL Board meeting transcript) The ED of TESOL has never had a written job description, nor an explicit employment contract.
2. I have helped the Search Committee with the wording of such a job description.

Forecasting Enrollment

Continued from page 14

show-up rate during the past year which is found by dividing the number of students who enroll (excluding walk-ins) by the total number who apply. *TA* is the total anticipated number of applications while *CA* is the current number of applications. *TIME* equals the number of weeks remaining until registration. *AVE APP* is the average number of applications received per week. This is found by using the previous two corresponding semesters as well as the current one. An initial forecast is made about ten weeks prior to registration. A forecast is then produced on a weekly basis using the most current figures. The reliability, therefore, increases the closer to registration the forecast is made.

According to Sirowy and Inkeles (1985:78), "What most wreaks havoc in this kind of predictive enterprise are the political and economic fortunes and misfortunes of nations." While a forecast such as this cannot predict changes in political and economic climates, it does reflect such changes in the past. Implicit in this and all similar forecasting techniques is the assumption that the population is not changing drastically in a short period of time. Gradual changes are reflected in the updates each semester. Refinements exist for this technique, but space limitations prevent a full discussion of them. Nevertheless, the method as just presented is quite effective and involves very little time once the initial database is developed.

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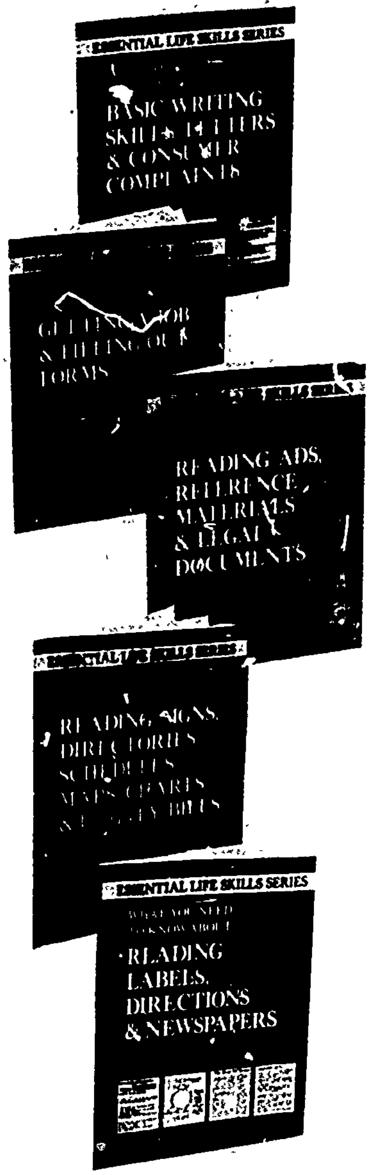
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ATESL CALL FOR CONFERENCE PAPERS

The Association of Teachers of English as a Second Language (ATESL) invites persons wishing to present papers or workshops at the 1987 NAFSA Conference (May 25-30, Long Beach) to submit abstracts. All presentations should relate to the teaching of English as a second language.

Papers should be limited to 30 minutes, *including discussion*. Workshops, including demonstrations and audience participation, should be 45 minutes or 1 1/2 hours in length and should be directed to practical aspects of ESL teaching. Please indicate the type of abstract and the time preferred on the abstract.

By September 10, 1986, send the following to Fred Strache, NAFSA '87, Associate Dean of Students, USUA 117-California State University, Northridge, 18111 Nordhoff Street, Northridge, California 91330, U.S.A.:

> 1) four copies of a 200-word typewritten abstract with an accurate, descriptive title (one copy with your name on it, three copies without your name); 2) a page with your complete name, title, address, affiliation, and telephone number. Include on this page a 25-50 word summary of your presentation that will appear in the ATESL description of papers and indicate type of audio-visual equipment needed.

Notification regarding the acceptance of proposals will be made by January 1, 1987.

CROSS CURRENTS CALLS FOR MANUSCRIPTS

Cross Currents is a biannual journal of language teaching and cross-cultural communication published by the Language Institute of Japan (LIOJ). The current issue (volume XII, No. 2) includes articles by Moira Chimombo (A Language-and Learning Framework for a Theory of Language Teaching), Kathleen Kitao (Using Authentic Video Materials in the Language Classroom), Ellen Dussourd (An American Teacher in Kiev: Impressions of English Education in the U.S.S.R.), Thomas Tinkham (What am I doing? Mistaking!), and John Crow (The Operator in the English Verb System). Manuscripts are currently being solicited for future issues. Please address all correspondence to: *Cross Currents*, Language Institute of Japan, 4-14-1 Shiroyama, Odawara, Kanagawa 250, Japan. For subscription information within the U.S. write to: *Cross Currents*, Alemany Press, 2501 Industrial Parkway West, Hayward, California 94545. Telephone: (800) 227-2375.

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IT WORKS

Edited by Cathy Day
Eastern Michigan University

"Circulation" or Using English for Communication

by Janet Giannotti
Georgetown University
and
Valerie Oakley
Embassy English Services

The following idea is one that I think should prove very useful to teachers who have difficulty moving from more traditional texts to communicative activities, and for those of us who often find ourselves trying to provide quick and easy suggestions for Monday morning. A similar article by the same authors was published in the WATESOL News a couple of years ago. C.D.

"Circulation" is an activity which allows students to practice making questions and answers which focus on particular grammatical structures. It forces them to speak to all of the other members of the class (or group, in a large class) and involves students in enjoyable practice.

The instructions below are for a class of 15 students:

- Type a list of 15 un-numbered questions which include(a) specific grammar point(s) you want the students to review or practice.
- Make 15 copies of the list.
- Write numbers down the left-hand side of each page: the first sheet will start with 1 and end with 15. The second will start with 2 and end with 1. The third will start with 3 and end with 2, etc. No two sheets will have the same numbering. (This way, each student will ask a different question of each classmate.)
- Make individual slips of paper with the numbers 1-15 that the students "wear" in class. (Use tape to stick the numbers on the students.)
- Pass out the numbered lists of questions and have each student stand up, walk around, and find the person wearing the number that is first on his list and then ask a question of that person.
- Students may use long or short answers, whichever is appropriate for the specific point.

This activity may be used for oral practice only, or if it is used for writing practice as well, tell the student who asks the question to write the answer he/she receives next to the question on the paper.

The question lists can be made in a number of ways:

1. They can be questions (the grammar points in parentheses do not need to appear on the students' papers):

   1 Who is the tallest person in this class? (comparative/superlative)

   2 What would you do if you won $1,000,000? (conditionals)

   3 What time did you get up today? (irregular past or two-word verbs)

2. They can also be indirect questions:

   Ask 14 if he/she speaks French. (do/does)

   Ask 15 what time he/she woke up today. (did)

   Ask 1 when he/she was born. (prepositions: in, on, at)

3. Or they can be just cues, with directions and/or examples for forming questions on the top of the page:

   15 eat tamales (present perfect, ever/never)

   1 be quiet (polite request and response, modals)

   2 take the TOEFL (questions and answers in the future)

You can often use a drill from a grammar book as your source and make it more lively by turning it into a "circulation" activity. Or, try adapting class or group discussions that are recommended in textbooks. "Circulation" does not have to be used solely in the grammar class. It works well in a listening/speaking class as it gives each student more speaking time than group discussions normally allow. At lower levels, we have used:

______ What is your favorite type of music?

and at the high-intermediate level,

______ What kinds of situations make you impatient? Why?

This activity gives the students the opportunity to monitor each other, because they are told not to accept questions or answers which they think are wrong. (The teacher is the moderator here.) It also forces the students to use "real language" in the classroom: "Who is number 7?" "Wait a minute!" "I'll ask you and then you ask me." "How do you spell January?" etc. So, while the students are having a break from sitting in their seats, they are actively practicing the language, monitoring each other, and using English for communication.

About the authors: Janet Giannotti is an adjunct instructor in the Division of English as a Foreign Language at Georgetown University. She has taught ESL at both the secondary and university level in Washington, D.C. and Tampa, Florida since 1977.

Valerie C. Oakley, Embassy Language Services, Washington, D.C., is an independent consultant who conducts intensive oral and written communication workshops for business and industry. She has taught ESL in university and refugee programs as well as the World Bank.

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Pollution Alert

by Myrna Lehman
Newton Estate Elementary School

There are all kinds of great field-trips right in your own backyard—or the school's. Here's one on pollution that might work for you.

Preparing for the Trip: The Concept of Pollution

Before taking a trip around the school to check on pollution, the students need to be familiar with what pollution is, the language we use about it, its different forms, and where it can be found. The following activity gets us started.

Materials: Chalkboard, chalk; pictures and photos of pollution and polluted areas, e.g., litter posters, smokestacks and factories, chemical spills, oil slicks; pictures of clean areas such as lakes, neighborhoods, mountain landscapes.

Procedure: Elicit the term pollution with regard to the set of pictures. One way to do this is to play the "concept attainment" game: create a column of "yes" pictures and one of "no" pictures.

Tell the students that you have an idea you want them to guess. You will show them pictures that do have the idea, and some that don't. Show them a "yes" and a "no" picture. Have them discuss how they are similar or different, and have them try to guess the concept. Once students have figured out the concept, clearly labelled "pollution," show additional pictures to the students and have them tell you whether they are "yes" or "no" pictures.

Discuss examples of pollution that the students have encountered (this will lead into subsequent measuring activities). Make lists of pollution found in the city (factory smoke, car exhaust), in the neighborhood (litter), in the school (litter, graffiti), and the home (litter). Talk about how air, land, and water can be polluted. Include in the discussion the idea that pollution is caused either by the large acts of a few, e.g., one company spilling chemicals, or the small acts of many, e.g., many people throwing litter from cars.

Ask students to make a collage on poster board, or on a large papier mâché ball, of different examples of pollution. Use magazine pictures, newspaper photos, actual litter, or students' own descriptions and drawings.

Also ask the students to keep track of the kinds of pollution they see on their way to and from school for a day, two days, or a week. Individual or class lists and pictures can be made to report these observations. You can also discuss invisible air pollution here too.

On the Day of the Trip: Measuring Pollution

Materials: Jars, screens, sieves, micros for water samples, trash bags, tape, shovels, rubber gloves, notebooks, and camera if possible.

Procedure: Explain to students how different forms of pollution can be measured and monitored. Develop a plan with the students to measure and record pollution in the different areas of the school and school grounds. Some possible collection and recording techniques:

1) Mark off areas of the school and school grounds and mark trash bags according to these [illegible]. Students find all the ground pollution (litter) in the area and place these samples in the appropriate bags. This is also a great clean-up campaign for the school!

2) Take pictures of the areas outside the school both close up and far away, and study them for evidence of air and ground pollution. Take before and after photos of the clean-up area in step 1

3) If there is a pond or ditch or standing water near the school, collect water samples. Also collect water samples from the school cafeteria and the drinking fountains. Look at the water samples under a microscope and compare them for evidence of pollution.

4) Assign class members to "pollution control" teams to conduct the pollution check described above on an ongoing basis.

After the Trip: Pollution Prevention Campaign

Materials: Pollution information and samples gathered on the trip, chart paper, crayons and markers, lined paper, pencils, poster board, construction paper.

photo by Mary Hinchey

Students collecting litter and recording their finds, at the Garden Hills International Summer School, Atlanta, Georgia.

Procedures: Have class compile a "pollution alert" report, detailing the information they gathered on the trip. What kinds of pollution were discovered? Where? How much? Illustrate the report and post it in the hall where other classes see it.

Review the causes of pollution and develop a list of rules for preventing it.

Possibilities:

1) Always put trash in a trash can.

2) Keep your muffler (noise pollution) and ca anti-pollution devices (smog) repaired.

3) Keep outdoor containers tightly sealed.

4) Don't use glass bottles outside.

If possible, discuss why laws are needed to prevent pollution, and have students suggest laws based on their rules that could prevent pollution in their areas, e.g., car inspections, truck routes, level controls for industrial pollution.

Have each student design and make an anti-pollution poster (practice on scratch paper first.) Help students come up with a snappy slogan, e.g., "Don't be a hog, curb your dog", "Do your share to clean the air." Sketch artwork on poster board or construction paper. Use rule and/or stencils for lettering outlines, and then fill in.

Display the posters around the school. Send representatives to other classes with posters, to tell other students what they can do to prevent pollution.

Language Emphasized

1) vocabulary of pollution, e.g., smog, acid rain, fumes, exhaust, litter

2) comparatives, e.g., less-more, smoggy-smoggier-smoggiest, clean-dirty, polluted-pollution-free

3) modals, e.g., ought to, must, should

4) imperatives, e.g., Give a hoot!
Don't pollute!

5) past tense, e.g., polluted, dumped, measured, checked, reported

6) conditional, if... then...

7) plurals, e.g., cans, bottles, smokestacks, factories, bacteria, germs

Further Suggestions

1) This activity could also be combined with another field trip, e.g., to a park, a zoo, the water works, a transit station, a pond.

2) Over a period of time, pollution could be compared in different locations. Use a comparable measure, e.g., amount of litter (number of bags) in a specific measured area [illegible] the amount of litter than can be collected [illegible] people working as hard as they can!

3) Older students can compare volume [illegible] weight of trash collected. Also, even students who do not want to pick up trash themselves can do more sophisticated mathematical comparisons and rates on collected pollution samples, e.g., water, and samples over time.

4) A class recycling project, for glass, newspapers, or aluminum, would also be appropriate. The drive could be used to share students' pollution awareness with the rest of the school, and the proceeds donated to associations working to stop pollution.

About the author: Myrna Lehman oversees the ESL program in grades kindergarten through 7th grade and teaches ESL in grades 4-7 at the Newton Estate Elementary School, 2?2 Hidden Creek Lane, Peachtree City, Georgia 30269, U.S.A.

CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

25TH ANNUAL CONFERENCE ON GAMES, COMPUTERS AND COMMUNICATIONS

The North American Simulation and Gaming Association announces its 25th annual conference on Games, Computers, and Communications at the University of Michigan on November 7-8, 1986. Presentations will be organized around the following topics: business games, educational games, military games, public policy games, sci-fi games, classic games, and other appropriate topics. For a copy of the preliminary program available September 1st, write to: Professor Allan G. Feldt, Program in Urban Planning, Art and Architecture Building, University of Michigan, Ann Arbor, Michigan 48109, U.S.A.

ATESL CONFERENCE IN EDMONTON, CANADA

The Alberta Teachers of English as a Second Language will hold its eighth annual conference at the Mayfield Inn in Edmonton from October 30 to November 1, 1986. The conference theme is Dialogue Across Cultures. Presentation topics will include: Heritage Language Programs; ESL in Native Education, Learning Styles; ESL in Early Childhood Education; and Cultural Adaptation. For more information, write to: Patsy Price, ATESL '86 Registrar, E.S.L. Resource Centre, Alberta Vocational Centre, 10215—108th Street, Edmonton, Alberta T5J 1L6, Canada.

TEACHER TRAINING CONFERENCE IN AUSTRALIA

The second national TESOL Teacher Training Conference will be held November 20-23, 1986 at Victoria College, Toorak Campus, Melbourne, Australia. The conference theme is Content, Method and Outcomes in TESOL Teacher Education/Training. For further information, write to: Tim McNamara, P.O. Bag 19, Moorabbin, Victoria 3189, Australia.

NYS TESOL ANNUAL CONFERENCE SET FOR FORDHAM UNIVERSITY

The New York State Teachers of English To Speakers of Other Languages will hold its annual conference on November 14-16 at Fordham University at Lincoln Center. Keynote speakers will be Carol Chomsky and Carmen Judith Nine-Curt. For further information write to: Nancy S. Dunetz, NYS TESOL Conference Chair, Box 185, Teachers College, Columbia University, New York, N.Y. 10027, U.S.A.

ROCKY MOUNTAIN REGIONAL CONFERENCE

The fourth annual Rocky Mountain Regional Conference will be held in Albuquerque, New Mexico from October 16 to 18, 1986. For more information, write to: Dean Brodkey and Dennis Muchisky, Marron 217, University of New Mexico, Albuquerque, New Mexico 87104. Telephone: (505) 277-5426 or -7540.

LANGUAGE AND ADULT LITERACY LINKING THEORY AND PRACTICE AT CUNY'S GRAD CENTER

The Linguistic Society of America, in cooperation with a consortium of institutions and programs which provide adult basic education and ESOL services to adults, announces an international conference, Language and Adult Literacy: Linking Theory and Practice on July 18 and 19, 1986 at the Graduate Center of the City University of New York, 33 West 42nd Street, New York, NY. For more information, contact: Prof. Charles E. Cairns, Dept. of Linguistics, Queens College, Flushing NY 13367. Telephone: (718) 520-7718.

SECOND ILE INTERNATIONAL SEMINAR ON CELT SLATED FOR HONG KONG

The second Institute of Language in Education International Seminar on Language Teacher Education will be held December 15-17 in Hong Kong and will focus on the theme Rediscovering CELT (Continuing Education for Language Teachers). Participants will include language specialists, teacher trainers and administrators of English and Chinese in-service language teacher education programs. For more information, write to: Dr. Verner Bickley, Director; Institute of Language in Education, Park-In Commercial Centre, 21/F., Dundas Street, Kowloon, Hong Kong.

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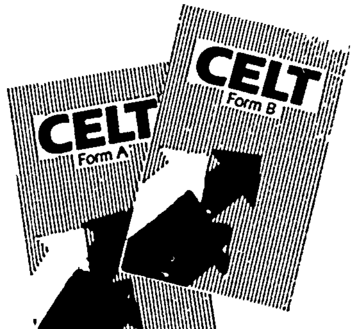

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INTERNATIONAL EXCHANGE

"Teaching" "English" "Internationally"

by Liz Hamp-Lyons
University of Edinburgh

What does it mean to "teach English internationally"?

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

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

The same judgments must be made for lexis and syntax: where does "English" (in the sense of a standard which can be taught towards) begin and end? Braj Kachru, in the October 1984 issue of the "International Exchange" in this newsletter, dealt with these questions cogently, and his book *The Other Tongue* (Oxford University Press, 1983) and John Pride's *New Englishes* (Newbury House 1982) are very helpful. But it remains the case that there is no clear definition of what "English" is (and thereby of what it is not). In a very real sense, we cannot describe what we are teaching.

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

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

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

INTERNATIONAL EXCHANGE
News items for this page should be sent to: Liz Hamp-Lyons, Institute for Applied Language Studies, University of Edinburgh, 21 Hill Place, Edinburgh EH8 9DP, Scotland.

In Preparation:

Two Publications on Teaching in the PRC

TEACHING IN CHINA PREPARATION MANUAL

"China-returned" TESOL members of the U.S.-China Peoples Friendship Association, New York area chapter, are compiling a *Teaching in China Preparation Manual*. Members-at-large are also welcome.

The focus of the manual will be on: 1) qualifications for teaching in China; 2) living accommodations; 3) characteristics of Chinese universities; 4) teaching facilities, materials, and methods; 5) aspects of Chinese culture which may affect the adjustment of the American teacher; 6) relationships with Chinese students, teachers, university officials and other foreign teachers; 7) problems which may arise, and 8) coping skills. Included in the appendix will be: 1) profiles of Chinese universities, colleges, and institutes; 2) a bibliography of recommended teaching materials; 3) sources of information on China; and 4) addresses of Chinese visa offices in the United States.

Contributions of material are welcome and should be sent to: Ms. Judy Manton, Coordinator, Teaching in China Preparation Committee, USCPFA, 17 Hamilton Place, Tenafly, New Jersey 07670, U.S.A. Copies of articles from newspapers, magazines, and professional journals are welcome. Original material should be double-spaced. All material used will be fully accredited and included in the manual only with the permission of the author.

Because experiences teaching in China vary so greatly depending on the year, geographical location, prevailing political currents, etc., a questionnaire is being sent to as many returned teachers as possible. Interested "China-returned" teachers should send the coordinator (on a [illegible] x 5") card their home address, the address of the school where they taught, and the years they were there.

As many Chinese English teachers now studying in the United States worked closely with foreign teachers in China, a questionnaire is also being sent to them to learn what they feel, from a Chinese viewpoint, makes for a successful foreign expert and what outgoing teachers should know about their undertaking before they leave the U.S. Addresses of Chinese English teachers would also be appreciated

In order to make the information in the manual as representative as possible of the diverse settings and situations encountered, an attempt is being made to gather information from a wide variety of sources. It is anticipated, therefore, that the manual will not be available until the end of the year. However, teachers planning to be in China for the 1986-87 academic year can purchase a 160-page packet of orientation materials from the Teaching in China Preparation Service, 17 Hamilton Place, Tenafly, New Jersey 07670, U.S.A.

TEACHERS/LAOSHI: PORTRAITS IN CELEBRATION

Beverly Chin and Dennis Evans are putting together a book tentatively titled, *Teachers/Laoshi: Portraits in Celebration*, a collection of writing and drawings by American and Chinese teachers of English. The purpose of the collection is to illustrate what it has meant and can mean to be a teacher in America and in China.

Contributors should submit a drawing or a narrative of 1,500 words or less describing an episode, extended encounter, or relationship with an important teacher. For initial editorial review, original drawings should be reproduced on 8-1/2-by-11-inch sheets in black and white.

Please send two copies of manuscripts or drawings by August 1, 1986 to:

Beverly Chin
Department of English
University of Montana
Missoula, Montana 59812, U.S.A.

Include a self-addressed, stamped envelope with sufficient postage for return.

Co-editor Dennis Evans of Oregon State University is currently teaching in the People's Republic of China and collecting contributions by Chinese colleagues.

MINISCULES

Edited by Howard Sage,
New York University

Ways with Words: Language, Life and Work in Communities and Classrooms **by Shirley Brice Heath. 1983. Cambridge University Press, 32 East 57th Street, New York, New York 10022. Paperback edition, i-xii + 421 pp., $17.50.**

Heath's discussion of her ten-year study of three groups living near each other in the Carolina Piedmont shows that, because of different social histories, these communities have radically different ways of using language and of teachig their children to use it. The two non-mainstream groups (Trackton, a black working-class neighborhood and Roadville, a white working-class neighborhood) differ from each other and from the townspeople or mainstreamers (teachers, doctors, and businessmen—both black and white). Due to these differences, both non-mainstream communities experience difficulties interacting with townspeople -the children in school and the parents in dealing with the worlds of law, credit, work, etc. By demonstrating the interrelatedness of orality, literacy, and community practices and values, Heath reminds us that the orality/literacy of schools and many mainstream activities is but one of multiple oralities and literacies. Anyone interested in language or language teaching will find this book invaluable.

Denise E. Murray
San Jose State University

MINISCULES
We invite you to send your miniscules (mini-reviews) of 150 words or less to: Howard Sage, Editor, Miniscules, 720 Greenwich Street, Apt. 4-H, New York, NY 10014 U.S.A. Please include all bibliographical and price information.

The Sacred Theory of the Earth, **Volume I of II, edited by Thomas Frick. 1986. North Atlantic Books, 2320 Blake Street, Berkeley, California 94704. 262 pp., $12.95**

This anthology presents a variety of short works by fiction writers, poets, anthropologists, scientists and travelers, all addressing the common theme of the sanctity of the earth as celebrated and recorded from different cultural perspectives. Included are poems of Whitman and Trakal, North American Indian tales, and interviews with Chinese geomancers as well as commentaries on Stonehenge, cairns and the Vietnam Veterans Memorial. Illustrations include excerpts from naturalist sketchbooks and photos of Nepalese mani stones.

In an age when real estate investment is touted as the quickest way to happiness, this book offers a more holistic and universal point of view. Culturally representative, it may provide interesting springboards for writing and discussion by students from different countries.

Richard E. LeMon
Florida State University
Tallahassee, Florida

Arab Folk-Tales, **edited and translated by Inea Bushnaq. 1986. Pantheon Books, 201 East 50th Street, New York, New York 10022. 386 pp., $19.95.**

This collection of Middle Eastern tales, edited and translated by Jerusalem born and Cambridge educated Inea Bushnaq, offers its readers a lively and entertaining glimpse of Arab life. The art of refined story-telling, a famed ancient Arab tradition, pervades these selections, generated over the ages by the storytellers of the Arab world. Anecdotes are placed in sections, highlighting life in the desert among the bedouin, love and honor in romance, magic and mystery within the realm of the supernatural, nature's bounty, and man's social awareness and affinity with God. Clever wit, rich imagery, and delightful fantasies, a sprinkling of poetry and colloquialisms, and vivid locales distinguish these stories as unmistakably Arab and a wonderful read.

Rosanne Marmion
New York University

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1-800-225-3782)

THE STANDARD BEARER

Edited by Carol J. Kreidler, *Georgetown University*

The article, "Where We've Been—Where Are We Going?", published here in the December 1985 TN brought some letters of response. We intend to share some of those responses in the next few months. The first is from Ira Bogotch, a prime mover in the work on employment concerns in the late 1970s and early 80s. *C.J.K.*

TESOL'S READY TO TAKE ON THE NEXT DECADE: LEADERSHIP IS THE KEY

Dear Carol:

Your latest *Standard Bearer* column, December 1985, touched a dormant nerve deep inside me. For the past few years, I haven't followed closely the comings and goings of TESOL, and so, except on a personal level, I am somewhat hesitant to make specific comments. 1981 to the present is a long time to carry on a struggle for employment rights. ('Employment rights' may not even be accurate: although issues were couched in employment terms such as 'job security,' they involved building a profession, clarifying its goals and fighting for equity for administrators, teachers and foreign students.) You've led this struggle competently and with dignity. TESOL owes you its gratitude. And that's a plain fact.

Other than sharing some concerns I have about the future, I am in no position to advance ideas or participate in a process. Right now, I'm in my second year in a doctoral program in educational administration at Florida International University. I'm not sure why or how I got here, but my ESL "career" came to a screeching halt in San Francisco where I became the "statistic" that I often talked about in my speeches.

You're right that TESOL is organizationally ready to take on the next decade's problems. In principle, it has recognized the financial exigencies of the profession as a whole (still most acutely felt by nontenured and part-time faculty in adult and higher education). Retrenchment is the major policy issue in the post-Lau and post-Yeshiva era. Given the political and social climate, how well will TESOL anticipate the consequences of retrenchment? What positions will TESOL take on the rights of nontenured faculty? of faculty dismissals involving claims of discrimination? of the rehiring of faculty based on affirmative action guidelines?

Should TESOL be concerned with the issue of "malpractice"? Do students who remain "functionally illiterate" in one or two languages have a malpractice claim against a language program or an individual instructor? What about the foreign engineers we train at our universities? Can we certify their competency—in English and in engineering—should a bridge collapse?

In Dade County, where I now live, the language issue is being used to divide racial and ethnic groups. Individual TESOL members have been eloquent in opposing "English Only" ordinances. Should TESOL play a greater role? At one District Court level, part-time faculty who were performing equivalent tasks as full-time faculty were awarded pro-rated benefits. Recognizing that most court cases in this area have been on a case by case basis, should TESOL support a policy statement?

[illegible]

In 1981, we talked about a "seal of approval" program. You mentioned that self-evaluation initiatives are in the process of being developed. Both approaches address the public's demand for accountability. Today, I would be talking about the need for more and better evaluative research. Perhaps one issue a year of the *TESOL Quarterly* should focus on the topic of program evaluation. What programs make a difference? Some well-designed studies would help TESOL argue that a) ESL makes a difference and b) not everyone can teach ESL. At the same time, it is important for TESOL to balance academic freedom concerns (the motivation behind self-evaluation?) with teacher incompetency and discrimination questions.

I don't know how many states have a teaching certificate in ESOL or how many universities in which ESL is taught give departmental status to ESL. But until we can say all states and all universities, the struggle continues. Is the *Standard Bearer* relevant? If the answer was based solely on the importance of the issues, the answer is obvious. The question, however, is one of policy; and policy demands a more pragmatic response. For me, educational leadership is the key. The ideals of TESOL are meshed with political realities, values and economics. I would urge that in its search for a full-time leader, TESOL consider someone capable of addressing local and national needs. There are many individuals in TESOL who come to mind, although the "picture" I have is one of Helen Caldicott, leader of Physicians for Social Responsibility.

Thanks for letting me re-connect with an important part of my life. I wish you the best.

Ira E. Bogotch
13225 S.W. 111 Terrace
Miami, Florida 33186

AND A LETTER FROM JAPAN REQUESTS YOUR HELP

Dear Carol:

The Graduate Council, Temple University (Japan) is seeking information to add to its overseas placement file for its M.Ed. (TESOL) graduates. Any information on teaching conditions, country profiles, newsletters, placement services, or other sources of information on teaching English internationally, that you could share with us would be greatly appreciated.

Cathy Duppenthaler
6—1 Nishi Asahigaoka
Ikoma-shi 630-02
Japan

The Story of English:

PBS Adult Learning Service Announces a New Telecourse for Fall 1986

The Story of English, a new PBS Adult Learning Service telecourse premiering in Fall, 1986, travels the globe to unravel the exciting story of how our common language has attained its current influence and how it may be poised to become our planet's first universal language. The course explores the origins, evolution and expansion of English while focusing on the specific structure of English and on the concept that language is a reflection of society.

The course features nine one-hour television programs produced by MacNeil-Lehrer-Gannett and the BBC and hosted by Robert MacNeil of the Macneil/Lehrer News Hour.

Filmed in sixteen countries on five continents the series is an unparalleled blend of past and present making the differences and developments of the English language understandable and vivid. A team of more than thirty renowned language scholars contributed to the development of the television programs, and course materials for *The Story of English* telecourse were prepared by a prestigious group of academics.

In addition to the nine television programs, *The Story of English* telecourse includes two text books, a student study guide and faculty and administrators manual. *The Story of English*, by Robert McCrum, William Cran and Robert MacNeil is a new volume written by the authors of the television programs to coincide with the series. *Origins of the English Language*, by Joseph M. Williams, provides students with essential tools for the study of the English language. *The Story of English Study Guide and Reader*, by Janet Holmgren McKay and Spencer Cosmos makes language study accessible and interesting to students from a variety of fields and disciplines, *The Story of English Faculty and Administrators Manual*, by Diane U. Eisenberg includes alternate plans of action for teaching the telecourse in several ways and on several levels.

Information about the uses and licensing arrangements for *The Story of English* is available from: PBS Learning Service, 475 L'Enfant Plaza, S.W., Washington, D.C. 20024. Telephone: (800) 257-2578. Inquire about the free preview packet, including course goals, program descriptions, reading assignments, learning objectives and a sample chapter of the study guide/reader.

Information about the purchase or rental of *The Story of English* series is available through Films Incorporated, 5547 North Ravenswood Avenue, Chicago, Illinois 60640. Telephone: (800) 323-4222.

Note: The text above is excerpted from a press release prepared by the PBS Adult Learning Service. *—Editor*

AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison, *Snow College*

Upcoming 1986 TESOL Meetings

(Meetings are in the U.S.A. unless otherwise indicated.)

[illegible]	TESOL Summer Institute, Honolulu, Hawaii
[illegible]	INTESOL Conference, Muncie, Indiana
[illegible]	4th Rocky Mountain Regional, Albuquerque, New Mexico
[illegible]	WATESOL Conference, Washington, D.C.
[illegible]	Mid-America TESOL, Kansas City, Kansas
[illegible]	2nd Southeast Regional, New Orleans, Louisiana
[illegible]	6th Midwest Regional, Ann Arbor, Michigan
[illegible]	Intermountain TESOL, Salt Lake City, Utah
[illegible]	TEXTESOL State Conference, Houston, Texas
[illegible]	ORTESOL Conference, Eugene, Oregon
[illegible]	NYS TESOL Conference, New York, New York
[illegible]	Colorado TESOL, Denver, Colorado
[illegible]	TESL Ontario, Toronto, Ontario, Canada
[illegible]	JALT Conference, Hamamatsu, Japan

More information on these meetings from: Susan Bayley, Field Services Coordinator, TESOL, Suite 205, 1118 22nd Street, N.W., Washington, D.C. 20637, U.S.A.

ISRATESOL ELECTS NEW OFFICERS

At a general meeting of ISRATESOL held on December 30, 1985, at which Malcolm Coulthard of Birmingham University (UK) spoke on "Discourse Analysis of Written Texts," the new executive committee of ISRATESOL was confirmed: **Ester Lucas**, chairperson; **Michal Zellermayer**, secretary; **Miriam Schcolnik**, treasurer; **Joan Glasner**, liaison officer; **Yael Bejarano**, newsletter editor; **Helen Katznelson**, local liaison; **Elite Olshtain, Sheila Been, Andrew Cohen**, members-at-large. Terms of office began January 1, 1986.

MINNETESOL HONORS MEMBERS

MinneTESOL honored three of its members at the fall 1985 conference with Special Service Awards. These awards were given to members who have provided outstanding service to the organization over the years. Members who were honored were **Deirdre Bird Kramer**, for her work as past president of MinneTESOL; **Ellen Mamer**, for her many hours of work as editor of the *MinneTESOL Newsletter*; and **LaVonne Mayer**, for all the time and effort she expended in organizing the MinneTESOL Resource Center. Congratulations MinneTESOLERS on jobs well done!

CALL-IS LOOKS TOWARD TESOL '87

The Computer Assisted Language Learning Interest Section (CALL-IS) is again planning to sponsor sessions at the TESOL annual convention in 1987. In an open, well-attended planning session in Anaheim, initial plans were made for the following events in Miami: Colloquium on CALL outside the USA; The Role of the Teacher in CALL; Newcomers' Workshop; Colloquium on the Use of Sound; Colloquium on CALL across the ESL Curriculum; Workshop on How to Evaluate Software; Software Review Session; Colloquium on Research Design; and finally, Software Fare (show and tell by authors of unpublished programs).

Send your proposals to the CALL-IS Chair, Macey Taylor (3145 E. Lee St., Tucson, Arizona 85716, U.S.A., telephone: 602-326-7265) by August 15 for forwarding, or contact her for the name and address of the chair of the event that interests you. Since the TESOL '87 deadline is July 15, the chairs of these sessions may still be looking for good presentations.

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest section newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

ILLINOIS TESOL/BE PRESIDENT URGES MEMBERS TO VISIT PUBLISHERS' EXHIBITS

Dear Members:

As our annual state convention draws near, I'd like to talk to you about an often underappreciated group of participants—the publishers and their representatives. As you are all aware, blocks of time are set aside during the convention to visit the publishers' exhibits. All too often, however, the traffic through the exhibit area is discouragingly low. Explanations accounting for this run from the social ("It was the only time I had to 'catch up' with my friend.") to the financial ("Why look when my program has no funds for materials?").

Despite the appeal of this reasoning, I'd like to encourage you to take the time to visit the exhibit area for two reasons. First, of course, we owe it to ourselves as professionals to be aware of new publications in the field—and these publications are appearing at a dizzying rate. Even if we can't order a set of materials for an entire class, the purchase of single texts as references for our lesson planning can certainly improve our teaching and our students' learning. In addition, we owe the publishers our attention in return for their support of the convention. While participants' registration fees do, indeed, help defray convention expenses (room rental, AV equipment rental, program printing costs, etc.), conventions could not exist without the financial support of publishers (via space rental for exhibits, contributions for hospitality, suppliers of folders, etc.).

For these reasons, I urge you to schedule time in the area. We need to show our appreciation to the publishers, and we need to keep ourselves abreast of our rapidly changing field.

Linda Schinke-Llano, *President*

(From the *Illinois TESOL/BE Newsletter*, January 1986.)

Language and Community Building—a Model from LEIF: Learning English through Intergenerational Friendship

by Gail Weinstein-Shi, *Temple University*

In the last decade, English language programs for refugees have been increasingly geared toward job-related communication skills for employable adults. Little attention has been given to the place of language in the community as a whole, both within each ethnic group as well as between the refugees and their Anglo neighbors.

Elderly refugees, for example are typically ignored, as their adult children are trained for employment. This group is burdened by isolation, drastic role changes in their family and community, and a variety of other factors related to their relocation in the United States. This isolation contributes to tension in multiethnic communities where refugees have not had opportunities to interact with their new Anglo neighbors in positive ways. In addition, young refugee children need a "leg-up" as they adjust to their new school settings.

Project LEIF is a model program sponsored by Temple University's Institute on Aging, in which an intergenerational corps of volunteers is recruited from older adult groups, local colleges and university and community organizations. They are trained to offer individual and small group ESOL instruction to refugees. Specifically, elderly native speakers are matched with refugee children, and young native speakers are matched with elderly refugees. The purpose of such a match is to encourage young people to discover the resources of the elderly, and to provide the elderly with an opportunity to share their resources with the young. Thus, community is strengthened not only across cultures, but across generations as well.

The project's intergenerational approach promotes tapping the community's human resources as older people assume productive roles, and it fosters in young people a sense of responsibility for older persons in need. The training for the volunteers stresses an approach to teaching that encourages cross-cultural understanding and exchange.

For more information, contact: Gail Weinstein-Shi, Coordinator, Project LEIF, Institute on Aging, University Services Building (083-40, Philadelphia, Pennsylvania 19122, U.S.A.

From the *Refugee Concerns Interest Section Newsletter*, Winter, 1985.

Directory of TESOL Affiliates 1986-87

(Addresses are in the U.S.A. unless otherwise indicated.)

Note: The year after each Affiliate's name indicates the year in which it joined TESOL. Conference indicates the usual time of year (or actual month/year) that the annual conference is held.

AMTESOL

Alabama-Mississippi TESOL (1982)
President (to 4/87): Audrey Blackwell, English Language Institute, Box 5065, University of Southern Mississippi, Hattiesburg, Mississippi 39406. Telephone: (601) 266-4337
Conference: April 1987 *Membership*: 25
NL: AMTESOL Newsletter, Kathy Basselus, editor

AKABE

Alaska Association for Bilingual Education (1980)
President (to 2/87): Alice Taff, H.C.R. 901, Anchor Point, Alaska 99556. Telephone: (907) 235-8972
Conference: Winter *Membership*: 70
NL: AKABE Newsletter, Vicki Ross, editor

AZ-TESOL

Arizona TESOL (1971)
President (to 5/87): Irene Frklich, 1005 South Toltec, Mesa, Arizona 85204. Telephone: (602) 898-7880
Conference: Spring *Membership*: 250
NL: AZ-TESOL Newsletter, Fredricka Stoller, editor

ARK-TESOL

Arkansas TESOL (1980)
President (to 4/87): Craig Wilson, 9711 Painter Drive, Ft. Smith, Arkansas 72903. Telephone: (501) 785-0432
Conference: Fall *Membership*: 45
NL: ARK-TESOL Post, Rebecca Haden and Gloria Williams, co-editors

BATESOL

Baltimore Area TESOL (1981)
President (to 5/87): Ann Beusch, 9056-F Town and Country Boulevard, Ellicott City, Maryland 21093. Telephone: (301) 461-1728
Conference: Fall *Membership*: 110
NL: BATESOL Newsletter, Kenna Saleh, editor

B.C.T.E.A.L.

Association of British Columbia Teachers of English as an Additional Language (1974)
President (to 3/87): Ernest Hall, P.O. Box 82344, Burnaby, British Columbia, Canada V5C 5P8. Telephone: (604) 294-8325
Conference: Spring *Membership*: 450
NL: TESL Newsletter, Klara Macskasy, editor

CATESOL

California TESOL (1970)
President (to 4/87): Rita Wong, American Language Institute, San Francisco State University, San Francisco, California 94132. Telephone: (415) 469-2150
Conference: Spring *Membership*: 2400
NL: CATESOL News, Denise Mahon, editor

Carolina TESOL

Carolina TESOL (North and South Carolina) (1978)
President (to 11/87): Ahad Shahbaz, Inter-Link, Guilford College, Greensboro, North Carolina 27410. Telephone: (919) 292-5511
Conference: Fall *Membership*: 80
NL: Carolina TESOL Newsletter, Carol [illegible], editor

ASOCOPI

Asociacion Colombia de Profesores de Ingles (1980)
President (to 10/86): Jeronimo Gil O., Paraiso, Manzana B. No. 11, Tunja, Boyaca, Colombia. Telephone: 4718
Conference: Fall *Membership*: 130
NL: ASOCOPI Newsletter, Ramiro Reyes R., editor

CoTESOL

Colorado TESOL (1978)
President (to 11/86): Connie Shoemaker, Holly Ridge Center, 3301 South Monaco Boulevard, Denver, Colorado 80222. Telephone: (303) 797-0100
Conference: Fall *Membership*: 290
NL: CoTESOL Newsletter, Jeanne Hind, editor

Conn TESOL

Connecticut TESOL (1971)
President (to 5/87): Andrea Osborne, 11 Danforth Lane, West Hartford, Connecticut 06110. Telephone: (203) 827-7231
Conference: Spring *Membership*: 250
NL: Conn TESOL Newsletter, Diane Cohen, editor

DATE

Dominican Association of Teachers of English (1974)
President (to 6/86): Ellen Perez, Apartado de Correos 821, Santo Domingo, Dominican Republic. Telephone: (809) 562-1247/6601
Conference: Spring *Membership*: 130
NL: DATE Line, Ellen Perez, editor

Fla TESOL

Florida TESOL (1970)
President (to 11/86): Madeleine Rodriguez, P.O. Box 248065, University of Miami, School of Education, Coral Gables, Florida 33124. Telephone: (305) 940-5522
Conference: Fall *Membership*: 100
NL: Florida TESOL Newsletter, John Roberts, editor

TESOL France

TESOL France (1981)
President (acting to 9/86): John Davidson, E.N.S.T. (B430), 46 rue Barrault, 75013 Paris, France. Telephone: 45-81-75-30
Conference: Spring *Membership*: 250
NL: TESOL France News, (rotating editor)

G-TESOL

Georgia TESOL (1980)
President (to 10/86): Scott Enright, 2559 Ridgewood Road, NW, Atlanta, Georgia 30318. Telephone: (404) 658-2584
Conference: Fall *Membership*: 185
NL: Georgia TESOL Newsletter, Alice Maclin, editor

TESOL Greece

TESOL Greece (1980)
President (to 4/86): Susan Jones, 31 Stilponos Street, 116 36 Athens, Greece. Telephone: 3606-849/418
Conference: Spring *Membership*: 720
NL: TESOL Greece Newsletter, Rhona Hedges, editor

GULF TESOL

Gulf Area TESOL (1975)
President (to 5/87): Edwina Hoffman, BESES Center, Florida International University, Tamiami Campus, Miami, Florida 33199. Telephone: (305) 554-2962
Conference: Winter *Membership*: 280
NL: Gulf TESOL Newsletter, R. Alford and M. Hamsik, co-editors

HAITESOL

Haiti TESOL (1985)
President (to 8/87): Liliane Hogarth, c/o Haitian-American Institute, Angle rue Capois et rue St. Cyr, Port-au-Prince, Haiti. Telephone: 2-3715 or 2-2947
Conference: Summer *Membership*: 75
NL: Krik Krak, Elizabeth Asbury, editor

HCTE

Hawaii Council for Teachers of English (1973)
President (to 11/86): Diana DeLuca, 45-720 Keaahala Road, Kaneohe, Hawaii 96734. Telephone: (808) 235-7424
Conference: Fall *Membership*: 245
NL: HCTE Leaflet, Kay Porter, editor

Illinois TESOL/BE

Illinois TESOL/Bilingual Education (1970)
President (to 6/87): Mary Ann Boyd, University High School, Illinois State University, Normal, Illinois 61761. Telephone: (309) 438-5691
Conference: Spring *Membership*: 650
NL: Illinois TESOL/BE Newsletter, Teddy Bofman, editor

INTESOL

Indiana TESOL (1979)
President (to 1/87): Timmie Steinbruegge, Indiana Adult Education Resource Center, 1500 East Michigan Street, Indianapolis, Indiana 46201. Telephone: (317) 266-4850
Conference: Fall *Membership*: 105
NL: TESOLIN', Richard Bier, editor

I-TESOL

Intermountain TESOL (1973)
President (to 10/86): Judy Cohen, 783 Eighth Avenue, Salt Lake City, Utah 84103. Telephone: (801) 531-6100
Conference: Fall *Membership*: 175
NL: I-TESOL News, Lee Rawleay, editor

ISRA TESOL

Israel TESOL (1980)
President (to 12/88): Esther Lucas, Sharett Building, Room 246, Tel Aviv University, Ramat Aviv, Tel Aviv 69978, Israel. Telephone: 3-420-629
Conference: Fall *Membership*: not available
NL: ISRA TESOL Newsletter, Yael Bejarno, editor

TESOL ITALY

TESOL Italy (1977)
President (to 10/87): Maria Sticchi-Damiani, LUISS, Via Pola 12, Rome, Italy. Telephone: 838-8095
Executive Director: Mary Finocchiaro, USIS, APO 09794, New York, New York
Conference: Fall *Membership*: 500+
NL: Perspectives, Mary Finocchiaro, editor

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JALT

Japan Association of Language Teachers (1977)
President (to 12/87): Jim White, 1-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589, Japan. Telephone: 0723-66-1250. *JALT Office:* c/o K.E.C. Sumitomo Seimei Building 8F, Shijo Karasuma Hishi-iru, Shimogyo-ku, Kyoto 600, Japan.
Conference: Fall *Membership:* 2650
NL: The Language Teacher, Deborah Foreman-Takano, editor

KATESOL

Kansas TESOL (1982)
President (to 4/87): Susan Hildebrand, Applied English Center, 204 Lippincott, University of Kansas, Lawrence, Kansas 66045. Telephone: (913) 864-4606
Conference: Spring *Membership:* 40
NL: KATESOL Newsletter Elizabeth Soppelsa, editor

KYTESOL

Kentucky TESOL (1979)
President (to 9/86): Ronald Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101. Telephone: (502) 745-4857
Conference: Fall *Membership:* 95
NL: Kentucky TESOL, Charles Meyer, editor

AETK

Association of English Teachers in Korea (1982)
President (to 3/87): Dwight Strawn, 2-91 Shinchon-Dong, Seodaemun-ku, Seoul 120, Korea. Telephone: 392-3785
Conference. Spring *Membership.* not available
NL: AETK Newsletter, Dwight Strawn, editor

LaTESOL

Louisiana TESOL (1980)
President (to 5/87): Linda L. Blanton, Department of English, University of New Orleans, New Orleans, Louisiana 70148 Telephone: (504) 286-6129
Conference: Spring *Membership:* 135

LOS BESOL

Lower Susquehanna Bilingual Education/ESOL (1976)
President (to 11/86): Douglas Dockey, 347 West Orange Street, Lancaster, Pennsylvania 17603. Telephone: (717) 291-8926
Conference: Fall *Membership:* 50
NL: LOS BESOL Newsletter, Kathy Foor, editor

MATSOL

Massachusetts TESOL (1973)
President (to 3/87): Judith DeFilippo, English Language Center, Room 206, BY, Northeastern University, 360 Huntington Avenue, Boston, Massachusetts 92115. Telephone: (617) 437-2455
Conference: Spring *Membership:* 600
NL: Matsol Newsletter, Carol Pineiro, editor

MEXTESOL

Mexico TESOL (1974)
President (to 12/86): Eduardo Rosado Chauvet, Mercaderes 131-102, Col. San Insurgentes, 03900 Mexico, D.F. Telephone: 754-2980
Conference: Fall *Membership:* 2500
NL: Mexico TESOL Newsletter, Fred Rogers, editor

MITESOL

Michigan TESOL (1975)
President (to 11/86): Cindy Gould, 24657 West Ten Mile Road, #8, Southfield, Michigan 48034. Telephone: (313) 577-2785
Conference: Fall *Membership:* 100
NL: MITESOL Newsletter, Donna Brigman, editor

MIDTESOL

Mid-America TESOL (1978)
President (to 12/86): Larry Francis, Intensive English Program, 228 Gentry Hall, University of Missouri, Columbia, Missouri 65211. Telephone: (314) 882-7523
Conference: Fall *Membership:* 50
NL: MIDTESOL Newsletter, Ronald Long, editor

MinneTESOL

Minnesota TESOL (1976)
President (to 10/86): Kathryn Hanges, 1205 Lincoln Avenue, St. Paul, Minnesota 55015. Telephone: (612) 641-8351
Conference: Fall *Membership:* 235
NL: MinneESOL Newsletter, Lora Polack, editor

NJTESOL-BE

New Jersey TESOL/New Jersey Bilingual Educators (1969), Inc.
President (to 11/87): Ana Maria Schuhman, 6 Deer Path, Holmdel, New Jersey 07733. Telephone: (201) 527-2136
Conference: Spring *Membership:* 600
NL: NJTESOL-BE Newsletter, Eileen Hansen and Karen Czarnecki-Medina co-editors

NM TESOL

New Mexico TESOL (1978)
President (to 5/87): Mary Jean Habermann, 304 Rincon Court, Albuquerque, New Mexico 87105. Telephone: (505) 831-3813
Conference: Spring *Membership:* 120
NL: New Mexico TESOL Newsletter, Geraldine Wilks, editor

NYS TESOL

New York State TESOL (1970)
President (to 10/86): Fay Pallen, 2809 Avenue L, Brooklyn, New York, 11210. Telephone: (718) 834-6752
Conference: Fall *Membership:* 1125
NL: Idion, Barbara Agor and Elizabeth Neureiter-Seely

NNETESOL

Northern New England TESOL (1980)
President (to 11/86): Carolyn Duffy, Box 29E, Hinesburg, Vermont 05461. Telephone: (802) 655-2000 (ext. 2646)
Conference: Fall *Membership:* 115
NL: NNETESOL Newsletter, Anne Benaquist, editor

Ohio-TESOL

Ohio TESOL (1977)
President (to 11/86): Debra Deane Matthews, English Language Institute, University of Akron, Akron, Ohio 44325. Telephone: (216) 375-7544
Conference: Fall *Membership:* 175
NL: Ohio TESOL Newsletter, Beverly Olson Flanigan, editor

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Edited by
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Oklahoma TESOL (1983)
President (to 11/86): Jimi Hadley, 1915 Northwest 24th Street, Oklahoma City, Oklahoma 73106. Telephone: (405) 525-3738
Conference: Fall *Membership:* 130
NL: OK TESOL Newsletter, Ravi Sheorey, editor

TESL Ontario

TESL Association of Ontario (1977)
President (to 12/86): Anne Smith, TESL Ontario, 703 Spadina Avenue, Toronto, Canada M1V 2H6. Telephone: (416) 923-6216
Conference: Fall *Membership:* 980
NL: CONTACT, Susan Firth, editor

ORTESOL

Oregon TESOL (1977)
President (to 11/86): Shirley Morrell, 11016 South East Main Street, Portland, Oregon 97216. Telephone: (503) 229-4088
Conference: Winter *Membership:* 240
NL: ORTESOL Newsletter, David Wardell, editor

PennTESOL-East

Eastern Pennsylvania Association of TESOL (1981)
President (to 4/87): Irene Maksymjuk, 933 Lombard Street (#304), Philadelphia, Pennsylvania 19147. Telephone: (215) 923-2688
Conference: Spring *Membership:* 140
NL: PennTESOL-East Newsletter, Barbara Ranalli, editor

APPI

Associacao Portugese de Profesores de Ingles (1979)
President (to 5/86): Maria Manuel Calvet Ricardo, Rue Viriato 73 S. Joao do Estoril, 2765 Estoril, Portugal. Telephone: 268-1882
Conference: Spring *Membership:* 500
NL: APPI Newsletter (no assigned editor)

P.R. TESOL

Puerto Rico TESOL (1969)
President (to 12/86): Ylda Farré Rigau, Casablanca V-7, Jardines de Caparra, Bayamon, Puerto Rico 00619. Telephone: (809) 764-0000, ext. 2186
Conference: Fall *Membership:* 1140
NL: TESOL-Gram, Nick Silva, editor

SPEAQ

Societe pour la promotion de l'enseignement de l'anglais (langue seconde) au Quebec (1977)
President (to 6/87): Louise Gaseon, 8330 Chambery, Charlesburg, Quebec, Canada G1G 2X4
Conference: Summer *Membership:* 1050
NL: SPEAQ OUT, Benoit Behnan, editor

RIABE/ESL

Rhode Island Association for Bilingual Education and English as a Second Language (1974)
President (to 6/87): Jane Yeldin, BEM SC, 345 Blackstone Boulevard, Weld Building, Providence, Rhode Island 02906. Telephone: (401) 274-9548
Conference: Summer *Membership:* 80
NL: RIABE/ESL Newsletter, Karen Karten, editor

TESOL Scotland

TESOL Scotland (1982)
President (to 10/87): Alan Davies, Department of Linguistics, University of Edinburgh, 14 Buccleagh Place, Edinburgh, Scotland. Telephone: 031-667-1011, ext. 6381
Conference: Fall *Membership:* not available
NL: TESOL Scotland Newsletter, Jean McCutcheon, editor

SOVATESOL

Southern Virginia Association of TESOL (1984)
President (to 9/86): Paula Kleinfeld, 1329 Oak Park Avenue, Norfolk, Virginia 23503. Telephone: (804) 587-5920
Conference: Fall *Membership:* 105
NL: Southern Virginia TESOL Newsletter, Emily Ware, editor

TESOL Spain

TESOL Spain (1977)
President (to 5/87): David Escott, Inigo Arista 18, 31007 Pamplona, Spain. Telephone: 948-27-79-04
Conference: Spring *Membership:* 650
NL: TESOL Spain Newsletter, Michelle Guerini, editor

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Conference: Spring *Membership:* 80
NL: Tennessee TESOL Newsletter, Jan Hitt and Dale Meyers, co-editors

TEXTESOL-I

Texas TESOL I (El Paso) (1969)
President (1/88): Judy Meyer, El Paso ISD, 6531 Boeing Drive, El Paso, Texas 77925. Telephone: (915) 779-4152
Conference: Winter *Membership:* 290
NL: Noticias, Florence Decker, editor

TEXTESOL-II

Texas TESOL II (San Antonio) (1977)
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Conference: Fall *Membership:* 330
NL: TEXTESOL-II Newsletter, Curtis Hayes, editor

TEXTESOL-III

Texas TESOL III (Austin) (1978)
President (to 4/87): Lynn Eubank, Intensive English Program, 1103 West 24th Street, University of Texas in Austin, Austin, Texas 78705. Telephone: (512) 471-4311
Conference: Spring *Membership:* 140
NL: TEXTESOL-III Newsletter, Julia Mellenbruck, editor

TEXTESOL-IV

Texas TESOL IV (Houston) (1978)
President (to 1987): Marian Marshall, Pershing Middle School, 5115 Mercer #1, Houston, Texas 77002. Telephone: (713) 664-3732
Conference: Spring *Membership:* 130
NL: TEXTESOL-IV Newsletter, Patricia Harris, editor

TEXTESOL-V

Texas TESOL V (Dallas) (1979)
President (to 10/86): Evelyn Black, Box 13258, North Texas State University, Denton, Texas 76203. Telephone: (817) 565-2410
Conference: Fall *Membership:* 225
NL: TEXTESOL-V Newsletter. Daniel Robertson, editor

Thailand/TESOL

Thailand TESOL (1980)
President (to 5/86): Samang Hiranburana, 179 Rajdamri Road (AUA), Bangkok 10500, Thailand. Telephone: 390-1748
Conference: Winter *Membership:* 950
NL: Thai/TESOL Newsletter, Alec Bamford, editor

Venezuela TESOL

Venezuela TESOL (1982)
President (to 5/87): Maria Cecilia de los Rios, Apartado 61931, Caracas, Venezuela. Telephone: (582) 951-3111 (ext. 209)
Conference: Spring *Membership:* 225
NL: Venezuela TESOL Newsletter, Mary Lou Schiller Duran, editor

WAESOL

Washington Association for the Education of Speakers of Other Languages (1974)
President (to 11/86): Nancy Butler, 7210 First Avenue, N.W., Seattle, Washington 98117. Telephone: (206) 623-1481
Conference: Fall *Membership:* 600
NL: WAESOL Newsletter, Cherie Lenz-Hackett, editor

WATESOL

Washington Area TESOL (1970)
President (to 5/87): Grace Stovall Burkart, 6010 Cobalt Road, Bethesda, Maryland 20716. Telephone: (202) 385-2156
Conference: Fall *Membership:* 540
NL: WATESOL News, Margery Tegey and Mary Niebuhr, co-editors

WITESOL

Wisconsin TESOL (1973)
President (to 1/87): Gary Krukar, P.O. Box 413, Department of Linguistics, University of Wisconsin in Milwaukee, Milwaukee, Wisconsin 53201. Telephone: (414) 963-6180
Conference: Spring *Membership:* 120
NL: WITESOL Newsletter, Peter Lee and Gary Krukar, co-editors

The Case for International English

by Valerie Whiteson
University of Maryland

Whether you are a prescriptive or descriptive teacher I wonder how you would react if your students produced any of the following sentences*

1. Turn right at the robot.
2. Will you do it? I might do.
3. I'll give it him.
4. I haven't got a bloody clue.
5. I ain't got no idea.
6. I did it in five minutes time.
7. First of all I'll help you. Second of all, I'll help her.
8. Did you read it already?

The only sentence I would want to correct is number five. All the other examples are correct in different varieties of English. I have been lucky enough to benefit from a truly international education. I finished high school in South Africa; completed my B.A. in Israel, my M.A. in England, and my Ph.D. in the United States. I have taught English in the Middle East, the United Kingdom, and the United States and I have come across all these sentences in my students' English.

When I first began teaching, I might have corrected some of the sentences, but I was lucky enough to study with Peter Strevens while reading for my M.A. in England. He is one of the most outspoken advocates of international English and his attitude certainly influenced me to recognize that my dialect is not the only kind of dialect used around the world. It may have helped that South African English is fairly restricted in world-wide usage. I knew that if I wanted to write EFL/ESL textbooks and teach international students, the sooner I became aware of different varieties of English the better.

What I had learned from Peter Strevens was expanded upon by another Peter during a course I took in Toronto last summer at the TESOL Summer Institute. The course, International English, was taught by Peter Trudgill, the well-known sociolinguist. I was not the only teacher taking the course who became aware that despite the descriptive orientation we took away from our linguistics and sociolinguistics courses, we had still been intolerant about varieties of English unfamiliar to us.

I overheard the following exchange recently between an American teacher and an adult Israeli student:

Teacher: Where did you go last night?
Student: To the cinema.
Teacher: (indignantly) You mean *the movies.*

It was with difficulty that I held my tongue but that exchange led to this article.

Language is changing, developing and alive. As English teachers we have to be aware that our students have been exposed to many different varieties and styles of English. They have had teachers from different countries and textbooks from different countries as well. Outside the classroom they have been exposed to films, television, books, magazines and journals. As hard as we search for one standard norm the fact is that there is no such thing. A narrow, prescriptive attitude to the language on the part of their teachers makes our young students lose confidence in our ability to prepare them for the real world.

So how do you go about the business of learning about different varieties of English? I suggest that you begin with *International English* by Peter Trudgill. Most of the example sentences at the beginning of this article were taken from this book. Keep an open mind; look around you for examples of language changes.

Driving through Delaware recently I noticed a billboard which stated:

???	???
people died on the roads in 1983.	People have died on the roads in 1984.
These people went to their rest.	These people have gone to their rest.

"Ah," I said to myself, "The present perfect is alive and well on the Eastern Shore." Fifty miles further on we passed another billboard with a similar message except that simple past was used both for 1983 and 1984. I have to conclude that even on the Eastern Shore the present perfect is changing. So what do I teach my students on the Eastern Shore? I accept both forms and draw their attention to the phenomenon of the way the present perfect is changing in American English.

No one person can be aware of all the possible varieties that exist in English. Differences in spelling and pronunciation usually cause less problems than differences in syntax, vocabulary and style do. We have to accept that differences exist and have to do whatever we can to be knowledgeable about them.

There was a time when we encouraged our students to choose either British or American English, but even that has become impossible as people travel and study in different countries. Many British and American native-speakers "who cross the Atlantic for any length of time" (Trudgill, 2) speak a mixture of American and British English. I agree with Trudgill when he says: "Given that ideal which foreign students are aiming at is native-like, we feel that there is nothing reprehensible about such a mixture and that tolerating it is by no means a bad thing."(2)

*Sentence 1 is South African English. Robot means traffic lights. Sentences 2 and 3 are standard British English and sentence 4 is standard informal British English. The last four sentences are American English.

From the *WATESOL Newsletter*, Spring 1985.

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Whiteson, Valerie and Ronald Mackin. 1977. More Varieties of Spoken English. Oxford: Oxford University Press.

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Teaching English in the Developing World: Some Tips for Teachers

by Ellen Wetterau Zunon
University of Abidjan

If you are contemplating job possibilities for teaching English internationally, you have undoubtedly wondered about the working conditions you would face. In fact, statistics show that English is either taught as a school subject or used as a medium of instruction in 39 countries in Africa, 27 countries in Asia, and 20 countries in Latin America (Conrad and Fishman, 1977), so if you do go overseas, it may be to a developing country. I have taught in the Ivory Coast for five years and I believe that the problems I have faced are similar to those in the rest of the developing world. The circumstances I'm going to discuss fall into four categories: the physical environment, relations with students, relations with colleagues, and cultural shock or cultural "fatigue."

The physical environment

In many schools in developing countries, budget constraints often lead to a shortage of supplies, even such basic items as ink or paper. And if you are working in a tropical country, those materials and equipment that are available deteriorate faster due to the climate. In one language institute in which I worked, a new language lab was imported from Europe, and within a year, only about half of the cubicles were still functioning; replacement parts had to come from thousands of miles away and nobody on site knew how to repair the equipment. So, even if audio-visual equipment is available, maintenance problems and/or power failures may make it all but impossible to use.

If you find yourself facing such problems, my advice is to keep your materials as simple and cheap as possible. If you're used to an overhead projector and photocopied handouts, you may have to adapt your lessons to simpler materials: more ingenious use of the blackboard, for example, or a flanrel board or pocket chart. Learn to improvise with what you have available.

Relations with students

Tibbetts et al. (1968) have described the probable classroom behavior in a developing country as including a disproportionate ratio of teacher talk to student talk; physically passive students; excessive requirement of student recitation, often in memorized form; and little flexibility in seating arrangements, usually straight-row seating.

In my experience this description, written in 1968, is still true in 1985. As far as teaching methods are concerned, students may be accustomed to a teacher-centered classroom and expect the teacher to lecture or dole out information which they will copy down with the intention of memorizing it. English may be seen as a content course, rather than a skill, with an emphasis on covering a certain number of vocabulary items, reading passages, and so on.

There may be a greater social distance between teachers and students because of these clearly defined roles, so if you have been trained in more student-directed methods, this may result in a mismatch between your own teaching style and students' expectations and learning styles. If you do wish to try some innovations in the classroom, you should be warned that students may resist changes; for one thing, there is a certain amount of security in just copying something and memorizing it. It is a good idea, therefore, to introduce changes carefully and in small increments.

Tibbetts et al. (1968:173) have suggested a useful three-step framework for innovations.

1. *Diagnosis* of the learning situation: What are the learning experiences to which the students are accustomed? Which aspects and how much of the accustomed learning experiences should be retained to provide security and balance for the students?
2. *Selection* of learning experiences: What new methods of learning are desirable and within reach of student capacities? If students have depended on one method of learning (e.g., lecture-recitation), what additional methods can be introduced?
3. *Evaluation* of learning experiences: Do the experiences enable the students to take in information, to use it in a variety of ways and to generalize about its meaning? Does each learning experience build on the previous one in increments appropriate to the abilities of the students? Does the experience provide an opportunity for student to assume increasing responsibility for their own learning?

I suggest you add this question: Is this new activity or topic culturally appropriate?

Relations with colleagues

Teachers in the developing world may be trained in traditional methods, with a focus on grammar and translation rather than on communicative use of the language. For many local teachers, teaching may be a temporary occupation while they are looking for a job with better pay or more opportunity for advancement in the private sector. So morale is often low. In such a situation, locally recruited teachers may resent expatriate teachers, partly due to a defensive attitude toward native speakers of a language which they have worked so hard to learn, partly due to the material advantages which expatriate teachers sometimes have.

Faced with this situation of defensiveness, as a way of becoming more involved with my colleagues, I implemented a pilot program. I kept the other teachers informed and asked for their feedback by means of questionnaires which they could fill out quickly after trying out the new materials in their classes if they wished to do so.

In our program, I think we all derived some benefit from the experiment. This year several more teachers have volunteered to work on materials development, and our new materials may soon be collected in textbook form for use at our university.

Cultural Shock and Cultural Fatigue

H. Douglas Brown has described cultural shock in terms of negative feelings "ranging from mild irritability to deep psychological panic and crisis." It can lead to feelings of "estrangement, anger, hostility, indecision, frustration, unhappiness, sadness, loneliness, homesickness, and even physical illness" (Brown 1980:131).

If you find yourself experiencing these feelings, they are bound to have adverse effects on your effectiveness as a teacher. According to Brown (1980:132), cultural shock is only one of four stages in the process of acculturation. The entire process consists of: 1) excitement and euphoria over the newness of your surroundings; 2) cultural shock, where you gradually become aware of more and more cultural differences which affect your own self image; 3) gradual recovery, where you begin to accept the differences in thinking and feeling around you; and lastly 4) near or full recovery, which consists of acceptance of the new culture and self-confidence in the new persona that you have developed in this culture.

Experiencing these various stages myself, I was at times dismayed to find myself becoming more ethnocentric instead of less so. Sometimes I seemed better able to cope with certain problems of daily living, but other problems still continued to annoy me. Dealing with those residual misunderstandings is still somewhat wearying, and this is what I call "cultural fatigue." I have found that you never really "get over" cultural shock; you simply experience it at subtler levels as you gain more insights into the new culture and into the extent to which you are in fact influenced by your own culture.

In conclusion here are a few suggestions that have really worked for me:

1. Find out as much as possible about the country you will be in *before* you go. One practical source of information is the series of area handbooks published by the U.S. Government Printing Office, which covers the history, culture, political and educational systems of a great number of countries. In some cases, the information may be slightly dated, but at least it offers some basis for beginning. When you arrive in your country, you can use every opportunity to expand your knowledge.

2. Form networks with other expatriate teachers to talk over problems and how they handled them. This has two advantages—to share practical solutions and to gain emotional support.

3. Adopt a positive attitude. As implied above, going through cultural shock can be a learning experience. ("So this is what my foreign students were coping with in the U.S.!") When things seem to be going wrong, be aware of circumstances that you can and cannot control, and above all, don't take every cultural difference as a personal affront! Once you come to see all these problems as a challenge to your resourcefulness, instead of throwing up your hands in an "I-can't-cope" attitude, you can begin working on them in a more concrete way.

About the author: Ellen Wetterau Zunon teachers ESP to law students at the University of Abidjan, Ivory Coast. She has previously taught ESL in the U.S. and in France as well as done teacher training in the U.S.

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Conrad, Andrew and J. Fishman. 1977. English as a world language. In *The spread of English*. Fishman, Cooper and Conrad (Eds.), 3-73. Rowley, Massachusetts. Newbury House Publishers.

Tibbetts, John, M. Akeson, and M. Silverman. 1968. *Teaching in the developing nations, a guide for educators*. Belmont, California: Wadsworth Publishing Company, Inc.

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February	April 30	December 15
April	June 30	February 20
June	August 31	April 30
August	October 31	June 20
October	December 31	August 20
December	February 28	October 20

Late job notices (after copy submission deadline stated above) will be accepted, space permitting, until the first of the month preceding the issue of publication, i.e., January 1 for the February issue, March 1 for the April issue, etc. Call *TN* Editor: (212) 663-5819 or (718) 626-5450.

Guidelines for Preparing Notices

1. General Format

Employers are advised to follow this general format in preparing their notices: 1) list institution and location (city, state/province, country); 2) title and/or position available; 3) qualifications (degree and/or experience required of the applicants; 4) duties/responsibilities; 5) salary and benefits information; 6) cover letter/resume/application deadline information; 7) name and address to contact. Add telephone number if desired, and finally AA/EOE. (Note: information in no. 7 is outside of the 100-word count.)

2. Further Instructions

Limit abbreviations to commonly understood ones, (which will count as a single word), for example,—M.A./Ph.D./Ed.D.; ESL/EFL/ESOL/ESP; TESOL/TESL, —and any abbreviations in the institution's address which are commonly used at the institution. Do not underline any words or phrases for special emphasis. Allow for appr. 1 1/2" margin at the top, left and right of the paper. Type copy double-space on plain bond paper and send three copies (carbons are acceptable) to TESOL Publications, 1118 22nd Street, N.W., (Suite #205), Washington D.C. 20037, U.S.A. On institution letterhead indicate whether the notice is for a single or multiple insertion and the *TN* issue(s) in which it is to appear. Also include the name and telephone number of the person to be contacted by TESOL should clarification be needed. However, note that such telephone calls will be made collect.

No Change in "Boxed Notices"

No changes have been made in the procedure for placing special "boxed notices" in the *TN*. The rates and ad size specifications may be found in the "TESOL Advertising Rates" brochure available from the TESOL Central Office (telephone: (202) 625-4569) or from Aaron Berman, TESOL Development and Promotions, Box 14396, San Francisco, California 94114, U.S.A. Telephone: (415) 697-5638.

TESOL Helps Job Seekers

TESOL helps job seekers find employment or other opportunities in the ESL in four main ways: 1) the Employment Information Service in the Central Office, 2) the *TESOL ESL Opportunities Bulletin*, 3) the *TESOL Newsletter* Job Openings column, and 4) the Employment Clearinghouse at the TESOL convention.

1. The Employment Information Service in the TESOL Central Office maintains applicants' resumes on file. Employers and recruiters may come to the office to review the resumes, and may take copies at 10¢/page. The staff also makes referrals from these files to employers. In either case the employers contact the applicants directly.

Recruiters may also call upon the staff in the Central Office to do a special search for teachers available for a specific purpose. The staff reviews the resumes on file to find those meeting the desired criteria. There is a $15/hour charge for this service.

2. A bimonthly *ESL Opportunities Bulletin* is connected with the above service. This bulletin lists all position, teacher exchange, and grant announcements received during the previous two months. Applicants contact and negotiate with employers directly.

There is no charge to list job opportunities in the bulletin. Employers may write to the TESOL Central Office for a standard form on which to list their job openings. Announcements in other formats may be subject to editing for length. The application deadlines should be no earlier than two-three months after publication of the bulletin in which they appear. In order to list an opportunity in the bulletin, send it in time to reach the Central Office by the first of each even-numbered month, i.e., February, April, etc. These bulletins are circulated to all those who subscribe to the Employment Information Service, (at present about 800 persons).

The Employment Information Service and bimonthly bulletin are available to TESOL nbers for a charge of $7/year ($9.50 to those residing outside U.S., Canada, or Mexico) and to non-members at $15.00/year ($17.50 outside U.S., Canada, or Mexico). Send to Edmund La Claire, Employment Information Service, at TESOL (address below).

3. The Job Openings column in each edition of the *TESOL Newsletter* lists job announcements submitted to the newsletter. In this case, of course, the announcements reach all TESOL members, or about 11,000 people. Listings are limited to 100 words (exclusive of contact address) for which there is a fee of $50.00. As a special benefit to TESOL's institutional and commercial members, they may place job listings in the *TN* at no cost. All listings must be received in the Central Office five-six months in advance of application deadline in order to appear in time in the *TN*. Send your listing, accompanied by payment check or by the Institution's official purchase order, to Julia Frank-McNeil at TESOL (address below).

4. TESOL maintains an Employment Clearinghouse at the annual TESOL convention. Job announcements are placed on bulletin boards according to geographical location of institution. Each listing bears a number. Applicants apply by placing that number on a resume and submitting it to the Clearinghouse staff to be placed in that job recruiter's file. Recruiters review these resumes, decide which applicants they will interview, and submit this list to the staff for notifying applicants. Rooms with numbered tables and chairs are provided for conducting interviews.

In all of the above, TESOL does not act as an employment agency but as an employment/opportunity information clearinghouse. All negotiations are conducted between applicant and employer or recruiter.

For additional information, please write to the Employment Information Service at TESOL, 1118 22nd St., N.W., #205, Washington, D.C. 20037, U.S.A.

First Class Postage Can Assure Speedier Delivery of the *TN*

"Is it possible for me to pay first class postage for the mailing of the *TESOL Newsletter* so I can get it faster?" This is a question frequently heard asked by members who are particularly eager to receive notice of jobs as soon as possible.* The answer is a simple "yes."

When members renew their membership in TESOL, they may add $3.00 to receive the *TN* by first class mail. (Numerous overseas members already pay additional postage for air mail service and also receive the *TN* four or five weeks earlier than members within the U.S.)

If you have recently renewed your membership and now wish to add first class postage for the mailing of the *TN*, please send a check for $3.00 to TESOL, Attn.: Memberships, 1118 22nd Street, N.W., (Suite #205), Washington, D.C. 20037.

*Within the U.S., the *TN* is mailed at non-profit organization rates. Local post offices are mandated to deliver this class of mail only after all other mail has been distributed. Thus, it may take up to six weeks for *TN* readers to receive their copies.

JOB OPENINGS

Phanat Nikhom, Thailand. The E.I.L. seeks applicants for ESL teacher supervisors to work in the Phanat Nikhom refugee camp. Responsibilities: provide training to Thai ESL teachers in ESL theory and methodology; supervise implementation of competency-based ESL curriculum for adult Indochinese refugees resettling in the U.S.A. Required: sustained teacher training/supervising experience; extensive ESL classroom experience overseas; graduate degree in ESL (or equivalent); proven ability to work in challenging conditions; commitment to assist host country national teachers; must be a U.S. citizen. Previous work with refugee populations preferred. Salary: $16,000/year plus health insurance, transportation and housing supplement. Ongoing openings throughout 1986. To apply, send cover letter stressing teacher training experience/philosophy, availability date, names with telephone numbers of three professional references, plus current resume to. Lois Purdham, Experiment in International Living, Kipling Road, Brattleboro, Vermont 05301. Telephone: (802) 257-4628.

Phanat Nikhom, Thailand. The E.I.L. seeks applicants for ESL and cultural orientation teacher supervisors to work in Preparation for American Secondary Schools (PASS) Program in the Phanat Nikhom refugee camp. Responsibilities: provide training to Thai teachers in ESL theory and methodology; American culture; supervise implementation of competency-based ESL and cultural orientation curriculum for Indochinese refugee youth resettling in the U.S.A. Required: same as for ESL teacher supervisor positions above; in addition, previous work with refugee high school populations preferred. Salary: same as above. Opening to be filled by late June 1986 or as soon as possible. To apply, see above for address and telephone for Lois Purdham, E.I.L.

Centro Colombo Americano. Cali, Colombia Five openings for teachers of foreign language Requirements B.A./M.A. in TESL/TEFL or related field. Job description. teaching English as a foreign language to adolescents and adults six hours a day in a pleasant, up-beat environment Benefits: round-trip airfare; paid vacation and holidays totaling 33 days in 1986, one month's salary bonus per year one month's salary severance pay, and medical coverage. Salary adequate for living graduate-student style Call 68-59-60, or write: Estrellite Piestod, Academic Director, Centro Colombo Americano, A.A. 4525, Cali, Colombia.

Department of Business Communication, College of Business Administration, University of Puerto Rico, Rio Piedras Campus. Currently accepting applications for business communication faculty. Qualifications include: doctorate or candidacy in Business Communication, English, TESOL, Education or related fields plus college teaching experience. Positions are available in August and in January. Send curriculum vitae and official transcripts to: Prof. Alejandro Bermúdez Avila, Director, Department of Business Communication, College of Business Administration, University of Puerto Rico, Rio Piedras Campus. Rio Piedras, Puerto Rico 00931. Telephone (809) 764-0000 x 3310, 3314

Bataan, Philippines. The International Catholic Migration Commission seeks applicants for educational supervisors, trainers, and program officers to work in refugee center preparing adolescent and adult Indochinese for resettlement in U. S. American staff train and evaluate host country teachers and offer instructional support in ESL and in Work and Cultural Orientation. Qualifications: M.A. in TESOL, or similar graduate degree; previous training or supervision experience; previous overseas teaching experience; American secondary school experience where applicable. Salary: $16,000-$23,000 depending on positions, round-trip airfare, housing, insurance, baggage allowance, one-year contract. Starting date. July, 1986, and later. Send two copies of resume, cover letter, and three phone references to: Miriam Burt, ICMC, 1319 F St., N. W., Suite 820, Washington, D C. 20004, U.S.A. Telephone. (202) 393-2904.

Vinnell Corporation for the Saudi Arabian National Guard. Riyadh, KSA. Experienced ELT instructors required for highly structured, performance-skills based ALC DLI Program. Minimum requirements: B.A. in TESOL/English education; two years' teaching experience in language institutes, public or private education, or business. Base salary: $2426/month. Housing, meals, laundry and room service. transportation provided. Spacious company compound with abundant recreational facilities, social services, in-compound TV station. APO and cost-free international shipping privilege. Apply with resume, photocopies of degree(s), certificate(s), transcripts and letters of reference to: Mr. H. Don Lee, Vinnell Corporation, Suite 100, 10530 [illegible] Street, Fairfax, Virginia 22030, U.S.A.

Chonnam National University, Kwangju, Korea. Opening for an EFL instructor beginning August 1986. Qualifications: M.A. in TESOL and some overseas teaching experience. Desirable: knowledge of Asian cultures/languages and teacher training experience. Duties include teaching English conversation, composition, and public speaking. Also, teacher training courses during summer and winter breaks. Salary dependent upon experience and rank. Housing provided, no taxes for two years. Send resume, and references to: Prof. Lee Ok-Nam, English Education Department, College of Education, Choonnam National University, Kwangju 500, Korea.

Kanagawa, Japan. Kanagawa International Association (KIA), seeks an EFL teacher to instruct in its exchange program. Kanagawa and Maryland (USA) are sister states. To strengthen these links, we are recruiting a teacher from Maryland (or a resident of the state with knowledge of Maryland). Qualifications: M.A. in TESL or related field; teaching experience; an interest in individual study related to Japan. Housing arrangements permit us to consider only an unmarried individual. Duties: teach 6-8 hours a week; special programs; prepare teaching materials; assist other staff members. Conditions. one-year contract (9/1/86-8/31/87) renewable to 3 years; monthly salary ¥250,000 (appr $1250). Benefits: housing paid by KIA, paid vacation—min. 5 weeks annually; round-trip travel reimbursed upon fulfillment of contract. By July 15, 1986, send completed application form (available from Diana Bailey, call (301) 730-3857), copy of degree and transcript; recent photo and two letters of recommendation to Kanagawa International Association, Sangyo-Boeki Center Building 9F, 2 Yamashita-cho, Naka-ku, Yokohama-shi, Kanagawa-ken, Japan. Telephone: 045-671-7070.

Odawara, Japan. The Language Institute of Japan (LIOJ) has a small number of positions open beginning in the spring of 1987 The program is intensive and residential, and our highly motivated students are mostly businessmen and engineers from top Japanese companies. Instructors should have teaching experience and an M.A. in TEFL/English. Opportunities also exist to work on our journal, *Cross Currents* More information from John Fleischauer, Director, LIOJ, 4-14-1 Shiroyama, Odawara, 250 Japan.

Kagoshima Women's College, Japan. Opening for an English instructor beginning October 1 Requirements, native speaker of English with at least two years of teaching experience. M.A in English, ESL/EFL or linguistics, and an interest in literature Responsibilities teach [illegible] 30-minute classes and do independent research at the college, additional teaching may be assigned at affiliated school. Salary, including bonuses, is competitive with national universities and commensurate with qualifications. One-year contract, renewable. Application deadline: July 1. Write with resume and recent photograph to: Carl Mantzel, Kagoshima Women's College, 1904 Uchiaza Toguchi, Hayato-cho, Aira-gun, Kagoshima-ken 899-51, Japan.

United Arab Emirates G.D.C. is seeking candidates for possible September expansion of ESL/ESP program in the U A E. Requirements: native speakers of English with degree in TESL (M A. preferred) and three years' teaching experience (Middle East a plus). Seeking especially: experience in EST and basic ESL materials development, ESL test development, and AV technician with audio and CAL lab familiarity and experience with mini-authoring systems. Competitive salary and benefits. Send resume with cover letter and current phone to: Douglas K. Stuart, G.D.C., Inc., 10 West 35th Street, Chicago, Illinois 60616. No calls please.

University of Antioquia, Medellin, Colombia. Opening for a translation-interpretation specialist, as a visiting professor Correlative background in Applied Linguistics/ESL/EFL desired. Responsibilities: designing and teaching translation/interpretation courses at undergraduate level; training our staff in the same areas; teaching and designing EFL courses material. Needed, August 1986. Write to: Dr. Francisco Gnecco, Apartado Aéreo 034240, Bogota, Colombia, S A.

Job Notices

The *TESOL Newsletter* reprints in good faith, as a service, the position announcements received. It can make no representations nor assurances regarding such positions.

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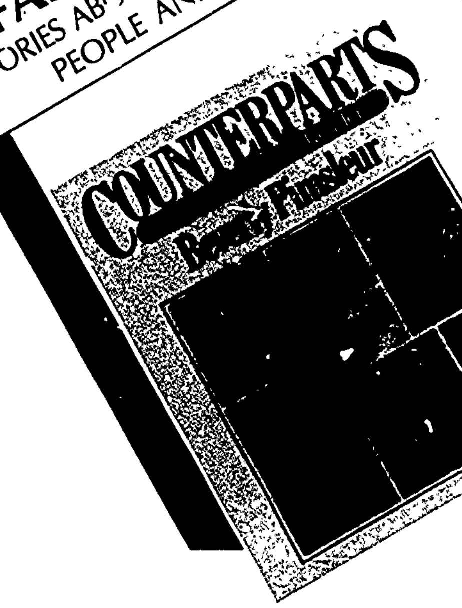

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TESOL membership includes a subscription to the *TESOL Quarterly* and the *TESOL Newsletter*. Annual membership rates: Regular membership, $40; Student membership (for those engaged in at least half-time study), $20; Joint membership (two-member household), $60; Institution/Library membership, $75; Commercial membership, $200; Paraprofessional, Retired, Unemployed or Volunteer membership, $20. Additional mailing fee: Foreign surface mail add $5 or foreign air mail add $15. Please make check in U.S. funds drawn on a U.S. bank payable to TESOL. Mail to: TESOL, 1118 22nd Street, N.W. (Suite 205), Washington, D.C. 20037, U.S.A. Telephone: (202) 625-4569. For change of address or other information, write to TESOL.

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The 'EFL' in IATEFL: A Distinctive Identity

by Peter Strevens
Chairman, IATEFL

This paper was delivered at the 1986 annual conference of the International Association of Teachers of English as a Foreign Language, Brighton, England, April 4, 1986. —*Editor*

I began my preparation of this paper by having a question mark in the title—*has* it a distinctive identity? As my thinking developed, I came to realize that indeed it *has*: that there exists an identifiable, characteristic European and British tradition of EFL, and that this is maintained and embodied in the typical work of IATEFL members, as contrasted with other traditions.

Yet how is this possible? Consider the enormous diversity of aims, demands, needs, methods, etc. Consider on the one hand EFL, in the U.K. and elsewhere; on the other hand ESL, in the U.K. and elsewhere; consider young learners, adolescents, adults; 'general English' vs. ESP; teaching English in the school system of a developing country, and in post-school establishments in a country like Japan or Denmark; consider 'pre-university' courses, courses in 'study skills,' teaching English through teaching a subject; consider long courses and short courses, 'thin' courses and intensive courses; consider competent teachers (like us), and incompetent teachers (like some of those out there). Surely it is impossible to discern any pattern of characteristics among this mass of diversity? But the answer is, *No*, it is not impossible, though we have to be quite subtle in our perceptions as we go through the argument. And I will try and make the task easier by using a parallel, an analogy, with something very familiar: the motor car.

We all (I imagine) carry in our minds a stereotype—a schema—of the typical British and European car, and a contrasting stereotype of the typical American car. Take the latter first: the archetypal American car is very large; it has a big engine, a large and comfortable body holding five or even six passengers, soft springing, a huge luggage compartment; it is powered by a reliable V8 engine that consumes a great deal of (cheap) petrol; it has an automatic gearbox, a radio, and probably power steering and air conditioning; the steering wheel is on the left; it conveys passengers comfortably from point A to point B in near silence; it lasts for 80,000 miles and then falls apart—but only poor people keep a car that long; it performs best on straight roads, and does not like long downhill stretches, since it rolls heavily on sharp bends and its brakes fade badly with repeated use.

What of the stereotypical British car (and European, and Japanese)? It is by contrast much smaller, shorter and narrower; it has a small 4-cylinder engine, a conventional gearbox, perhaps a radio (more likely bought as an extra), certainly no air conditioning; it has hard springing (and it soon rattles), but it climbs hills, goes round hairpins and descends Alpine passes like a mountain goat—at least in comparison to the typical American car; it is very economical, though much more expensive to buy; it is rather uncomfortable; the steering wheel is on the right; it lasts for 50,000 miles but then requires repeated major attention: most people have to keep their car until 70,000 miles or more is reached.

The first point about such a contrast of stereotypes is this. we all instantly recognise a car—almost any car—as belonging to one tradition or the other, because of its particular combination of characteristics. Secondly, we do not make our identification in terms of 'a good design' versus 'a bad design': on the contrary, we are aware of the third point, that each of these types was produced out of different historical traditions, for particular driving conditions, at a particular purchase price and with petrol cheap or expensive respectively. And the final point is that suddenly, in the past two or three years, there is a convergence of designs. American cars are becoming smaller, more economical, with better steering and brakes, while European cars are becoming larger, quieter, more comfortable, longer-lasting. I believe I can show close parallels to all these points, in contrasting EFL in two traditions.

In making these identifications, I shall procced in the following way: first, I will remind you of the different strands of development of ELT in Britain and America: this will throw up many of the principal characteristics and contrasts. Then I will look at the intellectual roots of IATEFL and TESOL, and will suggest that there is a crucial difference in the role perceived for 'theory.' Finally I will note a convergence in the past couple of years, and I will end by attempting a thumbnail sketch of 'the EFL in IATEFL.'

The Development of EFL

Originally, 'the teaching of English' as a first

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Note: Several regular features do not appear in this summer vacation issue.
—*Editor*

Feature on Summer Programs Planned for February

Summer institutes, workshops or seminars of interest to teachers of English to speakers of other languages (ESOL) will be the focus of a special advertising section in the February 1987 *TESOL Newsletter*. Institutions or organizations offering such summer programs are invited to participate in this feature.

The feature has a two-fold purpose: 1) to aid institutions in publicizing their programs; and 2) to provide ESOL teachers with a unified listing of various professional enrichment opportunities around the world in order to facilitate their making plans for combined summer travel and study.

Persons desiring information about advertising specifications and the fee schedule should contact: Aaron Berman, TESOL Development and Promotions, P.O. Box 14396, San Francisco, California 94114, U.S.A. Telephone: (415) 697-5638. The deadline for reserving advertising space is December 15, 1986.

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The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for those items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1200 words or five typed double space pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to special sections of the *TN* are advised to send two copies of their items directly to the editors in charge of those pages. **Affiliate and Interest Section News**: *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; **Book Reviews**: *Ronald Eckard, Western Kentucky University, Bowling Green, Kentucky 42101*; **International Exchange**: *Liz Hamp-Lyons, Institute of Applied Language Studies, University of Edinburgh, Edinburgh EH8 9DP, Scotland*; **It Works**: *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; **On Line**: *Richard Schreck, University of Maryland, University College, College Park, Maryland 20742*; **Miniscules**: *Howard Sage, 720 Greenwich Street (4-H), New York, NY 10014*; **Standard Bearer** (employment issues): *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057*.

Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above. For information on submitting job notices, see job openings page.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: October 20th for the December *TN*

President's Note to the Members

A few months ago some graduate students asked me to prepare a talk for a series they were filming to take back to the People's Republic of China. The topic they assigned me, not much to my surprise, was that of *professional associations*. A little research on the subject soon brought me to the realization that of several types of associations, TESOL clearly fits into a group distinguished by the fact that one of its major functions is to *lead* the profession—not simply to follow.

Probing further, it became clear indeed, that from its inception the founders of our association conceived of it as playing just this role . . . *to lead . . . to give direction*. In fact, TESOL's *Articles of Incorporation* (December 1967) have the following statement which (with the addition of the last phrase) continues to be our *raison d'etre*: ". . . to promote scholarship, to disseminate information, to strengthen at all levels instruction and research in the teaching of English to speakers of other languages and dialects, to cooperate in appropriate ways with other groups having similar concerns."

TESOL: Its Organizational Components

How is TESOL organized to fulfill these objectives? Three working parts form the heart of TESOL: the Interest Section Council, the Affiliate Council, and TESOL Committees, both Standing and Special. These three components interact with the Executive Board (the elected body) on a policy and support level and with the executive director and professional Central Office staff (the appointed body) on a managerial, advisory, and implementational level.

In reflecting on "The TESOL Story," we looked last issue at the AFFILIATES; in this issue we will look at the STANDING COMMITTEES. In subsequent columns attention will be focused on INTEREST SECTIONS and on SPECIAL COMMITTEES.

Standing Committees

I have chosen to feature 7 of TESOL's 9 Standing Committees in this column in order to highlight the full scope and impact of their work—which continues throughout the entire year, not just at conventions—with hundreds of person-hours devoted to behind-the-scenes contributions of time and energy. (Two additional recently authorized Standing Committees will be discussed in another column.)

Nominations Committee (NC). The work of the NC is fundamental to the organizational structure of TESOL, for it is its members who are empowered to make the selection of two nominees each, for the offices of first vice president and second vice president, and three nominees for executive board member-at-large. In preparing this slate, Chair Dorothy Messerschmitt, chosen by the Executive Board from among the four elected members of last year's NC, will be working with the members elected by the 1986 Legislative Assembly: D. Scott Enright, Carol J. Kreidler, Carol A. Puhl and Thomas N. Robb.

Rules and Resolutions Committee (RRC). RRC work is also fundamental to the organizational structure of TESOL. Chair Rick Jenks, Chair-elect Wes Eby, Past-chair Holly N. Jacobs and appointed members will work with TESOL rules of governance (specifically, scrutinizing the Constitution and recommending revisions and advising the Executive Board on the constitutionality of its decisions) as well as facilitating the presentation of both substantive and courtesy resolutions.

Awards Committee (AC). It is through our AC that TESOL recognizes excellence in the profession: quality in graduate students and outstanding work by teachers and researchers. Chair JoAnn Aebersold, Chair-elect Jane Hughey, Past-chair Neil Anderson, and appointed members, working closely with Executive Assistant Carol LeClair, are charged with reviewing both criteria and administrative procedures for awards, publicizing awards widely and continuing to seek funds for additional awards.

Publications Committee (PC). The PC is charged with the responsibilities of recommending basic policy regarding all TESOL publications, extending TESOL's publications list and overseeing the many managerial and promotional details involved. Chair Diane Larsen-Freeman, Chair-elect Mary Niebuhr, Past-chair H. Douglas Brown, ex officio members James E. Alatis (executive director), Steven Gaies (*TESOL Quarterly* editor) and Alice Osman (*TESOL Newsletter* editor) and appointed members will work closely with Publications Coordinator Julia Frank-McNeil in this vital service to TESOL members and to the profession.

Socio-Political Concerns Committee (SPCC). As summarized by SPCC Chair Terry C. Dale, in a recent *TN* report, its broad purpose is to serve both as an information clearinghouse on socio-political issues and to coordinate TESOL's responses to issues affecting the teaching of English to speakers of other languages. Working in task-force groups, Ms. Dale, Chair-elect Patricia Byrd and appointed members will prepare and distribute their monthly newsletter, *CSPC Alert*, set up both individual and collective procedures for addressing issues and coordinate TESOL's work with that of JNCL/CLOIS and similar groups.

Professional Standards Committee (PSC). The PSC has worked extremely hard over the past several years to formulate the *Core Standards* document and the *Manual of Self-Study*. This year Chair Gwendolyn (Tippy) Schwabe, Chair-elect David Barker, Past-chair Cathy Day and appointed members, assisted by Field Services Coordinator Susan Bayley, will focus their efforts on three areas. disseminating the *Core Standards* and implementing self-study, investigating international standards and addressing long-standing concerns about ESOL employment.

Program Committee (PC). Last year IATEFL Chairman Peter Strevens, made this comment about TESOL conventions: ". . . this is the greatest professional event for teachers of ESL/EFL that occurs anywhere in the world." TESOL 1987 (Miami Beach) will be created by Chair Lydia Stack, Associate Chair Sarah Hudelson, Local Co-Chairs Richard Firsten, Mercedes Torual, and Reina Welch, 20 subcommittee chairs and hundreds of members and friends of TESOL! The associate chairs of

Continued on next page

* * *

the 15 Interest Sections will serve on the PC and advisory and managerial roles will be played by Executive Director James E. Alatis, Convention Coordinator Rosemarie Lytton, and Development and Promotions Coordinator Aaron Berman.

Committee Membership

Earlier this summer over 70 letters of appointment to committee membership went out. Not one was refused! A number of very special verbal and written comments have come to me since then. The sentiments expressed were similar to this: "I look forward to serving in any way that will benefit the committee, and TESOL."

Committee membership is open to all members. If you are interested, fill out the check-off committee roster on your TESOL membership form, or write directly to me.

JOAN MORLEY

* * *

MINISCULES

Villages by **Richard Critchfield. 2nd Edition. 1983. Anchor Press/Doubleday, Garden City, New York 11530. xvi + 408 pp., paperback $10.95.**

More than 60% of the world's people live in rural villages—two million rural villages. Richard Critchfield spent 25 years living and laboring in some 20 villages, for periods of up to two years, in Asia, Africa, Latin America, the Philippines, Indonesia, and Mauritius. In the first half of the book, he vividly describes life in them. In the second half, he astutely analyzes all he has observed. He describes numerous village ways which are universal across cultures and examines major changes in village life brought on by the spread of advances in contraception and farming. He finds that some cultures adapt to change more readily than others. Asian cultures lead the pack, because they are "more socially cohesive, hierarchical, self-confident and agnostic" than other major Third World cultures, which are "less tightly knit, less secure and more deeply religious." As much as 15% of the planet's population has migrated from villages to cities; Critchfield tells how they adapt.

This monumental work offers such deep and pervasive insights into the enduring and changing ways of life of the great majority of humanity that it deserves the attention of all of us who attempt to help people adapt to new cultural circumstances.

Contee Seely
Neighborhood Centers
Oakland, California

Shahhat, An Egyptian by Richard Critchfield. 1984. Syracuse University Press, 1011 East Water Street, Syracuse, New York 13210. xxii + 264 pp. $9.95 paperback. Hardcover, 1978, $19.95.

The village in which Critchfield lived the longest is Berat, in the remote and isolated upper Nile Valley, 450 miles south of Cairo. When he arrived there in 1974, its 6,000-year-old culture (the oldest one one earth) had just begun to feel the effects of modern agricultural technology. *Shahhat* is a portrait of this village and particularly of one of its families. The eldest son of the family, Shahhat, is just becoming a man. While he willingly adheres to many traditions, he violently rebels against others. The resolution of the resulting tensions makes a gripping story, masterfully woven from real-life experiences and intimate interviews with the major protagonists into what reads like a novel but is, in fact, the truth.

Contee Seely
Neighborhood Centers
Oakland, California

A Refugee in Search of Identity by Rosalina R. Rovira. 1980. Morgan Printing and Publishing, 900 Old Koenig Lane, Austin, Texas 78756. 165 pp. $5.95.

In *A Refugee in Search of Identity* Rosalina Rovira discovers who she is. not a Cuban, not an American, but both. She describes her early life, refers to events which caused her to leave her native land, and, in the final section, reveals the emotions, anxieties, and uncertainties shared by refugee families living in the U.S.

Rovira describes the "most beautiful and terrifying relationship" of her life—that with English. Her determination to master the language; her constant knocking on the door which if opened would permit her and her family to live, not only subsist; and the discoveries the author makes about herself, her family, and about the generous Americans who help them in many little ways all make compelling reading.

Any student of English struggling to master a strange-sounding (to him or her) language and his/her own identity will enjoy this book.

Jacqueline Thomas
Texas A & I University

MINISCULES

Miniscules reports on current non-ESL books. Please send your miniscules (mini-reviews) of 150 words or less to: Howard Sage, 720 Greenwich Street, (#4-H), New York, NY 10014, U.S.A. Please include all bibliographical and price information.

Membership Insurance Programs

For several years, TESOL has sponsored five optional membership insurance programs including group term life, major medical, disability income, catastrophe major medical and a group hospital money program. Periodically we receive inquiries from members residing in countries outside the U.S. about the availability of these plans. We have asked our group insurance administrator to explain when and where coverages are available.

TESOL members should know that the insurance industry in the U.S. is primarily regulated by state governments. This means 50 different sets of regulations. While the TESOL programs are available to members in almost every state, there are some states even within the continental United States, where a plan may not be available because of various restrictions imposed by the insurance department within that state. Also, virtually every national government regulates insurance and these regulations may restrict the availability of a TESOL program in that country. For example, Canada's national health insurance laws prohibit the marketing of the TESOL Major Medical insurance in Canada. In addition. while TESOL endorses five separate membership insurance programs, they are underwritten by three different insurance companies. Each of these companies has legal departments which interpret the various regulations in the various states differently.

In addition to jurisdiction restrictions, there are some practical restrictions in trying to provide a group insurance program to persons residing all over the world. The TESOL insurance programs are offered through direct mail at no cost to TESOL. The mailings are normally processed via third class bulk rate postage in order to keep the costs to a minimum. The mail delivery is therefore often received by members living outside of the continental United States well after the close of the enrollment period. The subsequent billing and collecting of premiums is also complicated, due to mail delivery over the distances involved. The fluctuating exchange rates between the U.S. dollar and the foreign currency could also be a problem. However, all premiums must be paid in U.S. dollars, as the claims would be paid in U.S. dollars as well.

We have asked each of the insurance underwriting companies to clarify the availability of their respective programs to members in countries outside the U.S. All three underwriting companies, North American Life & Casualty, (which underwrites the life, in-hospital, and disability), Mutual of New York (which underwrites the catastrophe major medical), and Monumental General (which underwrites the major medical) have all responded with the same basic position. They have indicated that any TESOL member with *an address in the U.S.* is eligible to apply to any of these programs. Members may, in fact, *be residing* in a different country. However, as long as a U.S. address is listed with the group insurance administrator, then premiums would be billed to that address. Coverage can be applied for and, if accepted, continued as long as premiums are paid within the 30-day grace period, and the insured remains a TESOL member. Coverage under these programs is worldwide and consequently, subsequent claims would be honored even if the claimant is residing in a country outside the U.S.

You can see that the subject of insurance coverages provided by domestic U.S. companies to TESOL members in other lands is a complex problem. Complex problems require detailed solutions and the purpose of this news release is to direct members to how they might go about protecting themselves under these circumstances.

Generally speaking, when traveling to another country, check your insurance coverages to be sure that they would apply if a claim arises in that country. If you are taking employment in another country, be sure to ask your employer about any insurance coverages that may be provided as a part of your employment. You should also ask if there is any government-provided insurance that might apply when residing in that country. This is especially important in the case of medical insurance. Be sure you have adequate coverage both in the country you will be living in and on any return trips to the U.S. Start your investigation early, as it may take several months to clarify coverage. The TESOL sponsored group insurance programs may or may not fit your needs, depending upon when and where you will be residing. Current insureds can write to the office of the insurance administrator for clarification at the following address: Albert H. Wohlers & Co., 1500 Higgins Road, Park Ridge, IL 60068, U.S.A.

Reward Yourself! Apply for a 1987 TESOL Award

The TESOL Research Interest Section/Newbury House Distinguished Research Award

Purpose: To recognize excellence in any area of research on language teaching and learning.

Amount: $1,000 U.S.

Who's Eligible: If you have conducted a research project, written it up, but not published it, you are eligible.

Criteria: Manuscripts will be evaluated on the relevance of the issue examined, the merits of the study itself and the clarity of the writing. The manuscript should exhibit persuasive argumentation as well as evidence of sound design and analysis contributing to a fuller understanding of both the particular area addressed and related issues.

To Apply: Send the following items to the address below:

- two anonymous copies of the previously unpublished manuscript. It should be no longer than 30 pages and it should be prepared according to the current *TESOL Quarterly* specifications.
- Eight anonymous copies of a 500-word abstract. (Initial screening will be done on the basis of this abstract.)
- 3 x 5 card with your name, address, affiliation, telephone number (both home and work), and the title of the paper.
- a 50-word bio-data statement.

Supporting Documentation: none.

Additional Information: The money for this award is donated by the Newbury House Publishing Company of Massachusetts.

Due Date: December 1, 1986.

Send to: RIS/NH Research Award
Selection Committee
TESOL Central Office
1118 22nd Street, N.W. #205
Washington, D.C. 20037, U.S.A.

The Ruth Crymes Fellowships to the TESOL Summer Institute

Purpose: To support a teacher who wishes to attend the TESOL Summer Institute and spend the summer renewing and expanding abilities.

Amount: The amount varies according to the cost of tuition, room and travel and the money available. Some years more than one fellowship may be awarded.

Who's Eligible: Classroom ESL teachers and teacher trainers/supervisors.

Criteria: Selections will be made on the basis of your reasons for wishing to attend the TESOL Summer Institute, your participation in and on the behalf of TESOL or other similar professional organizations and your professional preparation, goals and experience.

To Apply: Send five copies of a personal statement describing your reasons for attending the TESOL Summer Institute, especially noting the ways in which it will enhance your teaching on return to the classroom. Please include your professional goals. Also send five copies of your curriculum vitae. Be sure that your professional preparation, work experience and service activities for TESOL or other professional organizations are noted.

Supporting Documentation: Ask two professionals who are well acquainted with your classroom performance and your professional activities to write letters on your behalf to the address given below.

Additional Comments: The Ruth Crymes Fellowship Fund was established in 1981.

Due Date: December 1, 1986.

Send to: Ruth Crymes Fellowship
Selection Committee
TESOL Central Office
1118 22nd Street, N.W. #205
Washington, D.C. 20037, U.S.A.

The Albert H. Marckwardt Travel Grants

Purpose: To assist graduate students traveling to a TESOL convention.

Amount: About $250 U.S. and convention registration is waived by TESOL.

Who's Eligible: Graduate students who are enrolled full time in a program preparing individuals to teach English to speakers of other languages.

Criteria: Your application will be evaluated on the basis of your involvement in and commitment to ESL teaching and the profession, your scholarship, your personal attributes and your financial need.

To Apply: Send a letter of application stating your name, mailing address, institution and program of study. Include a brief biographical summary of any ESL teaching experience you may have had, your service to and involvement in local, regional, national or international ESL/TESOL activities, your career plans upon completion of your study and your current financial situation.

Supporting Documentation: Ask a faculty member to send a brief letter of recommendation on your scholarship and personal attributes to the address below.

Additional Comments: The Albert H. Marckwardt Memorial Fund was established and is maintained by TESOL through your contributions.

Due Date: December 1, 1986.

Send to: Marckwardt Travel Grants
Selection Committee
TESOL Central Office
1118 22nd Street, N.W. #205
Washington, D.C. 20037, U.S.A.

Continued on next page

1986 TESOL/Newbury House Awardees

Ellen Block Honored with Distinguished Research Award

Research into the nature of language learning and teaching is vital to the development of our profession. The generosity of the Newbury House Publishing Company of Massachusetts makes it possible each year for TESOL to recognize one researcher who has made a significant contribution to our field of study.

The 1986 award recognized Ellen Block of Baruch College, City University of New York. She works in Compensatory Programs, teaching reading to immigrants. Her research investigated the comprehension strategies of second language readers.

Ellen recently completed her Ph.D. at New York University. She has taught at Baruch College, CUNY since 1972. In addition to teaching, she has directed its ESL reading program, worked with tutors and conducted reading and writing workshops.

Judy A. Meyer Receives Excellence in Teaching Award

Newbury House also sponsors an award to recognize the teacher who exemplifies those qualities associated with good language teaching—skillful teaching, student and community involvement, continued professional development and sharing information with colleagues.

Judy A. Meyer of the El Paso Independent School Districts is the 1986 recipient of this award. Previously an ESL teacher in elementary school, she just recently became a docent (teacher leader) working with 60 ESL teachers in eight centers. She also serves as the current president of TEXTESOL I.

Judy Meyer earned an M.A. in Education Administration from Boston University and pursued further TESOL training at the TESOL Summer Institute in Toronto.

From the *Convention Daily*, Vol. 11, Nos. 3 and 4, March 5 and 6, 1986.

photo by Yeenor Ma

Ellen Bloch

Judy Meyer

Recipients of Travel Grants from 12 Nations

U.S.I.A./I.I.E. Awardees

Ms. Sara Blanch (Spain)
Mr. Mohamed El-Komi (Egypt)
Ms. Kumiko Umeda Franklin (Japan)
Mr. Abdelkhalek Hannaoui (Morocco)
Ms. Ketkanda Jaturongkachoke (Thailand)
Mr. Jeetendra Joshee (Nepal)
Ms. Dorit Kaufman (Israel)

Continued on next page

The United States Information Agency/Institute of International Education (USIA/IIE) Travel Grants

Purpose: To assist graduate students traveling to a TESOL convention within the U.S.

Amount: About $250 U.S. and convention registration fee is waived by TESOL.

Who's Eligible: Graduate students from countries outside the United States currently pursuing a course of study in the United States. You must be enrolled full-time in a program preparing individuals to teach English to speakers of other languages. You cannot be receiving either travel or academic expenses from the U.S. government, but you may be receiving partial support from other sources. If you have received this award before, you are ineligible. All names submitted are screened by the IIE for eligibility.

Criteria: Your application will be evaluated on the basis of your involvement in and commitment to ESL teaching and to the profession, your scholarship, your personal attributes, and your financial need.

To Apply: Send a letter of application stating your name, U.S. mailing address, institution, program of study, your home country and institution affiliation (if any) in that country. Include a brief biographical summary of any ESL teaching experience you may have had, your service to and involvement in local, regional, national or international ESL/TESOL activities, your career plans upon completion of your study, and your current financial situation. (Be sure to state whether your education and/or living expenses in the United States are being funded by a source other than you or your family. If so, by whom and to what extent?)

Supporting Documentation: Ask a faculty member to send a brief letter of recommendation on your scholarship and personal attributes to the address below.

Additional Comments: These funds are provided by the USIA and the amount available varies from year to year. Applicants are advised that delays may occur in the release of these funds; notification may be received only a week or two in advance of the convention.

Due Date: December 1, 1986.

Send to: USIA/IIE Travel Grants
Selection Committee
TESOL Central Office
1118 22nd Street, N.W. #205
Washington, D.C. 20037, U.S.A.

Recipients of Travel Grants

Continued from page 4

Mr. B. Kumaravadivelu (India)
Ms. Angelika Lindemann (West Germany)
Mr. Jonathan Mossop (Ireland)
Ms. Zahra Mustafa (Jordan)

A. H. Marckwardt Awardees

Ms. Janis Bork (University of Wisconsin at Madison)
Mr. Kelly Franklin (Ohio University)
Ms. Christie Roe (Monterey Institute of International Studies)

The TESOL/NEWBURY House Award for Excellence in Teaching

Purpose: To honor a teacher who is considered by his/her colleagues to be an excellent teacher.

Amount: $1,000 U.S.

Who's Eligible: Any member of TESOL whom you consider to be an excellent teacher. The person you nominate must be a member of TESOL and must have at least five years of experience in the ESL classroom.

Criteria: The materials and testimonies submitted will be read for evidence of the nominees' adjustment to their teaching situation and their students, and of their ability to motivate and encourage students as well as engage them in productive and challenging learning. Effective lesson strategies, fair evaluation techniques are all found in superior teaching. Nominees should also be able to serve their students outside of the classroom in social or personal ways. Their involvement in the community and with their colleagues will be examined as well. Continuing professional development indicates a desire to improve and expand.

To Apply: The nominator must be a TESOL member who has seen the nominee (another TESOL member) teach. Write a letter of nomination which describes the class observed, telling why it was a thrill to watch, an accomplishment to be recognized. Include other information you know of personally which convinces you that the nominee is the kind of teacher who should be recognized internationally as one who is achieving excellence. What suggests to you that the excellent lesson you witnessed and describe was not a once-in-a-lifetime event?

Supporting Documentation: The nominator should seek five others who can write about the nominee giving information relevant to the forenamed factors as well as others pertinent to the teaching situation. Letters might come from a student, a parent, a colleague, a community person, a professional in another geographical area who knows the nominee, a former supervisor, an administrator.

The nominator must ask the nominee to supply a statement of no more than 250 words on the nominee's view of excellence in teaching as it applies to his/her teaching situation and students, *or* a description of his/her most successful class and the following:

- a biographical sketch, including his/her education, and how it is that he/she became a teacher.
- An outline of his/her professional development. Here, indicate his/her teaching experience, workshops he/she has given and committees on which he/she has served, his/her plans to continue learning about teaching, and other creative endeavors or activities which enhance his/her teaching.
- A brief statement of his/her school activities other than classroom teaching.
- A letter from his/her immediate supervisor.

Additional Comments: The funds for this award are donated by the Newbury House Publishing Company of Massachusetts.

Due Date: December 1, 1986.

Send to: TESOL/NH Excellence in Teaching
Award Selection Committee
TESOL Central Office
1118 22nd Street, N.W. #205
Washington, D.C. 20037, U.S.A.

The TESOL/Regents Publishing Company Fellowship

Purpose: To support graduate studies in the teaching of English to speakers of other languages.

Amount: $5,000 U.S.

Who's Eligible: Classroom ESL teachers who are presently enrolled or who plan to enroll within the calendar year in any graduate teacher education program which prepares teachers to teach English to speakers of other languages.

Criteria: Applications will be reviewed in terms of your teaching experience, your participation in professional and community activities, your financial need, your reasons for pursuing graduate studies and your description of a classroom-centered plan of your coursework. Preference will be given to those who wish to initiate or finish a master's degree in the teaching of English to speakers of other languages. Studies committed to providing tangible results that can be applied to the classroom are favored.

To Apply: Send five copies of each of the following: 1) your curriculum vitae; 2) a statement of financial need; 3) a description of your volunteer service to TESOL, an affiliate, or to other professional or community organizations; 4) a 15-minute segment on audio cassette (do not send video) of your teaching ESL; 5) two lesson plans (one from the lesson on the tape) and 6) a statement of the purpose of the study (no more than five pages). Describe what is to be done, why, what previous work makes it likely that the project will be completed and that you are competent to undertake the project. Comment on what influence or aid the completed project will be to your instructional setting and to the profession. Mention the institution where the work will be done and the advisor under whom you plan to study.

Supporting Documentation: Ask a colleague, a professional who is well acquainted with your classroom performance, your professional activities and your scholarship to write a letter of recommendation on your behalf. Have that person send it directly to the address below.

Additional Comments: The funds for this award are donated by the Regents Publishing Company of New York. If you win this award, you will be expected to present the results of your study or project at a TESOL convention within three years from the date of receipt.

Due Date: December 1, 1986.

Send to: TESOL/Regents Publishing
Company
Fellowship Selection Committee
TESOL Central Office
1118 22nd Street, N.W. #205
Washington, D.C. 20037, U.S.A.

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Looking at Volcanoes and Listening Comprehension

by **Bob Burbidge**
United Nations Staff Language Programme

This article is based on a presentation made by the author at the NYS TESOL Conference, October 1984. —*Editor*

If you wish to know the relationship between looking at volcanoes and listening comprehension immediately, you might refer to this article's last two paragraphs, which also contain the essence of what I am trying to say here. In this way you can kill two birds with one stone because you can skip the rest of the article if you are pressed for time.

I would like to point out six characteristics of listening for a native speaker and their implications for teaching. I will then indicate nine exercise types that can be used for listening comprehension with examples from commercial materials. Finally, I will describe some listening exercises developed for video lessons made by myself and my colleagues, Maurice Clapisson, Virginia Fox, Elizabeth Kahn and Laura Layton, for the United Nations Staff Language Programme.

There are six things we can say about listening in the real world (Brown 1978, Porter and Roberts 1981, Brown and Yule 1983):

(1) The spoken language and the written language are very different. Typically spoken language is not very well organized; does not consist of complete sentences; is full of hesitations, ums and ahs, interruptions and repetition; and does not necessarily contain a lot of information. Written language on the other hand, is more coherent and better organized, consists of complete sentences, has no ums and ahs and is very dense in information (at least we hope!).

The implication for teaching listening is that perhaps we should expose students to a lot of *authentic speech* as opposed to artificial dialogues or written language read aloud. One interesting technique suggested by Peggy Anderson of the University of Wichita is to have students record an interview from a magazine having seen only a skeleton of the interview, on the basis of which they could ad lib and thus produce quite a bit of natural speech.

(2) When we are listening we usually get a lot of *visual help*, which facilitates understanding. We can see the people who are speaking—their faces, their expressions, their gestures. We also see the situation we are in, the location, the background.

The implication for teaching listening would seem to be to use a lot of visuals to help our students understand. The ideal, of course, is to invite native speakers to the classroom and have conversations with them or to show videos of native speakers talking. This is not always possible, but we can make liberal use of slides, photos, pictures, maps, graphs and realia to fill in the visual details instead of using only a tape recorder. While it is true that when listening to the radio, a telephone conversation, an announcement or a record, we do not get visual help, these may be higher-level listening skills to be introduced gradually and carefully.

(3) Frequently when listening, native speakers have *expectations* about how the conversation might go, what they are going to hear, what their interlocutor is going to say. Based on our *knowledge of the world* we can *predict* the kind of things that might be said. For example, if you call up to rent a car, you have some idea about how the conversation will go, about the kind of questions you will be asked, the kind of information you will give. You would be surprised if the agent started to talk about the latest movie or asked after your family.

What is the implication for teaching listening? It might be that *pre-listening activities* are very important, so that our students are prepared for what they will hear, so that they have expectations and can predict. For example, if the students are going to listen to an interview the teacher has recorded, the teacher could invite the interviewee to the class to talk to the students first or to answer questions. Other pre-listening activities could take the form of pictures or maps, a quiz, a reading text, a check-list or simply a discussion about what is to be heard. It might be that such pre-listening activities are more important for helping our students to understand than post-listening exercises.

(4) When we listen as native speakers we have a lot of *contextual knowledge* about both the speakers and the situation we are in. We often know the age, sex, rank, and job of the speakers, and what attitudes they might have. We also have information based on prior knowledge of the setting and whether it is formal or informal, and we act accordingly.

The implication here is that in pre-listening activities we should probably make sure that our students are privy to contextual information before listening. This can be done with pictures or discussion or by encouraging students to guess attitudes, roles, register and settings.

(5) Very often we have a *purpose* for listening. We do not necessarily want or need to hear everything that is said. We typically listen for specific pieces of information and, once we have hit the target, may well tune out. For example, as I listen to the news each morning, I do not hear everything; I am listening for the weather forecast so I'll know whether to wear my long johns or not.

The implication here, I think, is not to expect our students to do what we do not do ourselves. Rather let us give them a *reason for listening* and ask them to listen for something specific. This would imply *while-listening activities* rather than post-listening exercises. Such tasks could be checking off things they hear on a list, locating something on a map or matching pictures with what is heard.

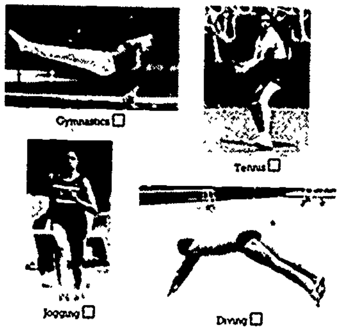
(6) A lot of spoken language is simply for *social interaction* and not for the exchange of information. It is often to exchange pleasantries and maintain relationships with people. Sometimes we do not listen to what a person says but just wait our turn politely to say what we want to say, and the other person does the same—a kind of turn-taking ritual.

The implication for teaching listening is perhaps not to have students listening for facts all the time, but to encourage them to attend to attitudes, feelings, gestures, expressions, body language. And also how people keep conversations going and take turns with phrases such as "By the way," "That reminds me," "That's interesting" (although it may not be), and all the ums and ahs.

Having looked at six characteristics of listening, I would now like to describe nine types of exercises which can be used to help our students understand (Richards 1983). And I will show examples from commercial textbooks, some of which have been shortened for presentation here, which take into account some of these characteristics. All of these books contain visuals and both pre- and while-listening activities.

(1) **Matching** is to match what you hear with some pictures or with a series of sentences (see figure below). For example, you might have to check them or put them in chronological order.

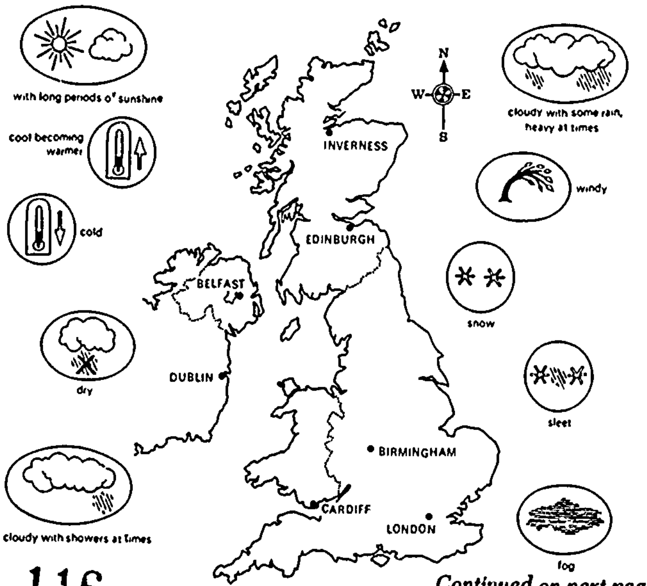
Which sport is being taught? Put a check (✓) in the box below the correct photo. Make a list of the important words that helped you reach this conclusion.



© 1984 by Cambridge University Press. *Listening Tasks* by S. Schecter.

(2) **Transferring** is putting what you hear into a non-linguistic medium, such as drawing a picture, locating something on a map or making a graph.

Choose one of the places on the map and listen for the weather forecast for that area. Draw the correct symbol on the map.



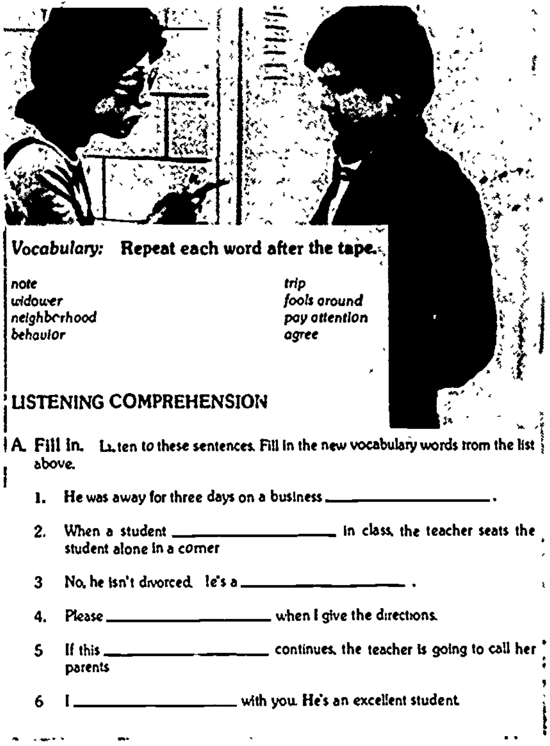
© 1981 by Cambridge University Press. *Task Listening* by L. Blundell and J. Stokes.

Continued on next page

Volcanoes

Continued from page 7

(3) **Transcribing** is simply writing what you hear. The most traditional form of this exercise is of course straight dictation, but there are variations of this in the textbooks mentioned in this article, for example, the cloze-type dictation.



Vocabulary: **Repeat each word after the tape.**

note	*trip*
widower	*fools around*
neighborhood	*pay attention*
behavior	*agree*

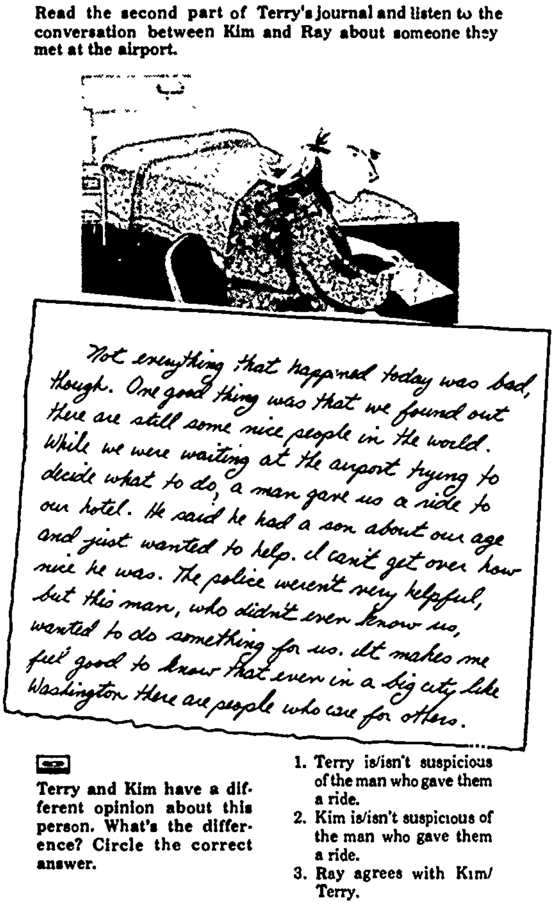
LISTENING COMPREHENSION

A. Fill In. Listen to these sentences. Fill in the new vocabulary words from the list above.

1. He was away for three days on a business ________________.
2. When a student ________________ in class, the teacher seats the student alone in a corner
3. No, he isn't divorced. He's a ________________.
4. Please ________________ when I give the directions.
5. If this ________________ continues, the teacher is going to call her parents
6. I ________________ with you. He's an excellent student.

© 1984 by Newbury House Publishers, p 73 from *Now Hear This* by B. H. Foley. Reprinted by permission of Harper & Row, Publishers, Inc. Photo rights sought.

(4) **Scanning** is listening for specific details only, instead of trying to understand everything at once.



Read the second part of Terry's journal and listen to the conversation between Kim and Ray about someone they met at the airport.

Not everything that happened today was bad, though. One good thing was that we found out there are still some nice people in the world. While we were waiting at the airport trying to decide what to do, a man gave us a ride to our hotel. He said he had a son about our age and just wanted to help. I can't get over how nice he was. The police weren't very helpful, but this man, who didn't even know us, wanted to do something for us. It makes me feel good to know that even in a big city like Washington there are people who care for others.

Terry and Kim have a different opinion about this person. What's the difference? Circle the correct answer.

1. Terry is/isn't suspicious of the man who gave them a ride.
2. Kim is/isn't suspicious of the man who gave them a ride.
3. Ray agrees with Kim/Terry.

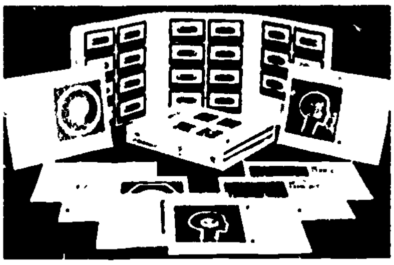
© 1983 by Longman. *Missing Person* by K. Anderson, K. Brueggling and J. Lance.

Continued on next page

PUT LISTENING COMPREHENSION IN YOUR PROGRAM

The Learnables

An audio-visual course which teaches comprehension of over 3,000 basic English words and realistic dialogue through picture stories.



FROM SEPT. 1985 NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS CURRICULUM REPORT "*...recent research has shown listening comprehension to be of paramount importance from the learner's first days in beginning courses throughout the duration of the learning experience.* THE LEARNABLES *constitute a fascinating option for language laboratory use...or as homework...even if* THE LEARNABLES *themselves do not specifically match the content of the adopted text.*"

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Volcanoes

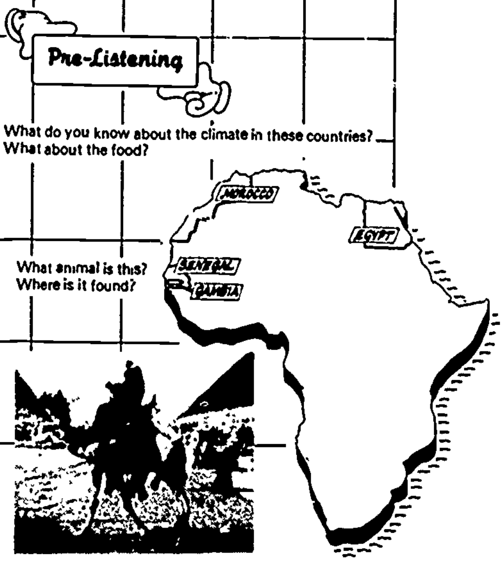
Continued from page 8

(5) **Condensing** is summarizing what you hear or making an outline. This can be conveniently done in a chart.

Carolyn, Mary and Bart and Robin are talking about the places they have been to and what they did there.

1. Listen to the tape and write as much information in the chart as you can:

	Carolyn	Bart	Mary	Robin
Countries visited				
Food				
Drink				
Sights				
Other Activities				



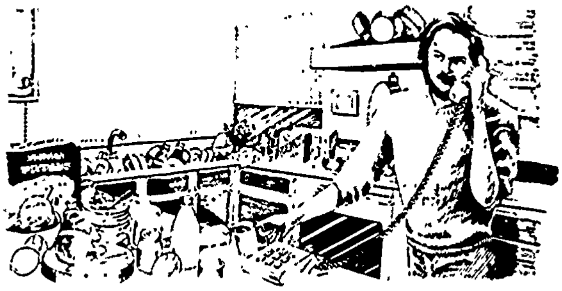
What do you know about the climate in these countries?
What about the food?

What animal is this?
Where is it found?

© 1983 by Pergamon Press. *Conversation Pieces* by S. Mumford.

(6) **Extending** is going beyond what you hear and trying to fill in the missing details. For example, looking at the figure below, students listen to one side of a conversation and have to guess the other sides.

This is Tom's side of a telephone conversation with Catherine.



As you listen...

Try to imagine what Catherine is saying during the pauses.

After you listen...

Write some possible responses that Catherine could have given after Tom said:

1. Why are you going to be late?
2. I guess you don't love me anymore.
3. I know I'm not making much money, but that's not the point.
4. There's a lot of work for photographers in Los Angeles. Why don't we move there?

© 1984 by Lingual House. *PAIRallels* by M. Rost and J. Lance.

(7) **Recalling** is trying to remember details of a factual kind.

Reason for listening

After listening to this documentary you should expect to know how the Talking Books for the Blind scheme works as well as understanding some of the technical details about the equipment that is used.

© 1984 by Cambridge University Press. *Reasons for Listening* by D. Scarbrough.

(8) **Inferring** is making inferences or evaluating what you hear.

Good buys

Recognizing and interpreting attitudes

5 This time, listen to the woman's remarks about each item. Can you recognize and interpret her attitude from the words and tone she uses. Listen to the tape and identify the remarks in the grid below. Write next to the remark the number which corresponds to the attitude taken by the woman. You may consider that her remark can be interpreted by more than one of the attitudes listed below. If so, note down the other numbers and, after listening, discuss your selection with your partner and teacher.

Attitudes
Sarcasm 1 Reluctant acceptance 2 Acceptance with understanding 3 Objection 4 Patience 5 Irritation 6

Pre-listening

1 First of all, read this sh
what each of the items

Sh
1 Chicken
1lb Gueru
¼ lb must
2 Spanis
1 lb long
1 crisp le
1 bottle
1 bottle of
½ lb Gorgonzola cheese
French bread
1 carton of crea
strawberries

	Goods	*Remarks*	*Attitude number*
i)	Cream	'Ooh dear! Well I, well I suppose yes I can beat it up.'	
ii)	Strawberries	'Well all right. OK.'	
iii)	Chicken	'Well, I suppose if it was the best you could get, it was the best you could get.'	
iv)	Tomatoes	'Well thank you for putting them under the chicken.'	
v)	Onions	'No dear! They're pickling onions.'	
vi)	Rice	'Yes dear, I wanted long grain rice.'	

Listening

2 This list was made by a woman for her husband who has just returned with the shopping. You will now hear the man and his wife discussing the goods as he unpacks them. Unfortunately he did not get exactly what was on the list.

© 1981 by Cambridge University Press. *Learning to Listen* by A. Maley and S. Moulding.

Continued on next page

Thank You

We are indebted to the following publishers for permission to use pages from their texts for "Looking at Volcanoes and Listening Comprehension" in this issue of the *TESOL Newsletter*: Cambridge University Press, Harper & Row, Lingual House, Longman, and Pergamon Press.

—*Editor*

Volcanoes

Continued from page 9

(9) **Predicting** is making guesses and deductions on the basis of information you have heard.

Unit 8 One-upmanship

Pre-listening

1 Before listening to the tape, look carefully at the notes below. They were made by the director of a chain-store company who is interviewing candidates for a junior managerial post. In them he has noted down the qualities etc. he is looking for. Make sure you understand them before going on to the listening. It will be helpful for you to discuss them with a partner. Try to form a mental picture of the ideal candidate.

```
Memo for interview re. junior manager's post

Experience
At least 3 yrs in management of small family business
or small store or similar.

Age
Late 20s early 30s.

Status
Single/no family problems.
Need for free transferability through U.K.

Personal qualities
Honesty.
Energy.
Loyalty to the firm.
Tact.
Must get on well with people.

Salary
Negotiable £2500-£3500 according to experience.
```

Listening

2 a) Now listen to conversation 1 on the tape. You will hear two of the candidates talking to each other after the interview. From what you hear and the way you interpret it, what can you deduce about them regarding the points the manager was looking for?

Points to look for	*Candidate A*	*Candidate B*
Experience		
Age		
Status		
Personal qualities - honesty - energy - loyalty to firm - tact - getting on well with people		
Salary		

Some of the information is present in the conversation, that is, it is stated by the speakers. Much of it however, you will have to make guesses about on the basis of the attitudes/qualities you feel are being expressed. You will need to listen to the conversation more than once.

b) Now compare your ideas in groups of three. Then check them with another group

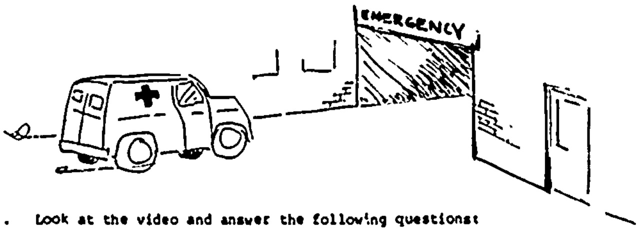
3 a) Now listen to conversation 2 on the tape. Do exactly as you did for conversation 1. That is, record as much of the information needed for the manager's points as you can hear or deduce.

© 1981 by Cambridge University Press. *Learning to Listen* by A. Maley and S. Moulding.

Unfortunately, since the *TESOL Newsletter* has not yet managed to incorporate a mini-video cassette recorder within its pages, I cannot show you examples of the video lessons we made for the United Nations Staff Language Programme. However, I can briefly describe and show examples of two such exercises. The videos were quite amateurish and spontaneous in their production and required no scripts and very little preparation on the part of the participants. But we found the results quite satisfactory.

I got the idea for the first video after taking my wife to an emergency room with a broken wrist. There are three characters: the patient, the receptionist and the doctor. We simply discussed beforehand the kinds of questions the patient would be asked and how she broke her wrist; then I put on a white coat and we were ready to film. As a pre-listening activity in class I told the students about how my wife broke her wrist and asked them what kinds of questions are asked in the emergency room.

AT THE HOSPITAL EMERGENCY



I. Look at the video and answer the following questions:

The receptionist is

(a) friendly (b) unfriendly (c) impatient (d) kind

The patient is

(a) happy (b) worried (c) in pain (d) angry

The doctor is

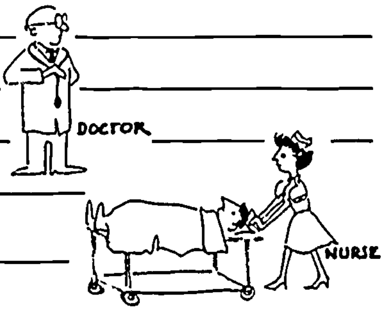
(a) sympathetic (b) unsympathetic (c) patient (d) impatient

The actors are

(a) good (b) not so good (c) terrible

II. Try to write down the questions the receptionist asks the patient

NAME	
ADDRESS	
TEL.No.	
DATE OF BIRTH	
RELATIVES	
INSURANCE	
PREVIOUS VISITS TO THE HOSPITAL	
MEDICATION	



III. Answer the following questions:

	YES	NO
Can the patient put her thumb and little finger together?		
Can she twist her hand?		
Can she bend her arm?		
Does her shoulder hurt?		
Does she feel pain in her arm?		
Does she want an injection?		

A friend of mine had been on a mission to the Cocos Islands to help organize a referendum. So the next video was an interview with him about the trip and he also showed photos he had taken. The interview was unrehearsed, but I knew the types of questions I was going to ask him. Pre-listening activities involved guessing where the Cocos are located and what kind of place it is, and also showing photos. A colleague showed the video to a group of advanced Indonesian students who were familiar with the referendum and very interested. Their task was to write a report on the mission (see figure on next page).

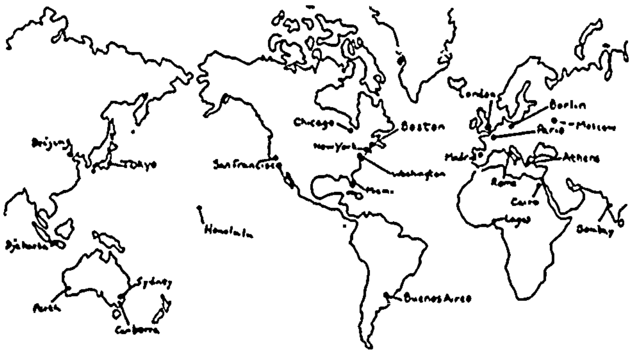
Continued on next page

Volcanoes

Continued from page 10

COCOS ISLANDS

1. Where are the Cocos Islands located?
Put an X on the map of the world.



2. Steve went from the U.S.A. to the Cocos Islands.
Draw his route on the map.

3. In which photos do you see the following things?
Write a number beside each one.

schoolchildren ____ a coconut plantation ____
a mosque ____ a village ____
a beach ____ John Clunies-Ross ____
coconut trees ____ a plane ____
a boat ____ counting the ballots ____

4. Listen for information about the islands.
Underline the correct answers.

Number of islands	6000	27	2
Origin	Maylasian	Australian	Indonesian
Occupations	tourist industry	agriculture	fishing
Religion	Christian	Muslim	Buddhist
Result of referendum	independence	integration with Australia	free association
Population	80	400	40
Founder	the Australians	the British	John Clunies-Ross

What is the relationship between looking at volcanoes and listening comprehension? Well, looking at volcanoes is a very *visual* experience for me, and there is also a lot of *context* around to feed my eyes on. However, when I look at volcanoes I also listen and, based on my *knowledge of the world*, I have *expectations* about what I will hear. I have a *purpose* in listening. And if my *prediction* is right and I hear a certain rumbling sound beneath me, I do not sit around listening to every specific detail; the main idea is enough and I run like the dickens!

In brief, I am making an appeal for pre-listening and while-listening activities with lots of visuals, and indeed other non-linguistic and paralinguistic media, to help our students understand what they hear.

About the author: Bob Burbidge teaches ESL in the United Nations Staff Language Programme in New York City.

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TESOL Statement of Assets and Liabilities for 1984-85

TESOL publishes annually a statement of its audited accounts which appear on alternate years in the TESOL Membership Directory.

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The Executive Board
Teachers of English to Speakers
of Other Languages

We have examined the statement of assets and liabilities arising from cash transactions of the Teachers of English to Speakers of Other Languages as of October 31, 1985 and 1984, and the related statements of revenues collected, expenses paid and changes in fund balance and changes in financial position for the years then ended. Our examination was made in accordance with generally accepted accounting records and such other auditing procedures as we considered necessary in the circumstances.

As described in Note 1 to the financial statements the Organization's policy is to prepare its financial statements on the basis of cash receipts and disbursements; modified to recognize the inventory of publications and depreciation of furniture and equipment; consequently, certain revenue and the related assets are recognized when received rather than when the obligation is incurred. Accordingly, the accompanying financial statements are not intended to present financial position and results of operations in conformity with generally accepted accounting principles.

In our opinion, the financial statements referred to above present fairly the assets and liabilities arising from cash transactions (modified as noted above) of the Teachers of English to Speakers of Other Languages as of October 31, 1985 and 1984, and the revenues collected, expenses paid, changes in fund balances and changes in financial position for the years then ended, on the basis of accounting described in Note 1, which basis has been applied in a manner consistent with that of the preceding year.

The supplementary schedules A-1, A-2 and B are presented for the purpose of additional analysis and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the examination of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

January 17, 1986 CURTIS & CURTIS

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Statements of Assets and Liabilities Arising From Cash Transactions
October 31, 1985 and 1984

	1985			1984
	General Fund	Restricted Fund	Total	Total
ASSETS				
Current assets:	$ 180,543	$ 45,638	$ 226,181	$ 150,732
Advances	14,825		14,825	12,246
Inventory	79,637		79,637	62,803
Total current assets	275,005	45,638	320,643	255,781
Furniture and equipment, at cost	91,612		91,612	86,442
Less accumulated depreciation	(61,787)		(61,787)	(45,244)
	29,825		29,825	41,198
Other assets	704		704	704
	$ 305,534	$ 45,638	$ 351,172	$ 297,683
LIABILITIES & FUND BALANCES				
Current liabilities				
Deposit payable	$ 459	$	$ 459	$ 234
Commitments (Note 2)				
Deferred revenue		15,143	15,143	29,514
Fund balance	305,075	30,495	335,570	267,935
	$305,534	$ 45,638	$ 351,172	$ 297,683

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ON LINE

Edited by Richard Schreck, *University of Maryland*

Presidential Campaign

by Macey Taylor
Tucson, Arizona

In this article, Macey Taylor describes how a specific piece of software can be used in the classroom. R.S.

"Presidential Campaign," a game for one to four players, simulates the process of trying to get elected to the presidency of the United States. The campaign lasts 100 or 125 days, according to the number of players. Each player is allowed to perform two actions in each day or turn. The options are to travel to another state, to campaign or raise funds in the state s/he is in, to do one of several kinds of research, to debate an opponent who is in the same state, to rest, or to see one of several kinds of tallies. There is also an option to drop out of the race, but I don't permit this until near the end of the period, at which point all may drop out and cause the election to be held if they do not wish to resume their game later.

The game is quite sophisticated in both operation and concept, but the English is ideal for an intermediate class. Much of the vocabulary is new, but students have little difficulty learning it. I do not give them all of the rules at once; rather I issue a handout which gives them enough to get started, adding complexities later via lectures or to individual team basis as they seem ready. Before each session of play, I present more information and answer questions concerning the new items they have encountered in previous play. Thus, they have both instruction and discovery learning.

Winning the game seems to depend on a combination of four factors: knowledge of the nature of each state, business or perhaps "common" sense, good note-taking skills, and chance. I cannot say what the relative weight of each factor is, but I believe that chance alone will not save someone who is extremely deficient in the other areas. The chance element consists of three things: receipt of funds, disbursement of funds, and "hot tips" which may or may not be valid. The unexpected funds are automatically added to or subtracted from the candidate's treasury, but this has not resulted in bankruptcy or in staving it off. As far as I know, none of my students has used the tips, so I do not know anything about the likelihood of the tip's being a good one. (I have to qualify such statements with "as far as I know" because the class is divided into teams of three or four players, and I cannot see every play in every game.)

As I circulate among the groups, I answer any questions asked of me except that I will not give a directive answer when asked what a player should do. I encourage questions about the characteristics of the state, comparisons of two possible strategies, etc. I counter "what-to-do" questions with questions of my own or with several alternatives, pointing out that I have not seen every action in the game and thus do not know what they have already found out about the popularity of position X in state Y, etc. Such responses encourage, model, improve, and reward questioning, making this game an aid in improving questioning skills.

An unfinished game can be saved for later restoration, but it is necessary to use a different disk for each team. However, since the game disk is not accessed during play, it is possible to use only one disk in several machines. The election results can be printed out. One caution: my original disk had several spelling errors. Complaint to the company resulted in a new disk with all the errors fixed, at no charge.

I highly recommend this game as an activity in itself, but it also has a number of spin-off possibilities. Here, it has led to the development of a four to five-week unit, a multi-skill project in which each student researches one state, writes a multi-source academic style mini-paper, and shares some aspect of the research with the rest of the class in any format except a speech. I do an introductory activity in which the students ask questions about Kentucky and Arizona, and give a lecture on the (very abbreviated) settlement history of the United States, with note-taking and an open-note quiz. Before the students each decide on a state, there is class discussion of which states seem interesting, followed by two days of research on the preliminary selections. Usually, some students decide to change to another state after reading a little. Each student is given the address of the appropriate Tourist Department and/or Chamber of Commerce, to write for information. Together we list types of sources readily available, and I require that one source be an interview with a person who knows the state fairly well. When the paper is finished, each student chooses a format for sharing with the class. The two most frequent choices are the "Questions Only" technique and computer games. This assignment adds interest to their study and must help them to think in terms of audience, for what is written for the teacher is never as interesting as what is shared with classmates.

About the author: Macey Taylor is chair of the CALL Interest Section of TESOL and a consultant in CALL-ESL.

Reference

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ON LINE

Articles by language teachers and linguists working with computers are invited. Responses to articles and requests for articles on specific topics are also welcome. Address: Richard Schreck, Editor, On Line, Office of International Programs, The University of Maryland University College, College Park, Maryland 20742, U.S.A.

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Assets and Liabilities

Continued from page 11

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Statement of Revenues Collected, Expenses Paid and Changes in Fund Balances
For the years ended October 1985 and 1984

	1985			1984
	General Fund	Restricted Fund	Total	Total
	(Schedule A-1)			
Revenues collected:				
Membership services	$ 395,341	$	$ 395,341	$ 331,308
Grants & contracts	5,468	22,821	28,289	199,619
Professional activities	296,760		296,760	194,413
Advertising	77,043		77,043	71,702
Other activities	203,138	2,999	206,137	148,688
	977,750	25,820	1,003,570	945,730
Expenses paid:				
Administration	260,341		260,841	218,516
Membership services (Sch. B)	331,747		331,747	269,622
Grants & contracts	2,413	21,562	23,975	181,453
Profess. activities (Sch. B)	208,835		208,835	224,616
Advertising	28,117		28,117	27,258
Other activities (Sch. B)	82,420		82,420	79,752
	914,373	21,562	935,935	1,001,247
Excess (deficit) of revenues collected over expenses paid	63,377	4,258	67,635	(55,517)
Fund balance, beginning of year	240,459	27,476	267,935	319,486
Transfer of funds	1,239	1,239		
Correction to record advances at actual (Note 4)				3,966
Fund balance, end of year	$ 305,075	$ 30,495	$ 335,570	$ 267,935

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Statement of Changes in Financial Position
For the years ended October 31, 1985 and 1984

	1985			1984
	General Fund	Restricted Fund	Total	Total
Funds were provided by:				
Excess (deficit) of revenues collected over expenses paid	$ 63,377	$ 4,258	$ 67,035	$ (55,517)
Add items not requiring funds:				
Depreciation	16,542		16,542	15,124
	79,919	4,258	84,177	(40,393)
Deferred revenue				4,539
Transfer from general fund				759
Transfer from restricted fund	1,239		1,239	
Correction to record advances at actual				3,960
	81,158	4,258	85,416	(31,109)
Funds were used for:				
Purchase of furniture & equipment	5,170		5,170	9,011
Transfer to restricted fund				759
Transfer to general fund		1,239	1,939	
	5,170	1,239	6,409	9,770
Net increase (decrease) in working capital	$ 75,968	$ 3,019	$ 79,007	$ (40,879)
Analysis of changes in working capital:				
Increase (decrease) in current assets:				
Cash	$ 56,801	$ 3,019	$ 59,820	$ (49,834)
Advances	2,579		2,579	8,939
Inventory	16,833		16,833	(34)
	76,213	3,019	79,232	(40,929)
(Increase) decrease in current liabilities				
Deposit payable	(225)		(225)	50
	(225)		(225)	50
Net increase (decrease) in working capital	$ 75,968	$ 3,019	$ 79,007	$ (40,879)

The accompanying notes are an integral part of these financial statements.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Notes to Financial Statements
For the years ended October 31, 1985 and 1984

1. Organization and summary of significant accounting policies:

Organization

Teachers of English to Speakers of Other Languages (TESOL) is a not for profit organization whose main purpose is to promote scholarship, disseminate information, strengthen, at all levels, instruction and research in the teaching of English to speakers of other languages and to cooperate with other groups who have similar purposes.

Basis of presentation

Except for the recognition of the inventory of publications held for sale, and depreciation of furniture and equipment, TESOL follows the practice of maintaining its records on the basis of cash receipts and disbursements. Accordingly, the statements do not reflect accounts receivable, accounts payable or other assets or liabilities or any revenue and expenses other than those arising from cash transactions.

Inventory

Inventory is valued at the lower of cost or market, on a first in, first out basis

Fixed assets

Office furniture and equipment is carried at cost. Depreciation is calculated, using the straight line method. The useful lives of assets range from 5 to 10 years.

Income Taxes

The organization is exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code, and is classified as an organization that is not a private foundation.

2. Commitments:

As of October 31, 1984, minimum annual rentals for the year ended October 31, 1985 were $20,880. As of October 31, 1985 TESOL was negotiating a new lease which began in December 1985. This new lease requires minimum monthly payments of $1,778 plus operating expenses and utilities. The lease expires June 30, 1987.

3. Components of the Restricted Fund

General Awards Fund

The general awards fund is composed of money donated by TESOL members for TESOL to disburse as awards. The awards are made by a committee to deserving recipients.

Institute of International Education (IIE)

The United States Information Agency (USIA) provides funds to IIE to administer. IIE reimburses TESOL out of the funds received from USIA for disbursements made as short term enrichment awards to foreign graduate students to attend TESOL's Annual Convention. All students awarded grants by TESOL have the normal registration fee for the convention waived.

Marckwardt Fund

The Marckwardt fund represents money solicited from TESOL members to be disbursed in short term enrichment awards to students for the cost of travel to attend TESOL's Annual Convention. TESOL waives the registration fee to the Annual Convention for students given travel awards by the Marckwardt fund.

Ruth Crymes Memorial Fellowship Fund

In March, 1980, the TESOL Executive Committee approved the establishment of a "Ruth Crymes Memorial Fellowship Fund". The principal is invested and the income earned thereon is used to fund an annual fellowship, to the TESOL Summer Institutes.

United States Information Agency Grant (USIA)

United States Information Agency (USIA) awarded a grant to TESOL to undertake the research and activities necessary to produce a complete program proposal and series of recommendations to USIA to produce a 52 segment broadcast series on teaching English.

4. Correction to Record Advances at Actual

During the fiscal year ending October 31, 1985, it was discovered that funds for the year ending October 31, 1984 had been treated as an expense and would be recovered.

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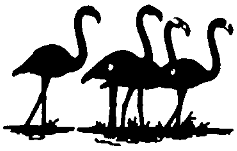

NON-TESOL MEMBERS MAY OBTAIN DETAILED INFORMATION BY WRITING TO
TESOL, 1118–22nd STREET, N.W., SUITE 205
GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20037 U.S.A.
TELEPHONE 202 625-4569

TESOL

AFFILIATE/INTEREST SECTION NEWS

NETWORKING WITH OTHER AFFILIATES

While visiting Lisbon in November 1985, I had the opportunity to meet the President and Treasurer of TESOL Portugal, Maria Manuel Ricardo and Desmond Rome. They generously carved out an hour of their busy schedules to talk to me about their activities in Portugal.

Both of these individuals have been very active in planning upcoming conventions and are very knowledgeable about the methods and politics of convention planning. They have established excellent relationships with academic institutions in Lisbon and other locations where conventions have been hosted. Not only have they obtained free space and services, but they have been invited to use the facilities as future convention sites.

TESOL Portugal has been actively involved in recruitment of new members, the publication of a newsletter, and the formation of a national association. The members work closely with other organizations who have ties with EFL and cooperate with the TESOL affiliate in Spain by scheduling conventions in locations near the Spanish border to encourage participation by and exchange with their peninsular neighbors.

During my brief visit, I learned quite a bit about the operation and concerns of an international affiliate. I also found out that we had much to share and gleaned useful information to take back to my own affiliate in the states such as obtaining free conference space and other services, recruiting new members, publishing a newsletter, and working with sister organizations. I was impressed with the dedication, professionalism and hard work of my colleagues in Portugal and would like to encourage other TESOLers who make international journeys to consider visiting the local TESOL affiliate. Susan Bayley at the TESOL Central Office would be glad to provide you with a letter of introduction and help in any way she can.

by Judy Paiva
WATESOL Executive Board

Editor's note: I would like to see the format of this page change to include the sharing of information that would be useful to other affiliates. Judy's idea is a good one especially if followed by a short article for the *TN* Affils page sharing the information you found useful. —*M.A.C.*

JOINT MEETINGS WITH SISTER ORGANIZATIONS

LOS BESOL (Lower Susquehanna Bilingual/English to Speakers of Other Languages) and PABE (Pennsylvania Association for Bilingual Education) held a joint regional conference in Lancaster, Pennsylvania, on April 26, 1986. Presentations by Faye Kramer, Joseph Prewitt-Diaz, and Timi Kirchner focused on the needs of individuals in both groups. Myrna Delgado, BE advisor for the Pennsylvania Department of Education was also on hand to discuss recent legislation and distribute the newest publications. The conference was an unqualified success. LOS BESOL is exploring the possibility of future linkages with PABE and other organizations and has some good ideas to share with other affiliates who are interested in similar endeavors. For further information contact Douglas Dockey, President LOS BESOL, Reigart School, 500 E. Strawberry St., Lancaster, Pennsylvania 17602.

IN MEMORIAM

Carol Jean Snowdon

Carol Jean Snowdon taught at the University of Michigan and the University of Akron and from 1976 to 1978 worked in Australia and Southeast Asia. In 1981 she completed a master's degree in Intercultural Advising and Training at the School for International Training in Brattleboro, Vermont. At the time of her death on April 23, 1986, she was director of the American Language Academy at Baldwin-Wallace College in Berea, Ohio.

Because of her deep commitment to international students, a scholarship is being established in her name. The scholarship will be given yearly for an international student to study at ALA at Baldwin-Wallace. Contributions to the scholarship can be sent to: Carol J. Snowdon Memorial Fund, Baldwin-Wallace College, Berea, OH 44017, U.S.A.

IN MEMORIAM

Maria Elena Calvani Abbo

It is a painful honor for members of Venezuelan TESOL to say goodbye to Maria Elena Calvani Abbo. Maria Elena was a dedicated member and worked so hard for our organization at the last convention. She had earned her university degree from Universidad Metropolitana and worked at the Washington Academy. We are all grateful for having known her—an outstanding professional and a delighful human being. Her untimely death is a great loss for all of us.

MINNETESOL NEWS:
- GOVERNOR APPOINTS ESL TEACHER TO REFUGEE BOARD
- ST. CLOUD PROGRAM NOTED

The Governor's Advisory Board for Refugees in Minnesota sent twelve of its members to Thailand for a two-week fact finding mission last February. The people chosen represented various areas that are involved in the resettlement process of the Indochinese in Minnesota. Sister Rosemary Schuneman, an ESL teacher at Notre Dame ESL School, located in St. Paul Companies, was chosen as part of this Minnesota delegation to Thailand. With the decrease in funds for refugee settlement, Sister Schuneman's task of providing accurate information in order to make recommendations on the resettlement needs becomes even more important.

St. Cloud ESL Program

The St. Cloud ESL Program in Minnesota received double billing just recently. First, they were featured in an article entitled "The Caring Fields" in the September 1985 issue of the *Instructor* magazine. The article singles out teachers, students and families and touches on the problems the programs face. WCCO radio also featured the staff of the St. Cloud Program in a program entitled "ESL: A Second Language, a Second Life" during November 18-23, 1985. The program was aired twice daily during rush-hour at 7:40 a.m. and 5:00 p.m. Both the article and the radio spots stressed the caring, nurturing devotion of the teachers at St. Cloud and the mutual respect shared by students, parents, and teachers. ESL teachers were portrayed as innovative people with a pioneering spirit who meet challenges eagerly.

Continued on page 16

Upcoming 1986 TESOL Meetings

(Meetings are in the U.S.A. unless otherwise indicated.)

September 27	Southern Virginia TESOL, Norfolk, Virginia
October 10-11	Oregon TESOL, Eugene, Oregon
October 16-18	Fourth Rocky Mountain Regional, Albuquerque, New Mexico
October 16-18	TESOL Italy, Rome, Italy
October 17	Mexico TESOL, Toluca, Mexico
October 24-25	Washington Area TESOL, Washington, D.C.
October 25-26	Mid-America TESOL, Kansas City, Kansas
October 26-27	Kentucky TESOL, Shelby, Kentucky
November 1	Oklahoma TESOL, Lawton, Oklahoma
November 1	TESOL Scotland, Dundee, Scotland
November 6-8	Second Southeast Regional, New Orleans, Louisiana
November 6-8	Sixth Midwest Regional, Ann Arbor, Michigan
November 7-8	Intermountain TESOL, Salt Lake City, Utah
November 7-8	Texas TESOL I-V State Conference, Houston, Texas
November 7-8	Puerto Rico TESOL, San Juan, Puerto Rico
November 8	Carolina TESOL, Charlotte, North Carolina
November 13	New Jersey TESOL/BE, Inc., Atlantic City, New Jersey
November 14-15	WAESOL (Washington State), Seattle, Washington
November 14-15	Ohio TESOL, Columbus, Ohio
November 16-18	New York State TESOL, New York City
November 21-22	Colorado TESOL, Denver, Colorado
November 21-24	TESL Ontario, Toronto, Ontario, Canada
November 22-24	JALT (Japan), Hamamatsu, Japan

More information on these meetings from: Susan Bayley, Field Services Coordinator, TESOL, Suite 205, 1118 22nd Street, N.W., Washington, D.C. 20037, U.S.A.

Affiliate/IS News

Continued from page 15

DATE'S FAMOUS TRAVELING AUDIO-VISUAL AIDS EXHIBIT

The Dominican Association of Teachers of English, DATE, has traditionally held its activities in the capital city, but because teachers in the province are poorly paid and often cannot afford transportation to Santo Domingo, the DATE board decided to take an activity to them: audio-visual aids that can cheaply and easily be produced at home. Materials were basically poster paper, cardboard cartoons from the grocery store, old pieces of plywood, crayons, or markers, etc.

The schedule of appearances was announced in our monthly bulletin, and the appointed representative in each area was given 100 flyers to distribute listing the specific time, place, etc. The DATE officers then traveled, two by two, on weekends to these five provinces.

The materials were useful for teaching pronunciation, grammar, reading, composition, conversation, etc. One important idea was on how to make an individual slate because students here often do not have paper or notebooks. Also, we made copies of materials from our master audios for all teachers who provided us with a blank cassette. We showed different kinds of puppets, how to make a box theater, styrofoam facial profile for pronunciation work, a series of folded panels for composition, masks, clocks, calendars, etc. Everything was easy to make and simple to use; nothing as fancy as an overhead transparency, for they have no machines and often no electricity.

Attendance varied from 3-75, but the success was overwhelming. The teachers were enthusiastic, full of questions and motivated to go out and try these ideas themselves. We presented it again at our annual convention and more people came, including the delegate from Haiti who asked us to bring it there. Talking with teachers in the provinces, we learned of their desire for specific workshops in the future.

The cost of implementing this idea is simply the officers' transportation costs, their time and energy. But, we feel it was time and energy well-spent. We recommend this procedure to other affiliates who may have members in outlying regions making it difficult to attend annual meetings and network with other teachers.

by Ellen Ducy de Perez
President, DATE

SPECIAL NEEDS INTEREST SECTION (SNIS)

The SNIS is asking that interested members please complete an information form and a participation form for future TESOL conferences. If you did not receive these forms in the mail, please contact: Ana Maria Mandojana, Florida International University,Tamiami Campus, TR M03, Miami, Florida U.S.A. 33199. Time and continued involvement is needed.

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest section newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

WATESOL WORKING PAPERS #2 AND #3 AVAILABLE

The WATESOL Working Papers #2 and #3 are available at $3.00 per volume or at $5.00 for the two (plus $1.50 postage and handling).

Volume #2 includes the following papers: (1) The Great Debate: Composition or Writing—"A Structured Approach to Teaching Composition" and "Teaching 'Writing' to ESL Students: A Process-Based Approach" (2) "When Theory and Intuition Meet: An Approach to Composition Instruction" (3) "Shakespeare Made Simple" (4) "The Mainstream English Language Training Project" (5) "Play on Words: Teaching Sentence Expansion and Modification by Computer" (6) "Job Satisfaction among ESL Teachers in Higher Education: A Preliminary Study" and (7) "The Problem with Formal Research Papers."

Volume #3 includes the following papers: (1) "The Fail-Safe Micro Research Paper" (2) "Is Role Playing An Effective EFL Teaching Technique?" (3) "Research on the Cloze Procedure of Reading Comprehension and Its Use in the EFL Classroom" (4) "Reading in English as a Foreign Language: Some Recent Research" (5) "Teaching to Enhance Acquisition of Pragmatic Competence" and (6) "Child vs. Adult in Second Language Acquisition: Some Reflections."

These volumes can be ordered from Christine Meloni, Editor, WATESOL Working Papers, English for International Students, George Washington University, Washington, D.C. 20052. Make checks payable to WATESOL.

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THE STANDARD BEARER

edited by Carol J. Kreidler, *Georgetown University*

The Adult Education Interest Section Newsletter recently carried a request for information about working conditions of part-time ESL teachers. That request, which is reprinted here, brought a reply which is being shared here. I am sure that there are other success (and failure) stories which would be of interest to the group in Illinois. I hope you will send them on to them.

And at the end of the column appear two items of news on TESOL's project of self-regulation through self-evaluation.

C.J.K.

Part-timers: Can Working Conditions Be Improved?

Part-time ESL teacher in adult education with training and experience wanted: low pay, bad hours, no benefits, no job security, no office or desk space, no materials, no duplicating equipment. Last minute notification of course availability. Sound familiar?

Unfortunately, in Illinois, many teachers have found that jobs like these are the only ones around. Since many of these teachers feel that the first step in improving their working conditions is collecting specific information about them, the Adult Education Special Interest Group of Illinois TESOL-BE has begun doing so. First, members were asked to identify problems. Next, they are being asked to fill out a standardized questionnaire in order to collect specific information about their programs. The SIG is also gathering "success stories," those strategies that have led to improvement (and even some full-time jobs) in other programs. In addition, we are trying to ally with other groups in adult and higher education that have similar aims.

We would like your help. If you have information about the working conditions of part-time ESL teachers in adult education outside Illinois, your own "success (or failure) stories," and/or suggestions about how professional groups like ours can best work to improve working conditions, please send them to us. Of course, we will share our information with you. We hope our efforts will help our profession become one more that teachers can make a living from.

Please write us: Peggy Kazkaz, ESL, Harper College, Roselle and Algonquin Rds., Palatine IL 60067 and Suzanne Leibman, English Language Program, Northeastern Illinois Univ., 5500 N. St. Louis Ave., Chicago, IL 60625

Adult Education Newsletter, Vol. XII, No. 2, January 1986.

Dear Peggy:

On reading your article on part-time teachers in the January 1986 issue of the *TESOL Adult Education Newsletter*, it seems to me it might be of service to our ESL teachers and to others to write to you about our agency.

Project Persona, now the Educational Division of the International Institute of Rhode Island, was founded in 1971 as a single ESL program manned entirely by volunteers. The first funding and with it the first paid positions came into being in the mid-1970's, but the program continued to rely heavily on volunteers. Now in 1986 the Educational Division operates a core ESL program, a refugee VESL program, a job-training program, a prevocational program, a citizenship/ESL program and a volunteer tutoring program.

The educational staff is comprised of nineteen paid teachers and five coordinators, most of whom also have some teaching responsibilities. Eight staff members work full time (35 hours per week); of those eight, five are coordinators. The remaining staff work from six to twenty-five hours per week. Virtually all teaching positions are part-time; because of the number of programs in operation, however, those teachers desiring more hours can usually piece together a full-time or near full-time position, if their personal schedules are flexible.

Over the years working conditions at the Educational Division have improved a great deal. All teachers are paid for one hour of preparation time for every two hours of classroom teaching. Teachers meet regularly with coordinators and with all other staff to share information and ideas and to give input to the agency planning process. Teachers and administrators participate directly in the planning of new educational programs and projects. Teachers are not compensated for meeting time per se, which can be a problem if many activities/endeavors are in the works. (At the moment, for instance, we are designing a new ESL/literacy program, planning our second annual ESL conference, rewriting job descriptions and creating a job development system.) Not everyone has time for everything. In general, however, job descriptions for teachers are clear and reasonable. Program administrators, on the other hand, often struggle under very heavy work loads, sometimes carrying more than one job description.

This January the agency introduced a new salary scale for all staff (the merger between the International Institute and Persona, which occurred in June 1984, joined an educational staff with a case-managing staff). For the first time, previous relevant experience, education and training are reflected in the starting salary of each staff member, which will be very helpful in attracting qualified applicants when we have openings. Our base pay rate for teachers is now the equivalent of $7.69 per hour with the current highest teacher wage being $9.42. Coordinator base pay is now $9.34 with the current highest educational administrative wage being $11.66.

Until January 1986, only full-time staff were entitled to health benefits, pension, vacation/sick leave and, in some cases, even holiday pay. As of January these benefits are available to all employees according to the percentage of full time that they work.

Each program's budget includes a line item for staff development. In-service training is provided regularly at the school, and staff are encouraged to attend local and national conferences pertinent to our work and our mission. This spring we will be analyzing the staff development needs of the whole agency and firming up a new staff development policy.

I hope this information will be of some use to you. If you would like our staff to participate in any study or survey you undertake, please let us know. We are very interested in learning of the working conditions of others in the field, and would appreciate your passing any pertinent information you have on to us. I hope we'll be seeing more about ESL teachers in the newsletter soon.

Sara Smith
Educational Coordinator

About the author: Sara Smith is educational coordinator of The International Institute of Rhode Island, Inc., 375 Broad St., Providence, RI 02907.

Self-Study: What Now?

Many of you have received a copy of the TESOL publication *Core Standards for Language and Professional Preparation Programs*, and have later endorsed these standards by writing a letter on program stationery to the TESOL Central Office, the Self-Evaluation Project. The Core Standards document is still available on request from the TESOL Central Office. Multiple copies may be purchased at $1.00 US each. All orders under $10 US are to be pre-paid.

Should your program now wish to undergo program improvement through self-evaluation, you may request TESOL's *Manual of Self-Study for ESOL and TESOL Professional Preparation Programs* and accompanying *Standards and Self-Study Questions* for your particular program level (elementary and secondary programs; postsecondary programs; adult education programs; or professional preparation programs). There is a pre-paid fee of $10 US for these materials.

If you have questions about TESOL's efforts at regulating ESOL and TESOL programs through the process of endorsing TESOL's standards and later undergoing program self-evaluation, get in touch with Susan Bayley, TESOL, Suite 205, 1118 22nd Street, N.W., Washington, DC 20037 U.S.A. Telephone: (202) 625-4569.

TESOL's First Report on Self-Study Submitted

The TESOL Central Office has just received the first program report on self-study from the TESOL Program, Teachers College, Columbia University, New York, New York. The self-study was conducted for the Middle States visit and TESOL's self-evaluation program. It was submitted by Kathy Akiyama, Mervat El Dib, John Fanselow and Fatima Nouiouat. Graduates of the program and Continuing Education participants also contributed to the self-study. The conclusion of this report explains how effective the self-study proved to be:

"Our study has met many problems and shows potential for improvement. However, for what it was and what it has achieved, we consider it successful. We have identified specific areas for improvement as well as areas that were found agreeable by graduates. We have significantly supplemented results from Questionnaire I with data and results found more helpful to current and future program planning and implementation. We hope that others who engage in self-study projects will benefit from our problems, challenges, and successes with the Questionnaire format, data compilation, analysis, and the general research experience. We believe the process we engaged in as a group taught us as much about conducting a self-study as the results taught us about the M.A. program and the needs for altering it and the Continuing Education offerings."

The 'EFL' in IATEFL

Continued from page 1

or second language was undifferentiated: Up to about 1935, the educational subject 'English' was taught as the mother tongue with the study of English literature being the unspoken and undisputed aim and purpose. Even in the British Commonwealth, the principal schools were deliberately modelled on British public and grammar schools: English was invariably the medium of instruction.

As far as Britain is concerned, the next major phase was the differentiation of two strands: 'literature teaching' and 'language teaching,' with the growing realization that sufficient command of *language* was required before any grasp of literature became possible.

Suddenly, from 1950 onwards, as former colonies in quick succession prepared for independence, *ELT* came into full flood. The pioneer UK university department, at the University of London Institute of Education, had in 1948 appointed its first Professor (the President of IATEFL, Professor Pattison), and a very large programme was initiated for training teachers from Commonwealth countries—and sometimes the training took place *in* those countries—as teachers of English language. The *content* was generally based on the particular analysis of English which is associated with the names of H. E. Palmer, A. S. Hornby, F. G. French, Michael West, and their associates. *It owed nothing to linguistics*; but it was very strongly backed by sophisticated classroom methodology. (At this time, British primary school methods were the envy of the world, and much of that practice, too, was transferred to ELT.) There was not much overt grammar, quite a lot of phonetics and pronunciation teaching, some speaking, much reading, some writing.

But in the 1950s and 1960s, the demand for English suddenly exploded. In the Commonwealth countries (Nigeria, India, Singapore, etc.) education, including English, was suddenly made available to *all* children, not just to the élite. This put millions of children for the first time into classes for English. But in addition, the demand for English grew rapidly in *other* countries—in former French possessions like Algeria, Madagascar, Syria and Lebanon; in most countries of Europe; in the Far East, etc.—where the historical, social and educational traditions and conditions were very different. And this extension of ELT as a whole led to the distinction, within ELT, between teaching it where it had a special place in the community, which became known as ESL, and teaching it where English had no special status, where it became known as EFL. All this you know: but the crucial points for this argument are, first, that in both types of British-based ELT it was the classroom-based methodology-oriented tradition that was exported—one remembers, for example, the very important pioneering work of John Haycraft and International House; and second, that both EFL and ESL were originally related to ELT *outside* Britain. (Teaching English to immigrant children did not start, in Britain, until 1962, and ESL did not become widespread in Britain for another decade, when it became established to a large extent as a branch of mother-tongue teaching.) Then from about 1965 onwards there began a very large traffic of foreign learners of English who come to Britain for a short period, to return home after their courses. This is always called EFL.

The history of post-war ELT based in the United States was different in many ways. America had no colonies (apart from colony-like relations with the Philippines, Samoa and Puerto Rico), but it did attract countless millions of immigrants. Their wish was to learn English in order to assimilate into American society. Hence the enormous industry of teaching immigrants, mainly adults, which became known in America as ESL. Hence the confusing double or treble usage of the term ESL: it can mean either 'English in Commonwealth countries,' or 'English for immigrant children in Britain,' or 'English for immigrants in the U.S.A.'

Now let us look at two very different educational/pedagogical outlooks, starting with the American. Following the use during the Second World War of linguists (rather than teachers) for preparing analyses of foreign languages and then teaching those languages, the teaching of English became associated with *linguistics*, and has largely remained so in the United States ever since. In the 1950s it was Bloomfield's structural linguistics, allied to Skinner's conditioning theory, which produced the famous Michigan 'audiolingual method.' Later, it was second language acquisition theory, derived from theoretical psycholinguistics and Chomskyan transformational grammar theory, that came to dominate American ESL studies.

What kind of *teaching*, then, emerged from these origins into the 1970s and recent 1980s? In Britain, for EFL the design was generally for pragmatic teaching ('Does it work?'), strongly classroom-oriented, with a rich and varied methodology, owing nothing to *theoretical*.

Continued on page 19

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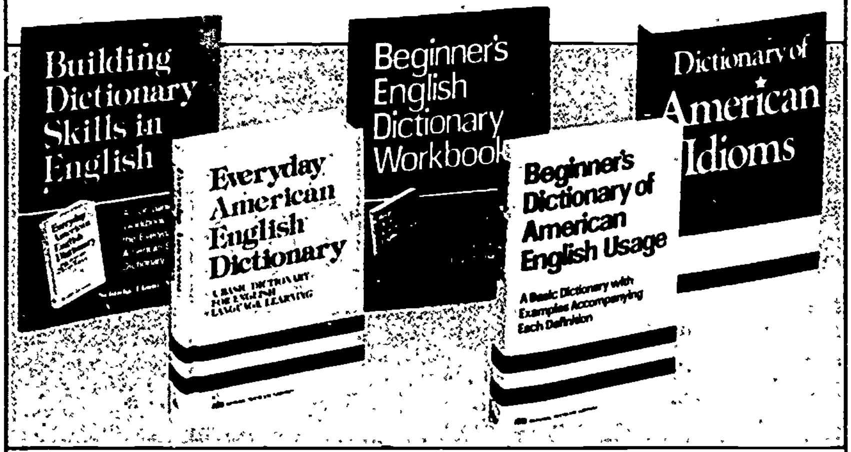
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The 'EFL' in IATEFL

Continued from page 18

linguistics or research, but quite a lot to *descriptive* linguistic work on English, insistent on the absolute need for initial professional training as a teacher, including supervised teaching practice. In the United States, within ESL the design was for an essential grounding in linguistic and psycholinguistic theory, much less on methodology, very often a strong training in research, little classroom teaching. These different outlooks on teaching were the consequence of their different historical experience and educational framework. (There were of course a number of golden exceptions to this summary. One remembers the names of Lois McIntosh at UCLA; Ruth Crymes in Hawaii, and of course, in New York, the splendid personality and work of Dr. Mary Finocchiaro.)

The Intellectual Roots of ESL/EFL

It is worth recalling that the EFL tradition in Britain has its roots, intellectually speaking, in the tradition of Sweet, Jespersen, Palmer, Hornby—scholars and teachers who referred to their underlying concepts in terms such as *philosophy* and *principle* and *rationale*. American ESL, by contrast, was in a tradition of theory—even 'hard' theory. By 1970, American linguists and SLA (second language acquisition) research specialists were insisting that language teaching should properly be subservient to a single discipline: that of *linguistics*, which is by definition a science. British EFL specialists, in contrast, regard language teaching as a branch of *education*, which is in the humanities—though they have also developed the concept of *applied linguistics* to describe their search for insights, illumination and assistance *from any discipline that can offer it*.

One can go one stage further, in distinguishing the large, luxurious V8-powered American ESL car from the small, uncomfortable, but agile and economical British EFL car. There exists an underlying difference in philosophy of science, which can be focussed in the two different meanings of 'eclectic'—pejorative (negative) in the American tradition, laudatory (positive) in the European tradition. When Steven Krashen remarked, at a conference in Georgetown University, in 1984, that '... eclecticism is intellectual obscenity' he was surprised at the hostile reaction of the Europeans in the audience. But, in the American tradition, the scholar is taught to seek the *one* theory which is currently accepted and dominant, and to fend off any seduction from other theories. To entertain that the truth may lie, even partially, elsewhere is to be eclectic, and that in the American view is a bad thing. But, in the British and European tradition, the scholar is taught that no theory has the monopoly of the truth, and that one seeks aspects of the truth wherever one can, building a synthesis of theoretical understanding as one matures. That is being deliberately eclectic, and is held, in the European tradition, to be a good thing.

There is one further, and final, deep distinction to be made, and that is between different views of the relations between *practice*, *research* and *theory*. To most American ESL theorists, it is obvious that theory determines research, which then justifies practice. 'How can a teacher know what to do in class until he or she knows what has been validated by research?' is a common American attitude. Language teaching is seen as being, desirably and naturally, dominated by theory. British EFL, by contrast, sees practice as having its own vital importance: research may help to improve practice: the results of research will contribute to the development of theoretical understanding on the part of the teacher. The contrast is stark: in American thinking: T → R → P, versus, in British thinking: P → R → T. Let me repeat: I am not saying that either is 'right' and the other is 'wrong', nor that one is 'good' and the other is 'bad'. Each has its own value; each has evolved from its own history; each serves best its own needs.

A Thumbnail Sketch of the EFL in IATEFL

The juggernaut of this paper is coming to a halt. Before it does so, let me make two brief and final points. First, let me attempt a thumbnail sketch of the archetypal EFL in IATEFL.

1. The EFL with which IATEFL is typically associated is *pragmatic, not dogmatic*—that is to say, it tries to adapt its methods and materials to the particular learners and learning conditions; it avoids the belief that there is any single 'method' or approach which is suitable for all and every circumstance.

2. It is learner-centred and classroom-oriented, recognising that we exist, in the last resort, only through the success and satisfaction of our students.

3. It is a branch of education, not of linguistics, and its operational criteria are ultimately those of organised learning and teaching: i.e., it is *professional*.

4. It is concerned not only with *doing*—with the *how* of language teaching—but with *knowing*—with the *why*: it relies for this purpose on the intellectual support of several disciplines.

5. It is *effective*: EFL is *successful*, by and large, so that its outlook can in general be *optimistic*. EFL teachers know that learners *can* be helped to learn better, through informed teaching.

6. It is a *community*: EFL teachers in this tradition recognise each other as fellow-professionals.

Finally, to the convergence I spoke about at the outset. In the past three to four years, American cars have got smaller and more like European (and Japanese) cars, and British cars have got bigger and more like American cars. Similarly with EFL/ESL. The two traditions I have been contrasting are coming much more together. The 1986 TESOL Convention programme is quite a lot like the 1986 IATEFL Conference programme—certainly far more so than it was even two or three years ago. I will not speculate on where this convergence will lead. I will only say that I find the process of development of EFL within the IATEFL ethos to be exhilarating and exciting. Long may it continue.

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CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

TEXTESOL V CONFERENCE SLATED FOR FARMERS BRANCH

TEXTESOL V (north Texas) will hold its fall conference on October 11, 1986 at Brookhaven Community College in Farmers Branch. The keynote speaker is Scott Enright of the University of Georgia in Atlanta. For more information, write to: Irwin Feigenbaum, Program Chairman, Department of Foreign Languages and Linguistics, University of Texas at Arlington, Arlington, Texas 76019.

"DIALOGUE ACROSS CULTURES" IS THEME OF ALBERTA TESL CONFERENCE

The eighth annual conference of the Alberta Teachers of English as a Second Language will be held in Edmonton on October 30, 31 and November 1, 1986. The conference will address a variety of topics such as literacy, learning styles, language learning across the curriculum, heritage languages, E.S.L. in native education and early childhood education, cultural adaptation and citizenship education.

The ATESL Symposium will be held in conjunction with this conference on October 30. The symposium topics are literacy and bilingualism, citizenship education, E.S.L. and native education, cultural adaptation and program evaluation. For registration information please contact Patsy Price, ATESL '86 Registrar, E.S.L. Resource Centre, Alberta Vocational Centre, 10215 — 108 Street, Edmonton, Alberta T5J 1L6, Canada.

OKTESOL CONFERENCE IN LAWTON

The fifth annual OKTESOL Conference will be October 31 and November 1, 1986 at Cameron University Campus in Lawton, Oklahoma. More information from: Kay Keyes, Program Chair, OKTESOL, IELI, Oklahoma State University, Stillwater, Oklahoma 74074.

6TH ANNUAL MIDWEST REGIONAL TESOL CONFERENCE

The 1986 Midwest Regional TESOL Conference is being held on November 6-8 in Ann Arbor at The Michigan League. MITESOL is hosting the conference on behalf of these Midwest TESOL affiliates: Illinois, Indiana, Kentucky, Michigan, Mid-America (Missouri-Iowa), Minnesota, Ohio, and Wisconsin. The theme of the conference will be **ESL: The Classroom and Beyond**. For more information, write to Jo-Len Braswell, English Language Institute, Wayne State University, 199 Manoogian Hall, Detroit, Michigan 48202. Telephone: (313) 577-2729.

ETAS ANNUAL GENERAL MEETING IN ZURICH

The third annual general meeting of the English Teachers Association Switzerland (ETAS) is to be held in Zurich on November 8, 1986. The day-long program will focus on grammar in the classroom. For further information contact Kate Oesch, Seefeldstr. 8, 8610 Uster, Switzerland.

SECOND LANGUAGE RESEARCH FORUM CALL FOR PAPERS BY USC

The University of Southern California will host the seventh Los Angeles Second Language Research Forum (SLRF) on February 20-22, 1987. We are soliciting data based second language research in, but not restricted to: Classroom Research and Methodology, Discourse Analysis, Interlanguage, Bilingualism, Psycholinguistics, Language Universals, Transfer, Sociolinguistics, and Second Language Acquisition. Presentations will be limited to 30 minutes, including time for questions. Abstract information should include: 1) 4 copies of 250-word abstract (name on 1 copy); 2) 3 copies of 100-word summary; and 3) 3 x 5 card with name, address, paper title, and a brief bio-data statement that specifies your current professional status and area of research. Send the abstract information to: Wes Friberg, Program Chair SLRF '87, American Language Institute, JEF-141, USC, Los Angeles, California 90089, U.S.A. Abstracts must be postmarked no later than September 22, 1986.

GEORGETOWN UNIVERSITY ROUND TABLE ON LANGUAGES AND LINGUISTICS

The Georgetown University Round Table will be held March 11-14, 1987. The theme of the forthcoming round table is **Language Spread and Language Policy**. For information, contact: Peter H. Lowenberg, Chair, GURT 1987, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057, U.S.A.

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TESOL [illegible] Peace Corps [illegible] a ceremony on the [illegible] in Washington, D.C. on Saturday, September 20, 1986. Joan Morley [illegible] and James Alatis, executive director of TESOL, will honor the Peace Corps [illegible] the organization's contributions to the development of the profession in the United States.

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Tokyo, Japan. INTERAC Japan is seeking full time (22 hours/week) EFL/ESP teachers of business English for classes of executives and other business people. Main office is Tokyo, but some positions available in other cities around Japan. Minimum B.A. required; M.A. and experience preferred, plus a desire for a two-year commitment in Japan. Minimum salary: ¥220,000 per month ($1300 at present exchange rate). Visa sponsorship and airfare provided. Send resume only to: Joseph A. Lieberman, Ichitani Bld. #503, Nishi Iru, Nishiki Takakura, Nakagyo-ku, Kyoto 604, Japan.

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Hiroshima Shudo University, Hiroshima, Japan. Tenure position for an EFL teacher available beginning April 1987. Duties include teaching 6 classes/week. Requirements: M.A. (or higher) in TEFL or related field; except for Ph.D. holders, three years of teaching experience or equivalent publications. Knowledge of Japanese desirable. Rank and salary commensurate with experience and accomplishments. By September 30th, send detailed resume with a photo, copies of publications and diplomas, names and addresses of two references to Dean E. Kishi, the Faculty of Commercial Sciences, Hiroshima Shudo University, 1717 Ohtsuka, Numata-cho, Asaminami-ku, Hiroshima, 731-31, Japan.

International Language Programs, Jakarta, Indonesia. EFL instructor needed for in-school and on-site instruction. Must have TESL/TEFL training plus a minimum of one year's experience overseas. TOEFL experience an asset. Terms of contract: 24 hours per week contact teaching, increments for MA TESL/TEFL and experience, net salary of Rp. 825,000 (approx. $735), one month's bonus per year, full shared housing, medical insurance, round-trip transportation for two year contracts, and six weeks minimum holiday per year. Due to shared housing only single instructors or teaching couples with no dependents. Send resume with recent photo to: James B. Wrightsman, Faculty Co-ordinator, International Language Programs, J1, Ciomas V/17, Kebayoran Baru, Jakarta Selatan, Indonesia.

ESL International Seoul Language Center, Seoul, South Korea. ESL instructors needed throughout the year for intensive English language program. Established curriculum, highly motivated students, nine levels of instruction, 30 hours/week teaching schedule. Qualifications: minimum one year full-time ESL teaching experience or degree in TESL/TEFL. Overseas experience preferred. Salary: $12,000 with up to 70% remittable to U.S. or elsewhere. Average savings rate about $5000. Round-trip airfare, furnished housing, $300 shipping allowance each way, medical coverage, paid vacation and sick leave. One year renewable contracts. Send resume to: ELSI/Korea, c/o Greg Harruff, ELS International, 5761 Buckingham Parkway, Culver City, California 90230, U.S.A.

American University in Cairo, Cairo, Egypt. The Center for Adult and Continuing Education seeks applicants for the position of Director, English Language Program. This person directs a staff of full-time coordinators and part-time staff of 140 teachers for a 9000-student adult program. Candidates should have combination of a doctorate plus strong administrative and teaching skills. Benefits include round-trip transportation, insurance, housing, retirement. Candidates urged to apply by October 15, 1986. Send letter of application and resume to: Dr. Thomas Lamont, American University in Cairo, 866 United Nations Plaza, New York, N.Y 10017, U.S.A. Telephone: (212) 421-6320.

Technical Training Institute, Dhahran, Saudi Arabia. The Institute seeks ESL Instructors for its civil aviation electronics training program. Duties include teaching and some program development. Qualifications: M.A. in TESOL or equivalent; substantial (2-3 years) overseas experience (preferably in Saudi Arabia); ESP for math and electronics highly desirable. Competitive salary and benefits. Two-year contract. Send resume to Mr. Peter W. Woolley, Senior English Instructor, Training Department, Saudi Services and Operating Company, Ltd., P. O. Box 753, Dhahran Airport, Saudi Arabia 31932. Telephone: 966-3-879-2323. Telex: 801926 SSOC SJ.

Centro Colombo Americano, Medellin, Colombia. Openings for ESL instructors in dynamic binational center. Qualifications: M.A. in ESL or Linguistics. Benefits: Round-trip airfare from point of departure in continental U.S. per year, paid vacation, yearly bonus equal to one month's salary, medical and dental coverage, free membership in recreational organization, all visa-related expenses reimbursed. Starting dates throughout the year. Send applications to Laura de Marin, Director of Courses, Centro Colombo Americano, A.A. 87-34, Medellin, Colombia.

Northrup University, Los Angeles, California. Small, private college has openings for full-time, day instructors in intensive EAP/ESP programs. Qualifications. M.A./M.S. in TESL, Applied Linguistics or related field, and ESL/EFL teaching experience. Responsibilities include teaching, committee work, and curriculum development. Competitive salary and other benefits. Resumes to Jeri Pollock, Northrop University Language Institute, P.O Box 45065, Los Angeles, California 90045-0065. Telephone: (213) 641-3470.

Utah State University, Logan, Utah. Intensive English Language Institute (IELI) has an opening at the lecturer level for a full-time position for an ESL teacher. The nine-month contract requires three quarters of teaching three daily (5 hour) classes. Minimum qualifications include an M.A. in ESL/TESL and three years' teaching experience in an ESL program at the university level. Send resume, transcripts and three references to Mrs. Barbara Buchanan, Chair, Search Committee, Intensive English Language Institute, Utah State University, Logan, Utah 84322-0715, U.S.A., or for a detailed job description call (801) 750-2081. AA/EOE

Job Notices Information

Institutional and commercial members of TESOL may place 100-word notices of job openings, assistantships or fellowships without charge. For all others, the rate is $50 per 100 words. For institutional, commercial and non-institutional members, the 100-word limit is exclusive of the contact address and equal opportunity employer/affirmative action designation (EOE/AA) where applicable. Words in excess of 100 are charged at the rate of $1.00 US per word.

Type ads double space: first list institution and location (city and/or state/province and country); title and/or position; qualifications sought; responsibilities; salary/benefits; resume, references, etc.; application deadline; contact address and telephone if desired; and EOE/AA (where applicable). Do not underline words or phrases; avoid abbreviations. Send three copies five to six months in advance of application deadline* to TESOL Publications, 1118 22nd Street, N.W. (Suite #205), Washington, D.C. 20037, U.S.A. Telephone: (202) 625-4569.

Late job notices accepted provided there is space. Call *TN* Editor: (212) 663-5819 or (718) 626-5450.

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October 20	December	February 28

1987-88 Fulbright Scholar-in-Residence Program

Opportunities for American colleges and universities to host a visiting scholar from abroad for all or part of the 1987-88 academic year are available through the Fulbright Scholar-in-Residence Program. Institutions are invited to submit proposals for visiting scholars in the humanities and social sciences, or in scientific or professional specializations with a strong international focus. Of particular interest for the 1987-88 program year will be proposals to bring foreign specialists in the fields of communications, education, U.S. constitutional law and related subjects, as well as foreign scholars in U.S. studies (history, literature, and politics).

A Fulbright Scholar-in-Residence may teach regular courses from a foreign area perspective, serve as a resource person in interdisciplinary courses, assist in developing new courses, or participate in special seminars. An institution hosting a scholar-in-residence would be expected to share the scholar's expertise with a wide range of departments and with neighboring institutions, involve him/her in community activities and professional organizations, and provide opportunities for the visitor to pursue personal research interests.

The program provides roundtrip travel for the grantee and, for full-year awards, one accompanying dependent; a monthly maintenance allowance; and incidental allowances for travel, books, and services essential to the assignment. The host institution is expected to share some costs in the form of supplementary funding and in-kind support such as housing.

The deadline for receipt of proposals is November 1, 1986. For detailed program guidelines and proposal forms and for further information, call or write Dr. Mindy Reiser, Council for International Exchange of Scholars, Eleven Dupont Circle N.W., Suite 300, Washington, D.C. 20036-1257, U.S.A. Telephone: (202) 939-5404.

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Cloze Procedure: A tool for teaching reading

by James Dean Brown
University of Hawaii

The cloze procedure was originally developed by Taylor (1953). Historically, it was developed by deleting every *nth* word (e.g., every 5th, 7th, etc.) and replacing those words with blanks that the students were required to fill in. This apparently simple procedure for developing exercises and tests has generated many variations and numerous studies in second language settings, particularly in ESL/EFL (see Alderson 1978 and Oller 1979 for excellent overviews of the first fifteen years of work in this area).

With the exception of Larson 1979, the second language literature on cloze has seldom made the connection between cloze procedure and the teaching of reading. This seems strange since many studies in general education journals have indicated that cloze tests tend to correlate fairly highly with various standardized tests of reading comprehension (see Brown 1978: 12-14). Moreover, Taylor's original purpose in developing cloze was to find an accurate way to assess the readability of texts for teaching native speakers to read. Why is it, then, that cloze is not generally viewed by second language professionals as a tool for teaching and measuring reading comprehension? It may be partly due to the tendency among researchers to consider cloze tests as measures of overall second language proficiency. But there may be other options. The purpose of this paper is to briefly explore specific theoretical links between cloze and the teaching of reading as well as to offer several practical applications of these links for the ESL/EFL reading teacher.

Cloze and Reading Comprehension

Smith (1975: 10) defines the general notion of cc. hension as "relating new experience to the dy known." He further argues that our mit hold certain theories of the world (the known) and that we test hypotheses against the environment around us (new experience) on the basis of those theories. When these hypotheses are confirmed in the environment, we

Continued on page 7

ESOL at the Library: How to Set Up a Collection

by Libby Shanefield
Princeton Adult School

Having a special ESOL reading section in a public library, or school or university library, makes a valuable resource available to your students and the community as a whole. This article describes how such a collection was established in a university town in the northeastern United States.

In 1972, the Princeton Public Library decided to set up a special ESOL reading section, and asked me to seek out appropriate adapted ESOL paperbacks at various levels. I wrote publishers, ordered books, and designed publicity to attract non-native speakers to the library. As of 1986, we have about 300 books.

What were some of the reasons for creating the special ESOL reading section in the first place? I had been using little readers for my Princeton Adult School classes. Students often asked me where they could get other simplified reading materials. The Princeton Public Library and I saw that there was a real need for an ESOL collection. The Princeton area has several major educational institutions which attract foreigners, and there are many large companies doing scientific research which have foreign-born personnel. Princeton also has a sizeable Italian-American immigrant population.

Goal: Leisure-time Reading

Our purpose was not to set up a collection of textbooks (although I eventually did that, too), but to create a leisure-time reading section which would serve the diverse needs of the foreign-born adults in the area. Many of these adults had been taking out children's books, or using high-interest, low-level books for people with learning difficulties. What we needed were books whose subject matter was not childish or patronizing to adults, yet which were adapted and simplified according to accepted word-frequency levels.

The first task was to survey publishers' catalogues to see what readers were available. After a few months, I had a group of about 50 titles to start our reading section with.

What is unique about this ESOL reading section? First of all, we shelved the books in a special way. Almost all of the ESOL books are short stories or novels. If they had been handled in the usual public library manner, they would have been included in the large fiction section, arranged alphabetically by author. It is unlikely that potential readers would have found them at all. So we decided to put them separately on three shelves, and highlighted the section with a large sign stating "English for Speakers of Other Languages."

Another unusual feature is that the basic, intermediate, and advanced levels have been kept separate from each other. I labeled books "basic" between 300-1000 words, "intermediate" between 1000-3000 words, and "advanced" between 3000-7000 words. After we began to expand the collection, we found we needed to narrow down the intermediate category. I then called books between 1000-1800 words "low-intermediate," and those between 2000-3000 words "high-intermediate." These levels have generally fit the publishers' classifications.

To determine the books' different word levels, I had to rely on the descriptions given by the publishers or the notations given inside the books themselves. To see how one publisher

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ERIC Full Text Provided by ERIC

President's Note to the Members

Unity and Diversity

TESOL's Constitution, from the original (1966) to the latest revision (1986), has always set forth an open membership policy, an invitation: "... to any person who at any educational level teaches standard English to speakers of other languages or dialects, as well as to any person preparing such teachers or otherwise concerned with such teaching."

This straightforward statement clearly articulates the philosophical *unity of purpose* of our organization. TESOL's first President, Harold B. Allen, expressed it this way: "... the central and basic ... tie that binds us all in TESOL (is) our concern with the teaching of English to people who do not have English as their first language."

At the same time, President Allen called attention to the *diversity* of TESOL professionals in these words: "... but we do not all approach this concern from the same direction nor with the same focus."

Now, looking back over two decades, we see that TESOL has experienced extraordinary growth both in size and in diversity—*while maintaining its strong spirit of unity*. Members in all manner of specialization and at all levels have shared their work willingly for the benefit of the profession and have taken pride in TESOL's emergence as a dynamic and creative force in the field today.

In the June *TN* President's Note we looked at the AFFILIATES of TESOL, and in August the STANDING COMMITTEES were featured. In this issue we will turn "The TESOL Story" spotlight to a focus on the INTEREST SECTIONS.

Interest Sections: Then and Now

Members new to TESOL may puzzle over the acronym SIG in looking through convention programs and publications. The "SIGS" came into TESOL's organizational structure in Denver at TESOL 1974 with the adoption of a Bylaws revision which provided for the establishment of seven Special Interest Groups or SIGs, as they came to be known. With the creation of these groups as a key component of TESOL, each special interest area had direct and formalized involvement in both the planning of the convention program and participation in the affairs of the joint SIG/Affiliate Advisory Council.

The next significant change in organizational structure took place in Honolulu at TESOL 1982 with the institution of the massive Reorganization Plan with its three-year phasing-in process. The name Interest Section replaced SIG and two independent councils, a Section Council and an Affiliate Council, replaced the Advisory Council.

Now, each year TESOL members choose their primary Interest Section, in which they will be voting members, and up to two other Interest Sections, all of whose newsletters they may receive. At the present time there are 15 Interest Sections, each with its own governance and its own agenda of activities.

The Fifteen Interest Sections

The sections will be reviewed in the order of the date of their original formation. The present names will be used, although some have changed since they were first established.

1. *Teaching English Internationally* IS facilitates idea exchanges on global and specific EFL/ESL issues, brings together professionals who have had/intend to have EFL/ESL experiences in different countries, provides an international network on teaching positions and professional interests worldwide, and encourages Standing Committees and other ISs to address relevant international concerns.

2. *English for Foreign Students in English-Speaking Countries* IS deals with methodology, curriculum design, materials development, placement, evaluation, and research relevant to the teaching of English primarily to non-native speakers who are foreign students attending intensive/semi-intensive programs prior to (or during) regular academic study.

3. *ESOL in Elementary Education* IS is dedicated to fostering recognition of ESOL as an academic discipline in elementary education, to increasing awareness of elementary ESOL educators' needs in TESOL and in our field, and to developing new professional resources for teachers and their students.

4. *ESL in Secondary Schools* IS is committed to ensuring that secondary ESL/EFL students develop the linguistic, cultural and cognitive skills necessary for success in an English-speaking context, by facilitating the exchange of information/expertise among secondary teachers and administrators.

5. *ESL in Higher Education* IS concentrates on professional concerns (recognition of ESL as an academic discipline and standards in HE-ESL), academic concerns (involving research, principles and practices in HE-ESL), and communication (disseminating information and providing a unified voice for ESL in HE).

6. *ESL in Bilingual Education* IS grew out of the unique relationship between the fields of ESL and Bilingual Education; its goals are to develop awareness of the role of ESL in BE, to foster communication among those involved in ESL in BE, to encourage research in BE, and to work closely with other TESOL ISs and professional groups concerned with BE.

7. *ESL in Adult Education* IS serves the interests of adult students in ESL programs, their teachers, and administrators; its intent is to bring together the knowledge, precepts, and skills of two distinct but compatible areas: adult education and English as a second language.

8. *Standard English as a Second Dialect* IS is concerned with theoretical and practical considerations related to the educational problems, at all levels, of learners of standard English whose first language is a regional, social or linguistically related variety of English, including socio-linguistic issues which arise from differences in dialects.

9. *Applied Linguistics* IS looks at language as a communicative system from both theoretical and practical perspectives, applies research and theory to real world contexts, and explores

Continued on next page

implications for the enhancement of language learning and communication.

10. *Research IS* emphasizes the importance of research in TESOL, by promoting and disseminating research findings throughout the organization; it also seeks to integrate research and classroom practice and to promote awareness of ethical issues involved in research.

11. *Refugee Concerns IS* was formed to address the specific language and cultural needs of the entire refugee family group, including learners of all ages, by bringing together educators interested in refugee work, by providing forums for discussion, and by disseminating information.

12. *Teacher Education IS* provides a forum for all interested in ESOL teacher education, raises and discusses relevant issues, promotes the continuing learning of ESOL teachers, and works toward the formulation of policy that will improve conditions of employment and learning for teachers and students.

13. *Computer-Assisted Language Learning IS* exists to work toward a definition of issues and standards in CALL, to facilitate communication and exchange among IS members, to contribute to the computer-orientation of other members of TESOL, and to foster research into the role of CALL in language learning.

14. *Program Administration IS* addresses the special needs of ESOL program administrators at all levels and in all fields; recognizing the unique role program administrators can play in fostering professionalism, PA-IS stresses strengthening managerial and leadership skills and provides a forum for information exchange.

15. *Materials Writers IS* focuses on the special interests of writers, teachers, editors, publishers, and curriculum and syllabus planners with the goals of providing a forum for the exchange of views on issues relevant to the preparation of learning materials, the setting of standards, and awarding merit for excellence in the field.

The Section Council

The work of the Section Council is under the direction of a Coordinating Committee composed of the three Executive Board members who are the duly elected Section Representatives to the Board, with the past second vice president as liaison officer.

Each IS has delegates on the Section Council in proportion to its primary membership: 1 delegate (up to 200), 2 delegates (201-500), 3 delegates (501 +). Future directions for the Section Council include active work in promoting communication among the ISs, and between the ISs, and the Affiliates and the ISs and the Standing Committees.

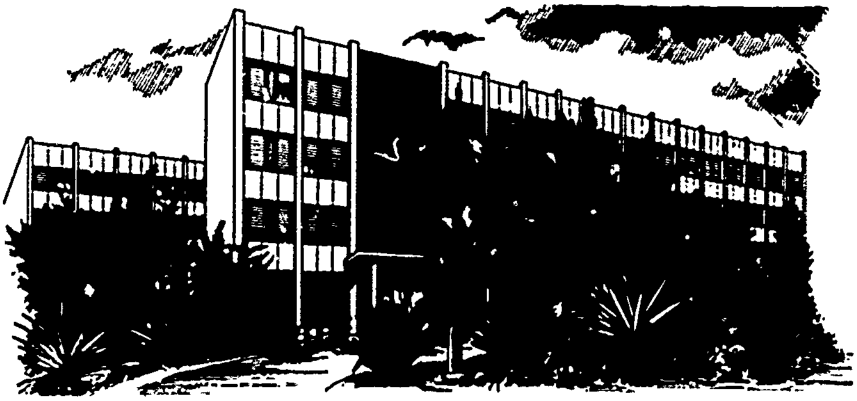
A Final Note

This past year Donald R.H. Byrd made the following comment on behalf of the *Materials Writers* group in its petition for admission to the IS Council. It brings us full circle—to a focus once again of the dual nature of TESOL—*unity* and *diversity*; ". . . TESOL is a growing organization and its prosperity comes from the diversity of its members—members who are united in similar professional commitments but diverse in how they apply those commitments."

JOAN MORLEY

* * *

TESOL Summer Institute 1987 Mediterranean Style



ESADE, site of 1987 TESOL Summer Institute

Since the first TESOL summer institute was held in 1979, the importance of diversity and innovation has been a common element in all subsequent summer institutes. The '87 institute will be no exception as far as course contents are concerned, but it will at the same time break new ground in terms of location and organisation.

The historic Mediterranean city of Barcelona has been chosen as the site for the '87 institute. Quite apart from its reputation as a cultural center (the association with Picasso, Dali, Miró and Gaudi), and as a leisure center (Barcelona is within easy reach of some of the most attractive Mediterranean coastline), this choice of a European location serves to highlight the cooperative nature of the '87 institute. For the first time, the event will be cosponsored by TESOL and by its European equivalent, IATEFL. This cosponsorship will be reflected in the choice of course contents and teaching staff, so that participants will be able to experience a synthesis of European and American approaches to the task of teaching English.

Among the diverse credit-bearing options proposed are courses in Materials Design and Adaptation, Computers and Language Learning, Stylistics, Film, Media and Culture, Classroom Observation, Assessment of Language Proficiency, Second Language Acquisition, and Comprehensible Input.

A further new departure for the '87 institute will be the inclusion of a second component designed specifically for teachers working in Spanish educational centres. In this way it will be possible to direct the instruction towards specific contexts and areas of common concern to teachers working in Spain. The international flavour of this venture will be emphasized by the provision of social events, round tables, and discussion sessions in which participants from both components will be encouraged to meet and exchange opinions with each other, and with members of staff whose options they may not be following.

The '87 institute will be held in ESADE, an internationally recognised school of business administration with a large, rapidly expanding language center. The modern lecture building is situated on the pleasant northwestern edge of the city with a view on to the mountains which separate Barcelona from the forested area to the north. Participants from Europe and the United States will thus have a remarkable opportunity to further their studies in a unique forum of learning, research, and techniques, in the city where Columbus—whose statue looks across the harbour—announced the news of his discovery to the court.

For further information, write to A.D. Reeves, Assistant Director, 1987 Summer Institute, ESADE Idiomas, Pedralbes 60-62, 08034 Barcelona, Spain.

BE/ESL Teacher Honored

Alicia Villanueva, a teacher of bilingual education and English as a second language in the Salinas, California public schools has been named Phoebe Apperson Hearst Outstanding Educator of the Year by the National PTA. The award, supported by the William Randolph Hearst Foundation in memory of the co-founder of the National PTA, provides $2,500 for the winning educator and another $2,500 for the parent-teacher group at her school, Washington Junior High School, for a project of her choice.

Reprinted from *Education Week*, May 28, 1986

Feature on Summer Programs Planned for February

Summer institutes, workshops or seminars of interest to teachers of English to speakers of other languages (ESOL) will be the focus of a special advertising section in the February 1987 *TESOL Newsletter*. Institutions or organizations offering such summer programs are invited to participate in this feature.

The feature has a two-fold purpose: 1) to aid institutions in publicizing their programs; and 2) to provide ESOL teachers with a unified listing of various professional enrichment opportunities around the world in order to facilitate their making plans for combined summer travel and study.

Persons desiring information about advertising specifications and the fee schedule should contact: Aaron Berman, TESOL Development and Promotions, P.O. Box 14396, San Francisco, California 94114, U.S.A. Telephone: (415) 697-5638. The deadline for reserving advertising space is December 15, 1986.

Working with Socio-Political Concerns: Some Questions and Answers

by Terry Corasaniti Dale
Chair, Committee on Socio-Political Concerns

In the past few months the Committee on Socio-Political Concerns has been working on a number of issues, including pending U.S. legislation regarding the status of Salvadoran refugees. Our discussions with fellow TESOLers often seem to focus on basic questions such as effective responses to issues, the role of the CSPC in U.S.-based and non-U.S.-based affiliates and appropriate procedures for lobbying. To help us gain insight into some of these questions, we asked J. David Edwards and Jamie Draper of the Joint National Committee for Languages (JNCL)/Council for Languages and Other International Studies (CLOIS) and Susan Bayley of the TESOL Central Office to talk with us. This article is the first part of our discussion which will be continued in the next issues of the *TN*. We welcome your comments, insights and additional questions.

Dale: To begin, tell us about JNCL and CLOIS. I think it may help us sort out some questions we've had on what political action is.

Edwards: JNCL is the policy arm for the major language/international studies organizations in the United States. It deals with issues of policy that are important to its member organizations. CLOIS is the political action arm for JNCL. Essentially, JNCL sets the policy on an issue such as accreditation or a specific piece of legislation. CLOIS exists to implement that policy. CLOIS is the public interest lobbying organization. It's registered with the United States government as a trade association with the first amendment right to lobby beyond the limits imposed on a non-profit organization, such as TESOL. One way to think about it is that JNCL is the idea and CLOIS is the forum for the idea.

Dale: Given that general description, what does JNCL/CLOIS do? What we really want to know is "what does JNCL/CLOIS do for TESOL?

Edwards: Both JNCL and CLOIS provide information. Ninety percent of lobbying is information brokering. To be effective and good at lobbying, you need a couple of skills. First, you need good information. Thus, we at JNCL/CLOIS depend on our member organizations to provide us with good, accurate, up-to-date information. Our political clout depends on that information, which we provide to policy makers.

Second, you need access for that information. That's the skill we at JNCL/CLOIS peddle mostly. It's our access to members of the U.S. Congress or to other policy makers that allows us to give them information and make them listen to it, and to us. We also broker information in another way. Our member organizations need to know what kind of fellowships are around or what kind of legislation or regulations would benefit or offend them.

Our job is to advise our members on how to react to legislation or regulation, to know what is likely to happen and to make sure things happen.

Draper: To give you specific examples, we track any legislation that has to do with languages. Much of that legislation ultimately has to do with foreign languages. But I also track legislation on bilingual education, immigration, U.S. English and English Only movements. All of the legislative information is sent out to our member organizations, including TESOL, as periodic legislative updates.

Bayley: You said that you track legislation on immigration. A lot of us in TESOL say that our profession deals with professional qualifications, methodology, instructional theory and the like. Others believe we need to expand our involvement into areas that affect our students' lives in the community, into areas such as immigration. This was a big issue when we were dealing with the Salvadoran legislation. Just what kinds of issues should we as members of TESOL (or its affiliates) respond to? What we need is a guide so that when we want to respond to an issue, we know what to do. How do we decide what's a "good" issue for TESOL? How do we "choose our battles?"

Edwards: I think that sometimes the issues can define the structure and that sometimes the structure can define the issues to be addressed. There are different schools of thought involved with organizations and political action of organizations. One is that you do not want to be so diffuse that you are all things to all people—that you are everywhere on every given issue. According to this school of thought, addressing issues such as nuclear freeze or the Salvadoran refugees diminishes your effectiveness in dealing with specific issues like teachers' pay, appropriations for ESL programs or accreditation—issues of vital importance to the profession.

The virtue of limiting your scope (which is why we are effective as lobbyists even though we do not have a lot of money and do not represent large numbers of people) is that we have expertise. An ESL teacher writing on the nuclear freeze is only one more concerned citizen. An ESL teacher writing on Salvadoran students in his or her classroom is someone writing about students they know something about. An ESL teacher writing about the importance of more ESL funding for their school because more funds will get more students training and get them jobs speaks with considerable expertise. If you can cite stories and give examples, your one letter is worth more than a hundred postcards against the funding. Expertise is the one big edge we have I think we have to be careful not to diminish it

Bayley: You said something about "structure defining the issues." What do you mean?

Edwards: We just talked in a general way about how particular issues define the structure of a response—responding to issues that are related to one's particular area of expertise, which is the structure upon which you build your organization. But I think you can also address issues that may be perceived as broader—if you structure it. Many organizations—their Board or a committee such as the CPSC—draft a legislative agenda with something like five or six broad areas of concern, along with some parameters as to what the organization believes regarding each of those areas—refugee education or employment standards, for example. Through some process—a legislative assembly or a mailing to all the members, that legislative agenda is revised and eventually approved by the membership. The organization then has a structure, an agenda, a statement of principles of what it believes to be important issues affecting its members. When national and local legislation or regulations are presented, the organization is able to refer back to its agenda. Both the organization and its individual members can then write letters or make telephone calls or even personal visits stating, "as a member of TESOL, I would like you to know that our organization officially supports/opposes 'x' activity." The organization and its members are prepared to deal with issues as they occur.

Dale: TESOL, as you know, is a large organization with members working at all levels of education and with many different interests. The size and diversity of the organization makes developing a position on any given issue a big job. The member organizations of JNCL/CLOIS are even more diverse with foreign languages, area studies, bilingual education and TESOL. How did the JNCL/CLOIS members develop their one, unified "voice" for political action?

Edwards: Well, it wasn't easy for us and it took a lot of work. We face two problems, one of which has to do with education in general. In every education group I have ever worked with, there seem to be divisions that set one group against another—K through 12 teachers against higher education people; foreign languages against area studies; state schools against community colleges. Sometimes these inherent divisions within the education profession make cooperation difficult.

The other problem is that we in education seem to have a hard time speaking to issues with a unified voice. Policy makers often consider the education community difficult to work with. On occasion, educators are the butt of many jokes about shooting themselves in the foot and forming their firing squads in circles. The differences of opinion that we have are legitimate, but what we need to do is structure our debate and do it internally. Then when we go public, we do it with one strong voice. We have been effective in foreign languages in the last six years because JNCL/CLOIS has provided a form to work out our differences before going public and then CLOIS can effectively represent the profession.

Dale: From what you've said, it seems clear that the CSPC exists to provide a comparable service to TESOL as a place where our members can find information on issues, debate them and then make our position known. There is a mutually beneficial relationship where TESOL and its members need JNCL/CLOIS's representation, expertise and information, and where JNCL/CLOIS needs TESOL's professional expertise and an active TESOL membership.

CSPC Business

To express your concerns or ideas for CSPG business, contact Terry Dale, CSPC Chair, 2727 29th Street, N.W., Washington, D.C. 20008, U.S.A. Telephone: (202) 234-7526 at home; or (202) 429-9292 at work.

ESOL at the Library

Continued from page 1

determines word levels, look into the *Longman Guide to Graded Reading* (1977), or the *Longman Structural Readers Handbook* (new edition, 1984).

Third, instead of organizing the books by author, we simply put them in alphabetical order by title. This is the way the books are listed in catalogues, but it is not normal library procedure. However, it did not really matter if the books stayed in order, as long as they were grouped according to different word levels. We wanted students to browse among them all, experimenting as they went along.

A fourth unique feature of the ESOL collection is the way the books are checked out of the library. If they had been catalogued as ordinary books, the author and the title would have been recorded electronically along with the user's library card when a book was taken out. However, we wanted to know how many times a book circulated during the year, and the usual check-out system did not record this. So we went back to the old-fashioned system of having a slip pasted on the book's end flap, with blanks for a date-due stamp. The circulation-desk employees were alerted to the special system by a prominent "ESOL" sticker on the right-hand cover of the book.

The big danger in this check-out system was that the library had no way of knowing who took out a book. We decided to take the risk because the books were relatively inexpensive. If some were lost or stolen, they could be replaced without too much expense. Initially they cost from $.75 to $1.00 each; fourteen years later, many are still under $3.00 each. But, the main reason for the date-stamp check-out was that we wanted to see the circulation record. With this information we could decide which books were most popular with students. Short stories, detective stories, and novels by famous authors are the most widely-read.

Now that the ESOL reading collection has been circulating for fourteen years, I only need to check it over once a year. I replace worn-out books and add a few new novels and short stories, whenever I can find them. The publishers' displays at TESOL conventions have been very helpful. I also look over the catalogues for new ideas.

We also have our own little card file separate from the main catalogue. The books are categorized by level. For instance, a student can look up all the "basic" titles together. For administrative purposes, we also have a card file with all the books listed alphabetically by title.

Publicizing the ESOL Collection

How did people learn about the ESOL collection, since it was so small? In 1972, I had pictures taken of several of my foreign students, the curriculum chairman of the Princeton Adult School and myself, looking at the books. I wrote a news article which pointed out the uniqueness of the section, and the library sent it to local papers. Fortunately, we were given a lot of exposure in three different weekly newspapers, and the books started circulating immediately. The Princeton Adult School ESOL teachers gave notices to all our students. We continue to give out notices twice a year, and post them in places where non-natives gather. I have also written other newspaper articles from time to time when books are added. We had especially big publicity with pictures of ESOL students reading for the section's tenth anniversary in 1982.

Libby Shanefield (left) is shown in front of the Princeton Library ESOL collection with students Hikyung Lee and Dong Young Lee from Korea, Grazyna Fryszman from Poland, and Anne Shepherd, Princeton Adult School curriculum chairman.

In setting up a collection like this, it is impossible to read all the books chosen or even to scan them for word-frequency levels. You really have to rely on the publishers' information and just hope you have chosen books that have adult subject matter. I made a few mistakes and got some childish-looking readers. Some of these circulated anyway. It seems that people are eager to read anything you give them.

Feeling that the students' opinions would help me choose books in the future, or eliminate books that did not seem suitable, for several years I asked students to write short book reports. A few of their comments show why adults like these adapted books:

> From a Taiwanese man: "The books I have read are *Cry, the Beloved Country* (Longman), *Animal Farm* (Longman), *The Call of the Wild* (English Language Services), *Doctor Jekyll and Mr. Hyde* (Longman), and *Stories of the American West* (English Language Services). Generally speaking, the language they use is not difficult for me. Usually, I can finish each story with about one hundred pages on average in less than two hours. Most of the stories I have read are interesting. The *Animal Farm* impressed me most. As a Taiwanese who has experienced the exploitation of either Japanese and Chinese nationalists for almost a century, I was moved very much by the contents of that story. Irresistibly, I have translated it into Chinese which will be published in *Ilha Formosa*, our bimonthly community magazine. I would suggest that we should have more books like this on the shelf."
>
> From a Syrian man: "I read the story book, which bears the title *Four Short Mysteries* (Collier-Macmillan). They were every entertaining and enjoyable to read, and as a matter of fact, I did not drop this book, once I started reading, until I had finished it off, from cover to cover. This may tell you how much this book impressed me."
>
> From an Italian woman: "About Edgar Allen Poe's *Tales of Mystery and Imagination* (Longman). Now after I read this easy edition of Poe's tales I would like to find one in the original style, because it should be very interesting for me to get an idea of the power of his language."

The students' enthusiasm over the ESOL readers certainly justifies my hard work in starting and maintaining the special collection.

Eight Steps to an ESOL Collection

To start your own ESOL collection, you may wish to follow this outline of procedures:

1. Determine need—adult foreign student, visitor, immigrant population in your area.
2. Approach library with tentative proposal—make appointment with library director. Take lists, catalogues, sample readers; show what Princeton has done.
3. Decide on budget—for example, in the United States, 100 paperback ESOL readers currently cost about $300. Start with no more than 50 titles.
4. Order books—look at ESOL publishers' catalogues, noting everything labeled "reader." Check descriptions; note word levels. Look for balance: basic, intermediate, advanced. Use these criteria for selection: adult? adapted? short stories? short novels? inexpensive? paperbacks? Content: entertaining? suspenseful? detective story? historical? biographical?
5. Divide duties—decide which tasks library will do, which teacher will do. Tasks include ordering, marking books, pasting date-due sheets, typing file cards, and publicizing the collection.
6. Catalogue, shelve, get ready to circulate—when orders arrive, check over books and mark each level. (We use word levels: basic 300-1000; low-intermediate 1000-1800; high-intermediate 2000-3000; advanced 3000-7000.)

Two catalogue file cards are needed for each book, both showing title, author, publisher, year, word-level. List books in the first card file by levels, alphabetically by title. Second card file, all books, alphabetically by title. (First card file for students to use; second card file for administration to keep.)

Shelve separately from other fiction. Three small shelves approximately one yard wide each are adequate for 200 ESOL paperbacks.

7. Publicize—take pictures which include ESOL students looking at books. Write a short newsy article. Have the library send the release to local papers.

Give out one-page flyers to your students and schools. Let other organizations distribute flyers.

8. Upkeep—take inventory once a year. Replace worn-out or lost books. Add new books. Gradually expand the collection and add second copies.

Start small!

Note: This article is adapted from a talk entitled "ESOL at the Public Library: Ten Years of Success" given by the author in May 1982 at TESOL/Hawaii The author will be happy to answer readers' inquiries about the collection—write to Ms Libby Shanefield, 119 Jefferson Road, Princeton, New Jersey 08540, U.S.A. —*Editor*

About the author: Libby Shanefield is an ESOL teacher at the Princeton Adult School and an ESOL consultant. She is also editor of TESOL's *Adult Education Interest Section Newsletter*.

Correction

In "Looking at Volcanoes and Listening Comprehension" by Bob Burbidge, the last sentence in paragraph 5, page 7, should have read: "One interesting technique suggested by Peggy Anderson of the University of Wichita is to have native English-speakers record an interview from a magazine having seen only a skeleton of the interview, on the basis of which they could ad lib and thus produce quite a bit of natural speech for ESL students to listen to." —*Editor*

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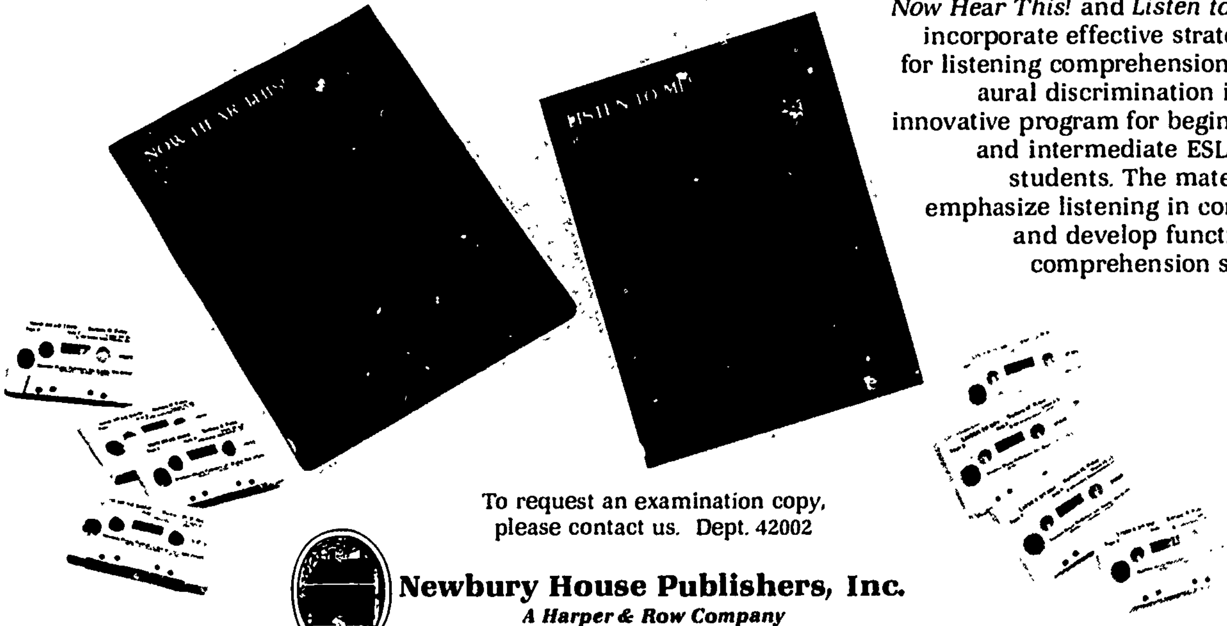

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Cloze Procedure

Continued from page 1

comprehend. When they are not, we do not comprehend and must revise our hypotheses about the world accordingly. This whole process can be called learning (1975: 33-37).

Smith further applies this notion of comprehension to reading. He proposes that readers do more than merely extract meaning from the surface structure of the language. Instead, they bring certain knowledge to bear on the surface structure of the written language. This knowledge may take the form of knowledge of the world, of the content being read, of the context involved, of semantics, syntax, morphology, or even of phonetics and/or orthography. The important point is that reading comprehension may depend a great deal on what the reader brings to the task of reading. The cognitive hypotheses that the reader tests against the written language may take the form of predictions based on the reader's hypotheses about "how speakers and writers are likely to express their intentions in surface structure." The reader then looks for matches with the predictions and, when matches are found, there is comprehension (1975: 92-94). When matches between the prediction and reality do not occur, the reader must retrace steps and discover why the prediction did not work. This view would be consistent with Goodman's (1967) view of reading as a "psychological guessing game" and so is not entirely new.

The predictions that readers make are not simple random guesses from the tens of thousands of words that they know in the language but rather are narrowed down by "the prior elimination of unlikely alternatives" (Smith 1978: 66-67). To illustrate all of this, consider the fact that it is relatively easy to predict the ________ that would fit in the blank inserted in the middle of this sentence. Your knowledge of English and of the immediate context (i.e., "the ________") should have helped you to limit the number of possible predictions to the nouns of the language. Your knowledge of the world and of the present article should have helped you to semantically limit your predictions to "word" or "lexical item" or perhaps "vocabulary." Your general feel for the style of this article and the publication in which it is found (along with my previous use of "words" rather than "lexical items" in the first sentence of this paragraph) should further limit the number of possible predictions to one word: "word." This is not to imply that Smith limits his notion of prediction to words. Indeed, it may be applicable to the letters of words as well as sentences, paragraphs, chapters or even books. Each of these "layers of prediction" may produce certain "expectations" (1978: 170).

What does all of this have to do with cloze? Smith's position on cloze, at least when only the original word found in the passage is counted as correct, is as follows:

> One way of interpreting a high score for a particular space would be that there are very few alternative words that could be put in that position—the uncertainty is low. And the only reason that uncertainty is low is that most of the alternative words have been eliminated by information acquired from other parts of the passage, from words that have not been removed. (1978: 234)

Such effects could equally well exist in second language as tentatively indicated in a recent study (Brown unpublished ms.). The performances of 45 Chinese EFL students were examined on the individual items in a 50 item, 7th word deletion cloze test. Analysis of multiple correlations revealed that 29 percent of the variation in the difficulty of individual items could be accounted for by knowing the number of alternative answers that were possible for a given blank and knowing how many times the correct answers appeared elsewhere in the passage. While 29 percent is not a particularly staggering figure, it is important to remember that this percent of variation in the performance of individuals on items is accounted for on the basis of qualities within the passage that are consistent with Smith's theories discussed above.

Implications for ESL/EFL Reading Teachers

The basic argument here is that cloze procedure is an activity that may promote prediction processes much like those described as central to the reading process by Goodman and Smith in the first language literature. Reading teachers may therefore want to consider as one of their teaching strategies, the use of cloze exercises modified to fit the skill of predicting for reading comprehension. This might first involve finding a passage of appropriate difficulty (through intuition, by trial and error or on the basis of administering a variety of cloze tests to the students; also see Brown 1985: 117-118). The next step would be to delete every 10th or fifteenth word and replace them with blanks. When students filled in those blanks they would be practicing at least part of the "psychological guessing game." If they could get immediate feedback, the prediction process described by Smith would be even more closely approximated.

This could certainly be accomplished through the use of software applications recently developed for microcomputers (e.g., Chomsky and Schwartz 1984). The prediction and feedback would be almost instantaneous. A technologically less demanding approach might involve the use of a typed passage on an overhead transparency. By covering the transparency with a piece of paper when projecting it, the teacher could disclose a portion of the passage; ask the students to write down their predictions (in 15 seconds); disclose another predetermined segment (say 10 or 15 words at a time); and have the students check their answers. These steps could then be repeated throughout the passage.

There are numerous other potential exercises that can be developed around the idea of prediction as practiced in cloze (e.g., Larson 1979 presents four ways to use cloze in pair work). The variety of such exercises is only limited by the time, energy and imagination of the individual reading teacher. The degree to which teachers will develop and use such exercises depends, of course, on how much they feel that the theories of Smith and Goodman are reflected in the reading process—especially the second language reading process. It will also depend on how much they feel the prediction process is reflected in cloze procedure.

Clearly, there is room for a great deal of research in this area before making any definitive statements about the connection between reading comprehension and cloze. But at the practical level, the connection seems logically to be at least a distinct possibility and worth further investigation.

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TESOL LIFE MEMBERSHIP PLAN READY SOON

As part of its 21st anniversary celebration, TESOL is planning to offer all of its members a special $1,000.00 Life Membership. U.S. residents should consult their tax advisers about the potential tax benefits if such a membership is purchased before the end of 1986.

If you are interested in further information about the TESOL Life Membership Plan, please contact Carol LeClair, TESOL Central Office, 1118 22nd Street, NW, (#205), Washington, DC 20037, U.S.A.

Increasing the Reading Rate of ESL Students

Neil J. Anderson
Center for Applied Linguistics

Rapid reading is an essential skill for all ESL students, yet it is one area which teachers often neglect. The earliest studies conducted with native speakers of English indicated that rapid reading was only a skimming strategy used to cover the reading material (Brown 1981). Yet later studies conducted indicate that readers achieve not only rapid reading skills but also better comprehension when specifically taught rapid reading techniques (Cranney 1982). Very little has been reported in the literature on teaching techniques of rapid reading to ESL students. Many texts emphasize that reading rate is an essential aspect of reading but students are only given instructions such as "Read the following passage as quickly as possible." Thus it appears that a rapid-reading component is desirable in advanced ESL reading programs. I am not proposing that we teach ESL students to read thousands of words per minute, but I am proposing that we teach them to read at a faster rate than many of them currently approach a reading situation.

In addition to increasing reading rate, students should learn to vary their reading rate according to the purpose of reading and also the complexity of the reading material (Harris 1966, Coady 1979). A skilled reader does not read a newspaper at the same rate as a textbook, which varies even more from reading a novel. The skill of flexible adjustment of rate is acquired by reading a variety of reading material.

Although the literature has made significant contributions to our understanding of the reading process, there appears to be little application in current classroom practices. Many teachers deal quite well with the mechanical aspects of teaching the reading skill, such as teaching the orthography, left to right directionality, word identification, and vocabulary development, yet they lack the necessary preparation to teach students the skills of rapid, fluent reading.

The following are four basic types of speed drills which, when used in sequence, can be used in the ESL reading class to help increase student reading rate as well as comprehension.

The first of these drills is an add-a-page drill. The drill is conducted in the following manner: Students are given sixty seconds to read as much material as they comfortably can in a book of their choice. They then begin reading again from the same point and are given another sixty seconds. They are to read more material during the second sixty seconds than in the first. The drill is repeated a third and fourth time. The purpose of this drill is to reread old material quickly, gliding into the new. Students are encouraged to read one more page during each sixty second period, thus the name of the drill, "add-a-page."

In the second rate-building drill a class goal is set for reaching a certain level of words-per-minute. Then the average number of words per page of the material being read is calculated. It is then determined how many pages need to be read in one minute in order to meet the class goal. For example, if the class goal is to read 250 wpm and the material being read has an average of 125 words per page, the class would [illegible] pected to read one page every thirty seconds. As each thirty seconds elapses the teacher indicates to the class to move to the next page. Students are expected to do whatever it takes to finish reading the page in thirty seconds and thus keep their reading rate up to 250 wpm. Of course, those who read faster than 250 wpm are not expected to slow their reading rate down. As long as they are ahead of the designated page they continue reading.

The third drill is a self-paced speed drill. Students read for three minutes and then calculate their average words-per-minute. The drill is repeated three or four times during a class period. Each student is competing with him/herself to improve reading rate.

Setting a goal for words-per-minute is expected for each student. Record keeping is an important part of rapid reading. Each student should keep graphs charting words-per-minute. These charts are useful as each student goes about setting his/her individual reading rate goals.

The fourth drill in the sequence works on both reading rate and reading comprehension. Students are given a variety of reading passages and multiple choice comprehension questions. They set individual goals for reading rate and reading comprehension. Students should be encouraged to maintain at least a seventy percent comprehension rate.

Conclusion

These drills have been used to achieve significant increases in student reading rates in an ESL reading program (Anderson 1983). Students from upper-intermediate and advanced ESL reading classes at Brigham Young University were involved in the study. The experimental group, which received instruction using the four drills described above, showed a tremendous increase in reading rate when compared to the control group (F=37.871, p=.0001, CV=16.2, 1 and 22 df).

This study leads to some important implications for the ESL reading classroom. Rapid reading techniques should be implemented in ESL reading programs to prepare students in fluent reading.

ESL reading teachers should prepare themselves to be competent in assisting students to move into the area of rapid, fluent reading. We will then help students overcome the barriers caused by slow reading rate that prevent them from enjoying more reading in English.

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Reciprocal Questioning: Teaching Students to Predict and Ask High Level Questions

by Allene Cooper
Arizona State University

In 1967, after studying teacher questioning behavior in the classroom and student responses to those questions, Guszak (1983) remarked, "About the only thing that appears to be programmed into the students is the nearly flawless ability to anticipate the trivial nature of teachers' literal questions. As evidenced by the high congruence of immediate responses, the students have learned quite well to parrot back an endless recollection of trivia" (269). Guszak also stated that "In real life reading situations, readers seldom approach reading with the purpose of trying to commit all the minute facts to memory. Rather, the reader is more interested in getting broad understandings of the material [or] finding out specific things commensurate with his interests." It would seem that teaching teachers to ask more high level questions might foster better reading comprehension by students. However, as Henry (1984) noted, researchers have found that teacher-imposed questions can inhibit natural student/text interaction. If teachers tend to ask trivia-oriented questions and if even their best questions actually inhibit students' comprehension of important material, what we should aim at, then, is minimizing teacher-imposed questions.

However, it is also true that even our best students who read without a purpose miss important information. What would seem logical, then, is that students be encouraged to ask questions. Henry addressed this issue and suggests four techniques to encourage reader-generated questions: the first sentence stimulus; the thematic stimulus; the picture stimulus; and the reading stimulus. His suggestions are well taken. However, it has been my experience that students' questions are often more trivial and fact oriented than the teacher's and at times miss the point of the selection altogether. This failure on the part of students to generate "more interesting" questions will be overcome with practice, according to Henry. Whether students are "conditioned" to classroom expectations for literal questions or are simply inexperienced with question taxonomies, it seems that techniques are needed which will encourage high level reader-generated questions.

In 1969, Manzo introduced his ReQuest (reciprocal questioning) method of improving active student questioning behavior. In this gamelike technique, "The teacher presents herself as a model of questioning behavior and helps the student to modify her questions by providing direct feedback about the student's questions" (Manzo, 1969). Gary Anderson has modified the ReQuest Procedure and his version is taught to undergraduates in reading education classes at Arizona State University. Anderson has made the original technique easier to use by reducing Manzo's seven question categories to a more workable four and by incorporating the use of "prediction points." (For a discussion of the value of prediction in reading see Smith, 1975 and Olshavsky, 1979.) The modified version of ReQuest has been used successfully in tutoring, in small groups and in full class situations. It can be used with narrative material on reading levels ranging from primary to adult and, with some modification, with expository text.

What follows is a description of the procedure as it is taught at ASU.

Purpose: To train students to be independent comprehenders by eliciting predicting and questioning behaviors.

Materials: Any narrative material can be used. Initially, however, a story with a twist ending is most effective.

Procedure:

1. Reveal only the title of the selection. This can be done by using an overhead projector, by instructing the students to fold a one sheet story or by using a cover sheet on a textbook.

2. Ask, "What do you think this story will be about?"

3. Write all the students' predictions on the blackboard. For example, in a story called "Flowers" student responses were: taking flowers to a sick friend, picking flowers in the mountains, having a garden, a family named Flowers.

4. Say, "We are going to play a game with this story. We will read only one line at a time. First, you will ask me any questions you want about that line or the lines before. Then I will ask you questions."

5. Reveal one sentence (or paragraph in the case of longer text) of the story at a time, proceeding according to the following directions.

6. Allow time for silent, independent reading of the sentence or paragraph.

7. Take turns asking questions—first the students ask the teacher, then the teacher asks the students.

8. The teacher models good questioning techniques each time it is her turn. She may ask any of five types of questions, using the acronym FIVE and prediction questions. It is suggested that the students be taught the types of questions inductively in order to retain the gamelike atmosphere.

Prediction. She asks predicting questions at predetermined prediction points in the story. These points occur whenever new information is given which may alter the students' ideas which they have listed on the blackboard. "Do you still think the story will be about a family named Flowers? Which of our first predictions shall we keep? Do you want to add any other predictions to the list?"

F - Factual questions: Those that are directly answered in the story. "What was the girl's name?"

I - Inference questions: Those where a guess will have to be made. "Why do you think the boys were afraid to go in the cemetery?"

V - Vocabulary questions: Those which reveal knowledge or lack of it about the words in the story. "What does the word *cemetery* mean?

E - Experience questions. Those that help the student draw on his/her own background with the subject. "Have you ever had a sick friend?"

9. When the students ask questions, the teacher is honest. She is to give feedback on students' questioning behavior. For example, if a student asks a fact question for which no answer was given in the story the teacher should say, "I don't know. It doesn't say." However, if a student asks an inference question, the teacher models the process of thinking of many possible answers (including the one she knows to be right, since she has already read the story).

10. The reciprocal questioning is continued line by line or paragraph by paragraph, revising previous predictions and adding others when appropriate, until the main plot of the story is revealed. Then students are asked to read the rest of the selection silently. I have found that if a story with a surprise ending has been used, the students often laugh aloud when they realize that their predictions were wrong. In this way they learn that wrong predictions aren't "bad" predictions.

11. When students have finished their reading a final revision of the predictions listed on the blackboard is done.

I have enjoyed using this adaptation of the ReQuest Procedure because of its gamelike nature and because Anderson's question taxonomy is easy to remember in the heat of the classroom. However, I have discovered some problems in its use with ESL students. In the story "The Flowers," which was used as the example in this paper, three boys give their sick friend flowers which were stolen from a grave. The twist comes when the dead man comes to claim his flowers! For some cultures, Navaho in particular, disturbing the resting place of the dead would be not just dishonest, but sacrilegious. The twist ending would not be considered humorous. Another example with a surprise ending is O. Henry's "The Gift of the Magi". Inference and experience questions about the main characters' unselfish but sentimental motives might be meaningless to a more practical Oriental culture. Often what seems a twist ending to the teacher may not be to the ESL student of another culture. Added to this is the problem of locating many stories on the class's reading level which have well-defined prediction points.

A solution to these problems is to move on soon to regular classroom texts. After a few experiences with ReQuest, when the students are familiar with prediction and inferential questions, it is not difficult to move to more readily available, culturally appropriate material. Teachers can devise activities which involve groups, pairs or individual students in forming inferential and predictive questions for stories in their regular reading material. For example, students might be asked to formulate predictions or inferential questions after looking at illustrations which accompany the story, after reading the title, after being presented with the theme of the story, or after reading the first paragraph. These were the four stimuli that Henry suggested should be used to encourage reader-generated questions. In addition, students could exchange predictions and questions. Then after reading the selection independently they could be asked to find possible evidence in the story for answers to the inferential questions.

When students move into activities less gamelike, it is advisable to reinforce the high level inferential thinking by direct teaching of

Continued on next page

Questioning

Continued from page 9

the acronym FIVE. This helps to keep students from falling back into "regular" literal classroom thinking.

Students can be asked to write questions with predicted answers for chunks of non-fiction material. After reading a subtitle or the first sentence in a paragraph in a science text students could write questions they think will be answered in that section.

Cooper and Petrosky (1974) have suggested that predictive and questioning strategies are used by good readers in their native languages. By direct teaching of effective reader-generated questioning techniques ESL students can learn to use their predictive and questioning abilities in English. Like Rick Henry's reader-generated questions, ReQuest "promote[s] normal reading processes, global comprehension and reading enjoyment." It allows independent student/text interaction while emphasizing high level questioning and de-emphasizing the trivial fact parroting which Guszak found in so many classrooms.

About the author: Allene Cooper is vice president of Arizona-TESOL and is also a teaching associate and Ph D. student in the English Department at Arizona State University.

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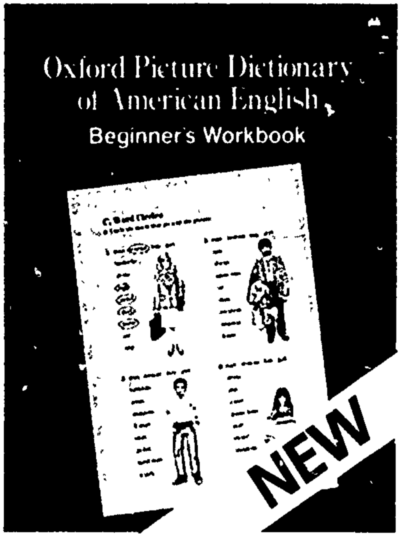

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Applying Schema Theory to the Teaching of Reading

by Helen Aron
Union County College

Often ESL students say to their instructors, "Teacher, I understand every word in the paragraph, but I don't understand what the paragraph means." The reason for the students' lack of comprehension can be explained by means of schema theory. (*Schema* is the singular, and *schemata* is the plural.) Schema theory hypothesizes that knowledge is stored in the mind in abstract scaffolds or frameworks called schemata. We acquire and modify our schemata over time based on our experiences. For instance, most people living in the United States have developed a schema for food shopping which includes such components as a supermarket, shopping carts, labeled aisles, self-service, a variety of products for one-stop shopping, and check-out at the cashier positions. This food shopping schema is very different from the one that a person might have who lives in a country where food is purchased daily at the marketplace. Thus, one can imagine how puzzled such a student might be by the following sentence in an English reading selection: *The cashier said to me that I couldn't double-bag.* Even though the student understands the meaning of every word in isolation, the sentence is meaningless if the student's food shopping schema does not include a check-out subschema in which shoppers place their own purchases in free bags provided by the store.

Many Americans can answer interpretive level questions about the following reading passage (adapted from Rumelhart, 1980):

> Business had been slow since the oil crisis. Nobody seemed to want anything elegant anymore. Suddenly the door opened and a well-dressed man entered the showroom floor. John put on his friendliest and most sincere expression as he walked toward the man.
>
> "I'll take it. Cash on the line," the man asserted within a few minutes.
>
> Later, as he was completing the paperwork, John murmured to himself, "What does he really know about elegance?"

If asked what the setting of this passage might be, most Americans would probably answer a showroom for luxury automobiles. When asked about John's profession, most would probably say he was a car salesman who was selling a very expensive auto to the man who walked into the showroom. Thus, for these respondents, their purchase schema has been activated. The purchase schema is thought to contain slots for a buyer, a seller, goods or services, and a medium of exchange. John gets assigned to the seller slot, the man who walked into the showroom is assigned to the buyer slot, and the cash on the line is assigned to the medium-of-exchange slot. The first sentence is interpreted as meaning that business is slow *because* of the oil crisis, so the product is associated in some way with petroleum. The possibility that the product is an automobile is reinforced by the word *showroom*, which is a term commonly used for new car display areas.

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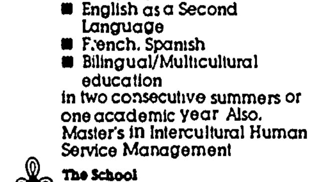

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Would ESL students from an oil-rich country interpret the same setting, product, and profession for John that the American does? Would students from a country where there are few private automobiles interpret this passage in the manner suggested in the previous paragraph? Probably they would not. Thus, the ESL reading instructor needs to help students build schemata appropriate to the L2 culture.

Pearson and Johnson (1978) suggest several general tasks for L1 reading teachers to use in building schemata. These tasks can be adapted to L2 reading, also. One task is to use comparisons, to compare something the students know with something they do not know. For instance, preceding a reading assignment that includes a wedding scene, wedding customs in the United States might be compared to wedding customs in the students' native cultures. Before beginning a reading selection that deals with the U.S. Civil War, an instructor might ask students to describe a civil war in their countries. Then comparisons and contrasts could be made to the U.S. Civil War in such areas as cause, results, duration, and heroes.

Another way to build conceptual scaffolds is through sequencing activities. At beginning levels this may be practiced with such basic sequences as the order of courses on a restaurant menu (appetizer, soup, salad, entree, and dessert). In a vocational ESL course a schema for resume writing can be established through practicing what might come after the list of previous work experience, what might come before the names and addresses of references, and so on. An easy technique for practicing sequences in an ESL reading class is to write various sentences or paragraphs of a passage on individual notecards and ask students to arrange the cards in the correct order.

A third task for modifying schemata is to highlight causal relations. Narratives often give a cause and an effect but do not specifically state that the effect is the result of the cause. Thus, when reading Stephen Vincent Benet's short story "Too Early Spring," my students often see the following events as a sequence rather than as a cause/effect relationship: the parents come home to discover their teenage daughter in her pajamas asleep in the arms of her boyfriend, the father states that his daughter's behavior is "bred in the bone," the parents will not listen to the teenagers' explanation, and the girl is sent to a convent. Even though the students may know that "bred in the bone" refers to heredity, they do not make the connection that the daughter is sent to a convent and is not given a chance to explain herself *because* the father knows of a breach of sexual mores in his wife's past. He believes that the tendency toward such misconduct has been passed on to his daughter; *as a consequence*, he believes he has to remove her from all possible temptations. An instructor can help L2 readers to be more aware of causal relationships by asking students to ascribe a motivation (or possible motivation) to characters' actions.

Finally, paraphrase is an excellent method for an instructor to discover how students might misinterpret a reading selection. One simple paraphrase technique is to ask students to write a summary of a reading assignment in their own words. If erroneous statements by students are due to misinterpretations, the instructor can help the students to modify their schemata to fit the L2 environment. Paraphrase assignments have an added value because they provide evidence that some students cannot separate main ideas from relatively insignificant details. These students will fill their paraphrases with minutia while disregarding significant information.

About the author: Helen Aron is a professor in the English Department at Union County College in Cranford. New Jersey She teaches college reading and freshman composition to ESL students.

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Briefly Noted

LA RAZA RELEASES NEW EDUCATION REPORT

"The American educational system is often portrayed as a pipeline, successfully transporting individuals from childhood to college or full participation in the world of work. However, it is becoming increasingly clear that this pipeline more closely resembles a sieve where Hispanic children are concerned," concludes a new report on the condition of Hispanic education in the U.S. recently released by the Policy Analysis Center of the National Council of La Raza.

The Education of Hispanics: Status and Implications, a 75-plus page report, provides national data on early school failure, dropout and illiteracy rates, post-secondary education and composition of the teaching force. State-level data are also reported for the 10 states with the highest Hispanic enrollments.

The report contains a series of recommendations which are meant "to call attention to some of the most critical areas of concern for Hispanic students." The publication was designed for use by policy makers, education professionals, students and all concerned citizens. Printing of this report was provided by Rockwell International Corporation.

The Education of Hispanics: Status and Implications, can be obtained for $7.50 from the National Council of La Raza Policy Analysis Center, Number 20 F Street, N.W., Washington, D.C. 20001. Attention Rosemary Aguilar, or call (202) 628-9600.

Teaching in Japan

by Tim Cornwall
Klagenfurt University, Austria

In Japan, hundreds of EFL positions are advertised each year in *The Japan Times* or in many professional publications. The purpose of the article is to help teachers read between the lines of the advertisements so they may know what to expect about salaries, benefits, workinghours and conditions before they enter the classroom and meet their students.

Sponsors and Salaries

A personal and financial sponsor are required by the Japanese government for a non-Japanese employee to work in the country. Most schools that hire full-time instructors will act as both. In order to have a financial sponsor a person must receive a minimum of 170,000 yen per month.

Universities are the most generous employers. The different salary levels and possible combinations of benefits at the university level are almost too numerous to list; however, some of the most common ones include allowances for moving, housing, conferences, and books. Salaries range from a low of about 3,500,000 yen to a high of more than 6,000,000 yen annually.

International schools, junior and senior high schools, vocational colleges, larger language schools, and company positions offer acceptable salaries, although not in line with universities. One well known vocational college in Tokyo has a starting salary of about 3,500,000 annually. The international schools offer about 3,500,000 to 4,000,000 as a starting salary. Japanese junior and senior high schools vary considerably—ranging from a low of about 3,000,000 yen annually to a high of more than 5,000,000. Additional benefits such as housing or subsidized insurance are sometimes offered by these schools.

Private language schools often offer the poorest salary conditions. Salaries range from the minimum 170,000 yen to a high of, perhaps, 250,000 per month. A few schools will be found that pay slightly more. A one-month bonus is sometimes included at the end of a contract year. Some schools offer less pay by including accommodation. This accommodation can range from an area in the back of the classroom to a nice one- or two-room apartment.

All schools will also pay daily, work-related transportation expenses. A teacher is supplied with a train pass good for the trip from home to school. Expenses incurred going to and from other teaching assignments are also reimbursed. This money is rarely calculated as part of the basic salary.

How much money does one need to live in Japan? This is very difficult to answer as individual life styles and needs vary widely. The Japanese government has selected the minimum amount of 170,000 per month for sponsors for a good reason: an income at this level will allow a single person to live quite comfortably although not extravagantly. An income exceeding this amount would allow an individual a chance to decide whether to spend or to save the additional income.

Working Hours Vary

Different schools and companies have varying expectations regarding the number of weekly contact hours for the basic salary. It should be noted that preparation time, which is rarely paid, is additional working time. Some of the better paying positions offer a higher salary for each contact hour instead of actually paying for preparation time.

Contact hours for most private schools can be scheduled over as many as six days a week and would more than likely include Monday through Friday evenings. Many of the small private schools do not provide a set schedule, and teaching times could change from week to week.

Universities, vocational colleges, high schools and some of the larger private language schools usually have day classes with perhaps some evening hours. These positions often offer a set schedule lasting anywhere from one month to a full academic year.

Company jobs are often a nine-to five type of job. In Japan, a nine-to-five job is, in reality, often a nine-to-nine job. Time not actually spent teaching might be used for proofreading, letter writing, or for the creation of in-house publications and programs.

Types of Positions Determined by Contact Hours

There are three basic types of positions based on the number of contact hours. The first type is a part-time position, which is usually two hours an evening, taught at different locations around the city. Many part-time jobs are for two evenings a week. Early morning and afternoon hours are also available, but they are not as common or, in most cases, as lucrative as evening work. Part-time jobs are usually paid on an hourly rate and vary from a low of about 1,000 yen to a high of about 7,000 yen per hour. The average pay offered for part time jobs is about 3,300 yen per hour. Higher paying part-time jobs can be found, but these are rarely

Continued on page 14

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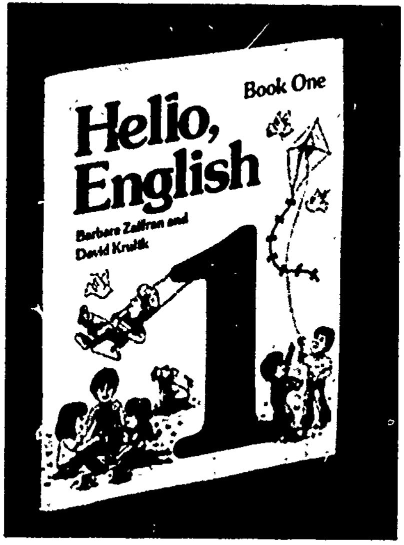

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ON LINE

Edited by Richard Schreck, University of Maryland

This month's On Line *is the first of a two-part series on using word processors to teach ESOL composition. In the first part, Gayle Berens suggests why it may be a good idea. In the second part, she talks about disadvantages and draws conclusions. Responses to what Ms. Berens has to say about computers and the teaching of composition are strongly encouraged.* —*R.S.*

Using Word Processors in the EFL Composition Class

by Gayle L. Berens
Georgetown University

Many EFL programs are scrambling to incorporate computers into the curriculum, and in so doing have discovered that one of the computer's more feasible applications is word processing and, in some cases, the accompanying text critiquing programs. Using a word processor rather than a computerized grammar lesson seems a likely option for EFL for a number of reasons.

In a very short time, the word processor has found a place in businesses, educational institutions, and homes. Using a computer, which seemed a formidable prospect to many people, is suddenly an everyday activity for those same people who have now discovered the joys of word processing.

Most universities now provide word processing facilities for their students and professors. Some universities such as Drexel and Carnegie-Mellon require all students to use a computer for their English classes. Now that computer availability may no longer be a major obstacle for many EFL programs, choosing the software and deciding exactly how to use the computer has become the primary concern. This can be a discouraging task because good educational software which is readily added to the already-existing curriculum can be difficult to find. So simple word processing seems a less offensive and more useful way of implementing computer-assisted language learning (CALL) into the curriculum.

Word processing is also a more attractive use of computers for language learning because there are a number of good word processing programs to choose from and more coming out every month. Some were written for instructional purposes, *Bank Street Writer*, for example; others, like *Word Perfect*, were designed for commercial use. Word processing programs for commercial use in particular tend to be technically sophisticated and well-documented—unlike the average "grammar" program that is available that has been written by a language teacher who learned how to program a computer in his spare time. (Fortunately, more sophisticated teacher-produced programs are coming out as more teachers become comfortable with computers, but very often "homemade" programs tend to be simplistic and not very useful.)

ON LINE

Articles by language teachers and linguists working with computers are invited. Responses to articles and requests for articles on specific topics are also welcome. Address: Richard Schreck, Editor, On Line, Office of International Programs, The University of Maryland University College, College Park, Maryland 20742 U.S.A.

Word processing programs are also a good choice because they are not written for use with a particular teaching methodology or with a particular teaching ideology in mind as is software that is specifically designed for language instruction. Much software presently available is not useful because it is based on methods of teaching that many EFL instructors do not use any longer, namely grammar-translation and audiolingual.

Word processing programs can be used no matter what one's theory of writing instruction is. If one uses a structured sentence-to-paragraph-to-composition approach, homework can be done as easily on a word processor as on paper. If one uses a content-oriented approach and focuses on writing as a discovery process, the word processor can be used as well. (However, text-critiquing programs which are used with some word processors are dependent on methodology.)

Additionally, teaching our students to use word processors can only help them if they intend to work in an office in the United States or in their own countries. This new skill can give them a real advantage.

Therefore, it does seem as if word processing programs might be just what EFL departments are looking for. They can be a relatively easy and useful way to implement computers into the curriculum.

Unfortunately, having EFL students compose on a computer may not be as simple as it seems. There are many factors to consider when using word processors with native speakers, let alone the extraordinary situation of non-native speakers.

Let's look at some of the advantages of word processing first. Everyone always points to the advantage of making revisions on the computer. Revisions made on a computer are generally easier and faster than those done in longhand. We all know the dread the student writer feels at the prospect of having to revise an essay on a conventional typewriter or in longhand, and many students try to bypass that step or make only minimal superficial changes. Yet, looking at the writing habits of professional writers, we know that revision is a crucial part of the writing process. Zinsser (1980) calls rewriting "the essence of writing," and points out that professionals rewrite what they have already rewritten. This is of course something we want our students to do a lot of. A word processor can make this crucial step easier and much faster. Inserting and deleting content is faster, as is correcting spelling, punctuation, and paragraphing errors. A word processor may encourage better writing if it encourages students to rewrite more.

Spelling mistakes can easily be corrected by the spelling-checker programs that accompany most word processing programs, to the benefit of the student as well as the teacher. In most spelling-checker programs the word that is incorrectly spelled is highlighted and the user is given a choice of three or four different forms of the word The user has to choose the correct spelling. This can be valuable for the student and can save the teacher a lot of correction time. If a student also has a text-critiquing program as part of the word processing program, he may have the advantage of an "objective" critic that can check his work for certain types of errors. Some writing programs check readability level, frequency of occurrence of *to be* verbs, number of relative clauses, etc., with suggestions for improvement. When these surface errors are taken care of before the composition is handed in to the teacher for comments, the teacher may have much more to say about the content instead of focusing on the mechanical errors.

Word processors also facilitate typing because of automatic word wrapping, which eliminates the need for watching righthand margins and eliminates the step of pressing the return key at the end of every line. Texts are easy to paginate and format. In addition, there are many features available to improve the appearance and readability of the text, such as underline, bold, center, footnoting, right margin justification, headers and footers, printing in various typesettings, etc. (Danielson, 1985). For a student who is required to write quite a bit for his classes, these features become invaluable timesavers.

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Teaching in Japan

Continued from page 12

advertised in newspapers. While part-time hours are an excellent way to increase income, they rarely include sponsorship.

The second is a full-time position, one that will provide sponsorship in return for a certain number of contact hours. These jobs can require anywhere from nine to thirty contact hours a week. The low end would be at the universities, the high end at many of the private language schools and colleges.

Another type of full-time job is one that will provide sponsorship in return for *more* than thirty contact hours a week. This amount of teaching is usually associated with the smallest private schools which pay on an hourly basis.

A travelling position requires a teacher to travel from place to place to teach. A position might require only 15 contact hours a week, but each two-hour class might involve anywhere from one to four hours of travel. This is unfortunate as travelling is often much harder work than teaching. A teacher is not usually paid for travel time; but, if the teacher is paid, the rate is usually lower than for teaching. With a travelling job it is also difficult to get to know other teachers as one very rarely goes into the head office.

Paid holidays vary a great deal depending on the type of position. Two weeks is generally the shortest holiday, and this is offered by many private schools. Universities, on the other hand, offer as much as five months of paid holiday time.

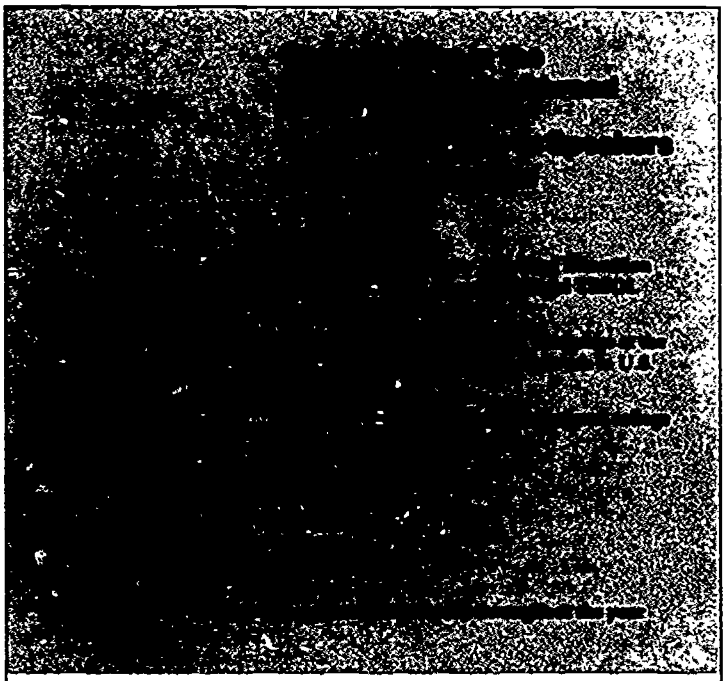
In most private schools class size ranges from one to as many as 20 or 30 students. In addition, one class might consist of housewives, then young children, followed by a group of business men. University, college and high school class sizes are often very large. Classes of fifty or more students are not unusual. These classes, on the other hand, would contain students of the same age and educational background.

The range of ability in a class can vary considerably. Company classes are usually better than those in private schools as companies make an effort to divide students into classes based on their ability. In private schools, students often attend a class because the time is convenient or because it is one for a particular type of student: junior high, senior high, housewife Most university students are placed in a class according to their university year and not by ability. Attendance is usually optional and failing is virtually unheard of.

Conclusion

Proper market research is the key to finding a suitable job. When a job offer is made, it should be examined carefully, keeping in mind the different ranges of obligations and rewards. If all questions related to the job have been answered satisfactorily, it will then be possible to weigh to what extent the position will meet one's personal and professional needs and expectations. It is much better to be disappointed at missing out on what appeared to be an interesting job on paper than to be disappointed at unexpected conditions you may encounter upon reaching Japan.

About the author: Tim Cornwall taught EFL for six years in a variety of teaching situations in the central Tokyo area. He is presently teaching English for special purposes in southern Austria.



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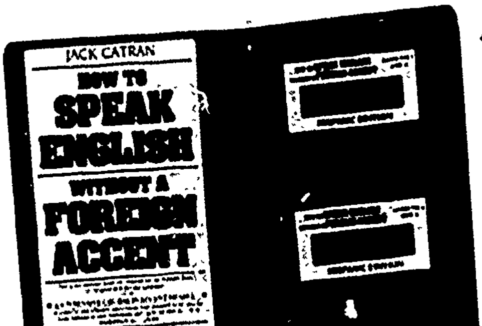

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THE STANDARD BEARER

[illegible]

This month's column includes a most welcome letter from Darlene Larson, past president of TESOL, who was instrumental in getting the Committee on Professional Standards under way. Her continuous support of the work of the Committee is much appreciated. Here we have a little bit of the history as well as a description of the self-study project. —*C.J.K.*

Program Self-Study

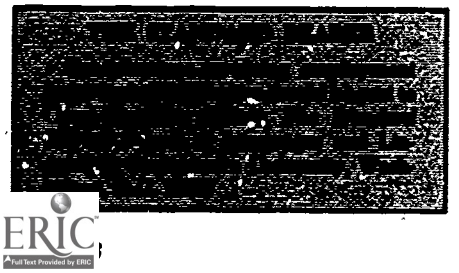
by **Darlene Larson**
New York University

I recall how we [the leaders in TESOL] first believed that TESOL should become an accrediting body that would determine standards for programs around the world, then go out to approve, accredit or at least smile on some programs, frown at others. At the same time that we learned how impossibly expensive such a step would be, we also knew that accreditation of programs did not guarantee high standards, efficient learning, or fair employment conditions. Just as learners don't change because others tell them to, programs don't change because another agency or bureau dictates that they should. So we entered into an effort to develop guidelines for program self-study, that is, program regulation through self-evaluation.

The development of this project has been a slow one; the effort is dedicated to long term results. The Committee on Professional Standards of TESOL (the CPS) has had more financial support from TESOL since 1982 than any other standing committee in the history of our organization. Yet I've missed a group of activists at TESOL conventions recently; I wonder what has happened to those who used to tell us that TESOL had to do something about employment conditions and program standards. Have they all found good jobs and conditions suitable for personal and professional growth? Or, because it is an area in which change will come slowly, have they given up? Do they even know that our continuing effort to develop program self-study is a result of their suggestions and demands?

Program self-study: the idea that programs will build on their strengths and improve upon their weaknesses if the participants periodically discuss and study their programs together. The apparent simplicity of the effort may be deceptive. "Sit around and rap about your program with your colleagues? We do it everyday at coffee break and conditions never change," I can hear you and your colleagues saying. By "participants" we mean students, faculty and support staff. (Administrators are a part of the support staff.) By "periodically" we mean every three to five years. By "discuss together" we mean hours of time and mutual, cooperative exchange.

It is possible that the "participants" in a program could sit down and discuss their practices and agree that they do everything exceedingly well, and that there is nothing else to be done. That's where the specific standards come in, lists of program features to examine and consider while engaging in self-study. These specific standards provide an outside voice in the process; they are the profession saying, "Have you considered your program in light of X and Y and Z?" Specific standards have been developed for different types of programs operating in different circumstances.



Members of TESOL, encouraging their colleagues and other professional acquaintances, initiate the process. The first step is for a program to endorse TESOL's *Statement of Core Standards for Language and Professional Preparation Programs.* Having a letter on file which endorses the standards is prerequisite to filing the report on the program self-evaluation. While the Core Standards document is the result of several years of work, the leaders in TESOL still consider it a draft. Whether your program endorses the statement or not, the CPS needs to hear from members everywhere as to how that statement needs to be improved, refined, and revised.

The next step in the process will be conducting a self-evaluation. A manual for self-study which describes the steps to take is available from TESOL. The results of the self-evaluation including documentation will then be filed with the TESOL Central Office. Programs which file endorsements and documented reports of self-evaluations will be recognized. The greatest effectiveness of the self-study approach, however, comes from the dynamic interaction of the review process as it evolves with the students, faculty and support staff.

The comment that self-study won't work outside of the United States is made as if members in the United States are accustomed to participating in program self-study. Nothing could be further from actual situations as I have come to know them. Many TESOL members in the U.S. are going to be proposing a very strange idea when they talk to their program directors and colleagues about initiating program self-study. All of us are embarking on this from the same starting point, as I see it, and sharing our experiences from all corners of the globe should produce rich and revealing data. In those areas where it will be unfamiliar, our effort may be ignored for a while. But we feel it will be valuable to make the suggestion, to plant the notion. As years go by, a program may give self-study a try because it is and has been recommended by an international professional organization in our discipline. Setting the stage for such a decision and nurturing the possibility, appears to be worth the effort.

While TESOL members' views are needed in every [illegible] the project, the CPS has not been [illegible], presuming that since voices are [illegible] the problem must have gone away. Drafting the standards, the self-study manual, specific [illegible] then redrafting and consulting have taken hours of members' time. We are grateful to those who have given their professional expertise to this program.

The *Standard Bearer* in the *TESOL Newsletter* was meant to provide a place where an international dialogue could develop, continue and guide those of us who are left to do the job, the CPS. If this brief article leaves questions unanswered, write to the *Standard Bearer.* If the idea of program self-study seems unworkable in your situation, contact the TESOL Central Office. If your program hasn't yet endorsed the Core Standards, bring up the topic at your next faculty meeting. If you have already participated in a self-study, share your views. If you think you can persuade another organization or a ministry of education to endorse TESOL's standards, make an appointment to discuss the standards with the appropriate person tomorrow. Whatever else you do, become informed about this important development in the history of our profession.

Note: The author wishes to thank Carol Kreidler and Sue Bayley for their thoughtful suggestions for this article.

About the author: Darlene Larson, associate professor, American Language Institute, New York, NY, was president of TESOL in 1982-83.

Core Standards: Some Questions and Answers

What are the *Core Standards?* Why are they so general, so vague?

The *Core Standards* describe quality programs. They include the basic tenets to which all TESOL members can subscribe; therefore, they must be more general. For more detailed descriptions there are specific standards for each level of program.

Who endorses the *Core Standards?* What is an endorsement?

Program faculty and administrators give a cooperative endorsement; a few affiliates have endorsed them. Although originally we had thought that only programs would endorse the Standards, we are grateful for affiliate support. We also will be soliciting endorsements from professional organizations and departments of education.

An endorsement is a simple statement of support written on program stationery and signed by the person in charge of the program.

Can I use the *Core Standards* document in other ways?

It has been used as a resource document in teacher training programs; in program development; and for attempting to better employment issues.

How do programs outside the U.S. use the *Core Standards?*

Designed originally for programs in the U.S., the *Core Standards* can be used as a resource for programs around the world. Specific standards, aimed internationally, are being developed. Cathy Day, immediate past chair of the Committee on Professional Standards, is coordinating this work.

What is the self-study manual?

The manual describes the process of self-study. It is to be used in conjunction with the statement of *Core Standards* and the specific standards which will provide detailed descriptions of quality ESOL programs. It also includes questions which are intended to lead participants toward a description of their program including an examination of the current program as well as a review of the past and a projection for the future.

CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

CAROLINA TESOL CONFERENCE

The Carolina TESOL Fall Conference will be held Saturday, November 8, 1986 at UNC-Charlotte, Charlotte, North Carolina. The keynote speaker is Diane Larsen-Freeman. For more information contact: Allie Wall, English Language Training Institute, Center for International Studies, University of North Carolina at Charlotte, Charlotte, NC 28223.

ESL ASSEMBLY OF THE NCTE TO MEET IN SAN ANTONIO

The English as a Second Language (ESL) Assembly of the National Council of Teachers of English will be presenting its first program at the NCTE Annual Meeting in San Antonio, Texas, November 21-23, 1986. Shirley Brice Heath and Yetta Goodman will be featured. The meeting is open to anyone, but teachers with a few ESL students in their class are particularly encouraged to attend. Contact Virginia G. Allen, Chair of the Assembly, College of Education, Ohio State University, Columbus, Ohio 43210, for further information.

MLA MEETING IN NYC

The annual meeting of the Modern Language Association will be held in New York City, December 27-30, 1986. A session of particular interest to TESOLers will be **Present-Day English: English Worldwide** scheduled for December 28th. For more information about the MLA meeting, write to: Patricia C. Nichols, English Department, San Jose State University, San Jose, California 95192.

ASIAN-PACIFIC REGIONAL CONFERENCE ON DEAFNESS

The Hong Kong Society for the Deaf will hold the first Asian-Pacific Regional Conference on Deafness in Hong Kong from 8-12 December 1986. The conference theme is *Toward Better Communication, Cooperation and Coordination*. For more information, contact: Conference Secretariat, 1st Asian-Pacific Regional Conference on Deafness, the Hong Kong Society for the Deaf, c/o PROCESS Ltd., 1403 Tung Ming Building, 40 Des Voeux Road Central, Hong Kong. Telex: 73038 HX. Telephone: 5-230640.

CALL FOR PROPOSALS: COLLEGE LEARNING ASSISTANCE CENTERS

The ninth national Conference on College Learning Assistance Centers will be held May 14-16, 1987 at Long Island University's Brooklyn Campus.

Proposals of 200-250 words should include topics such as CAI, Program Evaluation, Critical Thinking Skills, Basic Skills, ESL and Materials Development. Workshops will be 75 minutes.

Guidelines for proposals: 1) submit five copies; 2) include your title, department, office and home telephone numbers; 3) state equipment needs; 4) attach a brief biography or resume. Submit proposals by 2/1/87 to: Elaine A. Caputo, Conference Chairperson, Special Academic Services, Long Island University, Brooklyn, NY 11201. Telephone: (718) 403-1020.

1987 GEORGETOWN UNIVERSITY ROUND TABLE ON LANGUAGES AND LINGUISTICS

The theme of the 38th annual Round Table is Language Spread and Language Policy: Issues, Implications, and Case Studies. It will be held March 11-14, 1987 at Georgetown University. The Round Table will address numerous issues related to the spread of languages of wider communication, including language contact and change; language maintenance, shift, and attrition; and language planning and policy in education, government and law, commerce, religion, and the mass media. Speakers include:

Henrietta Cedergren
Robert Cooper
Ralph Fasold
Charles Ferguson
Joshua Fishman
Sidney Greenbaum
Einar Haugen
Shirley Brice Heath
Braj Kachru
Henry Kahane
Patricia Nichols
Eugene Nida

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Randolph Quirk
John Rickford
Kari Sajavaara
Carol Myers Scotton
Roger Shuy
Larry Smith
S.N. Sridhar
Peter Strevens
Edwin Thumboo
G. Richard Tucker
Henry Widdowson

For further information, contact: Peter H. Lowenberg, Chair, GURT 1987, Department of Linguistics, Georgetown University, Washington, D.C. 20057, U.S.A. Telephone: (202) 625-8130; 625-8165; 625-4832.

More conferences on page 18

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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TESOL

The New TOEFL Writing Test

by Charles W. Stansfield and Russell Webster
Educational Testing Service

The Test of English as a Foreign Language (TOEFL) helps institutions to determine whether a nonnative English-speaking applicant for admission has attained sufficient proficiency in English to study in an English-medium instructional environment. An important component of that proficiency is the ability to write clearly in English.

In the past, TOEFL has measured writing skills indirectly through a multiple-choice format. The correlation of this format with actual writing skills is supported by research (Pike, 1979). More recently, researchers and educators have begun to modify the definition of writing competence and to develop more reliable methods of evaluating the skills that constitute writing ability than those used in the past. Angelis (1982a, 1982b) reported the perception among graduate faculty that there may be little actual relationship between *recognition* of correct written expression (as measured by TOEFL Section 2—Structure and Written Expression) and the *production* of an organized essay or report. Direct measures of writing, such as essay tests, are increasingly viewed as being a more valid approach to writing assessment, and tests that combine an essay (direct assessment) with a multiple-choice section (indirect assessment) are the most highly respected.

The TOEFL program recognizes that many persons involved in admission and placement decisions desire a secure writing sample produced by a standard testing instrument. Moreover, TOEFL research has confirmed broad-based support among TOEFL score users for such a test. A survey (Fallon and Stansfield, 1985) of more than 800 TOEFL score users found that 75 percent wanted a writing sample to be included in the TOEFL.

Beginning in the 1986-87 testing year the TOEFL examination will include a direct writing test, the Test of Written English (TWE), which will be a required component of the TOEFL on November 15, 1986, and May 9, 1987. On these dates, the thirty-minute writing test will be given before the multiple-choice sections of TOEFL.

The Writing Questions

The test will provide an opportunity for the examinees to do the kind of writing required in many college courses. According to a survey of academic writing in 190 departments conducted for the TOEFL program by Bridgeman and Carlson (1983), the two academic writing tasks that faculty view as most authentic and valid are those in which the student (1) compares/contrasts two opposing points of view and defends a position in favor of one, or (2) describes and interprets a chart or a graph. The TWE will require examinees to carry out one of these tasks at each administration. Regardless of which task is presented, examinees will be expected to address all parts of the writing question, to compose clearly in standard written English, to organize their ideas, and to support their ideas with examples or evidence.

In order to better simulate a typical academic writing exercise, the examinees will be advised to make notes and to organize their essays before beginning to write. Workspace [illegible] provided for this purpose.

Questions for the Test of Written English are being developed by a committee of writing specialists who will also coordinate the reading of the essays. These consultants and their affiliations are: **Agnes Yamada**, (chief reader), chair, Department of English, California State University, Dominguez Hills; **Roseann Gonzalez**, director, Writing Skills Improvement Program, University of Arizona; **Bruce Henderson**, Department of English, University of California at Davis; **Jane Hughey**, Writing Evaluation Systems, College Station, Texas; **Robert Kantor**, director, ESL Program, Ohio State University; **Joy Reid**, academic director, Intensive English Program, Colorado State University; and **Marian Tyacke**, director, ESL Program, University of Toronto.

At each meeting, these specialists review fifty or more essay topics. The most promising topics (usually eight to ten) are revised and approved for pretesting. ETS editors further review each topic for sensitivity and cultural bias. Before a topic is approved for use in the operational test, it is pretested in countries overseas as well as in North America to ensure that examinees from different cultures can respond to the topic and that it will allow examinees at different proficiency levels to demonstrate how well they can write. A topic must be general enough that any given examinee should be able to respond and find supporting evidence for ideas, yet specific enough that supporting evidence should consist of more than personal impressions and vague generalities.

To maintain the security of the test, no topic will ever be reused, and different topics may be used in one administration for different parts of the world.

Essay Scoring

The essays will be scored holistically—that is for overall effectiveness of the communication, rather than for separate analytical criteria such as structure, spelling, punctuation, or word usage. Writers will be rewarded for what is done well, rather than penalized for errors.

The essays will be scored at a centralized essay reading within two weeks of the test date. Readings will last three days and will involve from 40 to 150 readers, depending on the number of papers to be read. Papers that arrive late will be scored at a "clean-up" reading approximately four weeks after the test date. The readers will be teachers of either ESL or English rhetoric and composition at U.S. and Canadian colleges, universities, and secondary schools. While traditionally it has been believed that teachers of ESL and English composition use different grading criteria, a recent TOEFL research study (Carlson, Bridgeman, Camp and Waanders, 1985) demonstrated that they can read with equal reliability and standards, given a carefully managed scoring session. To maintain realistic standards, this research project used "rangefinder" papers to train readers. These papers represented the range of writing performance that could be expected. In adapting the procedures of this research project to the Test of Written English, the previously named writing specialists developed a criterion-referenced scoring guide. All readers of the TOEFL writing test will be carefully trained by the chief reader to use this six-point criterion-referenced scoring guide.

A number of other safeguards will also help maintain the reliability of the scoring. Each reading will begin with the scoring of rangefinder papers. Benchmark essays, which demonstrate the typical range of performance at each score level, will be presented, followed by discussion of each essay and how essays like it should be treated. Once the entire group of readers is rating consistently, the scoring of examinees' papers will begin. To further ensure consistency, a table leader will supervise the work of the seven readers at her or his table. Whenever the table leader disagrees with the score assigned by a reader, he or she will review the paper with the reader, and discuss why the essay merits a different score from the one originally assigned. As a further safeguard against any drift in standards, the chief reader will periodically introduce new benchmark essays to be scored and discussed by everyone.

Each essay will be graded by two readers working independently. The scores of these two readers will be added and averaged. When the two scores on an essay differ by more than one point, the Chief Reader will read and score that essay.

The score for the writing test will appear separately on the TOEFL score report. Because it will not be included in the computation of the TOEFL total score, there will be no change in the TOEFL scale at this time. The scores will be reported to the examinees and to the institutions they have designated as score recipients. Both examinees and institutions will also receive a copy of the scoring guide. After several topics have been scored, the TOEFL program will publish for score users a set of essays on different topics representative of each point on the scale.

Outcomes

The information provided by the TWE will benefit TOEFL score users by providing them with a performance-based description of an applicant's level of writing proficiency. The previously mentioned survey (Fallon and Stansfield, 1985) of 800 institutions (community colleges, undergraduate institutions, and graduate schools) showed that most would require the writing test of their nonnative English-speaking applicants. It also showed that the information provided by the writing test would be as useful for institutions that currently administer a post-admission writing sample for placement purposes as for those who do not. Based on these results, it is expected that most institutions that use TOEFL scores will either require or recommend that examinees provide scores on the writing test.

Teachers employed by institutions that currently require TOEFL scores may wish to advise appropriate admissions officials that it is now possible to obtain a direct measure of the productive writing skills of foreign applicants. Score users that prefer to have examinees take a test with essay to one that uses only multiple-choice items can require or recommend that students take the TOEFL test on the dates when the writing test is given. A student who wishes the opportunity to demonstrate the ability to compose in English to her or his intended school could be advised to register early for the November or May test date in order to ensure acceptance of the application to test on that date. Students might also be advised to contact their preferred institutions to find out if the TOEFL writing test will be a requirement or a recommendation for admission.

Continued on next page

More Conferences

Continued from page 16

MIDWEST REGIONAL TESOL CONFERENCE IN MICHIGAN

The sixth Midwest Regional TESOL Conference, November 6-8, 1986, will be at the University of Michigan League in Ann Arbor, Michigan. The conference theme is **ESL: The Classroom and Beyond.** Speakers include Linda Schinke-Llano, Betty Wallace Robinett and Stephen Gaies. President Joan Morley is heading up a special working session entitled "Leadership in the Midwest Affiliates." For more information, write to: Jo-Len Braswell, Midwest Regional TESOL Conference, English Language Institute, 199 Manoogian, Wayne State University, Detroit, Michigan 48202.

TESL CANADA'S 1987 CONVENTION TO FEATURE COMPUTER NETWORKING

TESL Canada's largest conference ever is being planned for March 12-14, 1987. Co-sponsored by the Canadian national association of TESL Canada and the Association of British Columbia TEAL (Teachers of English as an Additional Language), the conference salutes the Pacific Rim; at least 1500 participants are expected from around the Pacific, the United States and across Canada. **Pacific Perspectives** will feature opening day symposia, plenary addresses, panel discussions, and paper and workshop presentations.

A particularly exciting aspect of this conference, one which will make it unique among ESL conferences to date, will be its use of computer networking. Running concurrently at the conference site will be the first ever on-line computer conference of English language instructors, program administrators, software developers, teacher trainers, researchers and students.

Over 50 user groups, representing thousands of users in the Pacific Rim and throughout North America, in addition to many individuals, are expected to participate. On-line events will involve conference participants as well as various experts not attending the conference.

For further information about this innovative international conference, write to the following address: TESL Canada Conference, P.O. Box 82344, Burnaby, British Columbia, Canada V5C 5P8 or call: (604) 294-TEAL.

RELC REGIONAL SEMINAR

The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) will hold its 22nd regional seminar, 13-16 April 1987, in Singapore. The theme of the seminar is **The Role of Language Education in Human Resource Development.**

Further information and invitations to participate in the seminar can be obtained from the following address: Director, (Attention: Chairman Seminar Planning Committee) SEAMEO Regional Language Centre, RELC Building, 30 Orange Grove Road, Singapore 1025, Republic of Singapore.

CONFERENCE ON WRITING ASSESSMENT

The National Testing Network in Writing, the New Jersey Department of Higher Education, and the City University of New York announce the fifth annual Conference on Writing Assessment, April 5-7, 1987 in Atlantic City, New Jersey. This national conference is for educators, administrators, and assessment personnel and will be devoted to critical issues in assessing writing in elementary, secondary, and postsecondary settings. Discussion topics will include theories and models of writing assessment, assessing writing across the curriculum, the impact of testing on minority and ESL students, computer applications in writing assessment, and current research on writing assessment.

For information and registration, please write Dr. Mary Ellen Byrne, New Jersey Department of Higher Education, 225 West State Street, Trenton, New Jersey 08625. Telephone: (609) 987-1962.

Conferences in 1988

16TH FIPLV WORLD CONGRESS

The Modern Language Teachers' Association of A.C.T. is hosting the 16th FIPLV (Fédération Internationale des Professeurs de Langues Vivantes) World Congress on Language Learning to coincide with the bicentennial activities to be held in Canberra in early 1988. The theme of the Congress will be **Learning Languages is Learning to Live Together.** 700 to 800 participants, mainly from overseas, are expected at the 5-day congress, January 4-8, 1988, at which Professor Wilga M. Rivers of Harvard University is keynote speaker. Early registrations are due by 31 December 1986. For information write to: Canberra Tourist Bureau, G.P.O. Box 744, Canberra, A.C.T. 2601, Australia. Programme enquiries should be directed to: M.L.T.A. of the A.C.T., G.P.O. 989, Canberra, A.C.T. 2601, Australia.

JERUSALEM CONFERENCE ON TEFL-TESOL

The second Jerusalem Conference on TEFL-TESOL will be held in Jerusalem, Israel, July 10-14, 1988. For more information, write to: English Teachers' Association of Israel, P.O.B. 7663, Jerusalem 91076, Israel.

New TOEFL Test

Continued from page 17

We hope the introduction of the Test of Written English will assist ESL teachers in motivating their students to develop effective skills in written communication. Certainly, the reliance on performance-based academic writing tasks should have a positive backwash to teaching and to curriculum. The data we gather from this test should also be useful for research. With it, we plan to conduct several studies related to the nature of writing proficiency. It is hoped that the results of these studies will expand the frontiers of knowledge about ESL writing.

About the authors: Charles W Stansfield is director of the Test of Written English and Russell Webster is executive director of Language Programs at the Educational Testing Service. Princeton. New Jersey 08541. U S.A.

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AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison, Snow College

Upcoming 1986 TESOL Meetings

(Meetings are in the U.S.A. unless otherwise indicated.)

October 24-25	Washington Area TESOL, Washington, D.C.
October 24-25	Mid-America TESOL, Kansas City, Kansas
October 25	California TESOL (Chapter Conference), San Diego, California
October 25	California TESOL (Chapter Conference), Marina, California
November 1	Oklahoma TESOL, Lawton, Oklahoma
November 1	Massachusetts TESOL, Boston, Massachusetts
November 1	TESOL Scotland, Dundee, Scotland
November 6-8	Second Southeast Regional, New Orleans, Louisiana
November 6-8	Sixth Midwest Regional, Ann Arbor, Michigan
November 7-8	Intermountain TESOL, Salt Lake City, Utah
November 7-8	TEXTESOL State Conference, Houston, Texas
November 7-8	Puerto Rico TESOL, San Juan, Puerto Rico
November 7-8	Northern New England TESOL, Fairlee, Vermont
November 8	California TESOL (Chapter Conference), Berkeley, California
November 8	Carolina TESOL, Charlotte, North Carolina
November 13	New Jersey TESOL/BE, Atlantic City, New Jersey
November 14-15	Washington State TESOL, Seattle, Washington
November 14-15	Ohio TESOL, Columbus, Ohio
November 14-16	New York State TESOL, New York City, New York
November 15	California TESOL (Chapter Conference), Los Angeles, California
November 21-22	Colorado TESOL, Denver, Colorado
November 21-24	TESL Ontario, Toronto, Ontario, Canada
November 22-24	JALT (Japan), Hamamatsu, Japan
December 13-15	Thailand TESOL, Bangkok, Thailand

More information on these meetings from: Susan Bayley, Field Services Coordinator, TESOL, Suite 205, 1118 22nd Street, N.W., Washington, D.C. 20037, U.S.A.

TEXTESOL RAISES MONEY FOR SCHOLARSHIPS AND AWARDS

If your affiliate is looking for ways to raise money for scholarships and awards, take the lead from TEXTESOL I in El Paso, Texas. For three years, this organization has held fundraising events in the form of a dinner, lunch and breakfast. Collectively, these events have raised over $6,000 in scholarship money for the organization. They have also been important for public relations, gaining support from educators outside the field of ESL and people in the business world who frequently contribute heartily to the scholarship event.

Recipients of this year's awards and scholarships were Raymond L. Telles, former mayor of El Paso and former U.S. Ambassador, who received the Maestro Award; Nohemi Pardo, 1986 graduate of Bowie High School and the HILT (High Intensity Language Training) program, who received the $1000 first-year college scholarship; and Yolanda Bencomo, an ESL instructor at El Paso Community College, who received a $1000 scholarship to attend the TESOL Summer Institute in Hawaii.

If your affiliate has questions about holding a fundraiser of your own, contact TEXTESOL I at P.O. Box 12340, El Paso, Texas 79913, U.S.A.

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627. Send Affiliate and Interest section newsletters and additional news items to her by the deadlines stated on page 2 of *TN*.

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LETTERS

RESPONSE TO 'INTERNATIONAL ENGLISH: COMMUNICATION IS THE NAME OF THE GAME'

May 29, 1986

To the Editor:

In the April, 1986 issue of *TESOL Newsletter*, Joan Klyhn wrote skillfully about the use of English for international business. As one who has also worked extensively in this area, I would like to take exception to one point she made. Specifically, she makes a questionable generalization about the role of accuracy over fluency, "Precision is far more of a priority than fluency" (p. 1). From her own experiences in Europe, that may indeed be the case; but for other learners, e.g., Japanese businesspeople, the problem is sometimes reversed.

It is true that precision is needed in business, especially for certain sensitive matters, but it is also true that businesspeople need to deal with situations in communication that call for the smooth handling of interpersonal relations, a focus which leans more toward fluency than precision. To say, as she does, that:

> The skilled international communicator may not speak a very interesting English from a native speaker's point of view. The pace may seem slow, even stilted, the vocabulary (intentionally) not colorful, and quite a bit of time is spent summarizing and otherwise checking to see that everyone understands. (p. 1)

is to focus only on those areas of business, e.g., the nitty-gritty of negotiations or drawing up a contract, that demand precision. For many in marketing or for those who intend to set up cooperative ventures, the stilted, uninteresting speech may serve to dampen the possibilities for business, regardless of the precision of the language.

It is easy to argue either case, either for precision or for fluency. I have seen teachers who think that good English is only that which can fit into works of literature. If that has been Klyhn's experience, then her call for precision is indeed suitable for those people. The purpose of business is to get things done, to buy and sell, and to make profit, *not* to sound like poets. But, for those who stick to teaching grammar as if it were molasses pouring from their bodies, leaving their students precise, but stilted robots, the effect may be just as deadly. Both fluency and precision are needed, and not for the reasons that the literary and grammarian types would often offer.

In my experiences in Japan, where Japanese businesspeople were often seen by native speakers as robots, my own work to humanize the classroom and to deal with matters that fit their business needs seemed very successful. The work in communication focused on fluency, conversational strategies, non-verbal expression, the use of proverbs and expressions, wit and humor as well as a reasonable foundation of grammar.

Related to the general question of fluency and accuracy is the matter of cultural tendencies and strategies for teaching that take into account those tendencies. Europeans generally tend to be much more outgoing and gregarious than Japanese. For teachers in Europe, precision may very well be a more important matter than fluency. However, in Japan, the challenge for language teachers is often quite different. They have already gone through years of schooling with a focus on grammar and precision. The challenge then is to bring their personalities out and not to give them even more work on precision exclusively.

The intent here is to clarify complex issues and not to attack Klyhn. Her article is basically very good and the points raised can be generalized to many contexts. Our field is such that any generalization may be totally true in some instances and totally false in others.

Keith Maurice
Department of Foreign Languages
Faculty of Science
Mahidol University
Rama VI Road
Bangkok 10400, Thailand

Note: Keith Maurice served as a teacher, curriculum coordinator, manager, and later consultant for TCLC, an educational services company that deals almost exclusively with Japanese businesspeople in Japan. Presently, he is the coordinator of the M A. Program in Applied Linguistics (in English for Specific Purposes) at Mahidol University in Bangkok —*Editor*

Continued on page 31

LETTERS

The *TESOL Newsletter* welcomes letters from its readers. Letters should be typed double-spaced and limited to approximately 300 words. Please address two copies to: Alice H. Osman, *TN* Editor, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, New York 11101, U.S.A.

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The International Concerns of TESOL: A Brief Report from the Executive Board

TESOL describes itself as an *international* professional organization. Its members have interpreted the use of the term *international* in ways that range from seeing TESOL as a U.S. organization open to members who are citizens of other countries to a U N-type organization for ESOL teaching. Given such a diversity of interpretation, it is not surprising that some members have charged that TESOL is presently "too international" while others have complained that it is "not international enough"!

In November 1983, the Executive Board established an *Ad Hoc Committee on the International Concerns of TESOL* with a mandate to investigate and advise on the international concerns of *all* TESOL members. Ably and energetically chaired by Liz Hamp-Lyons (Scotland), the committee was comprised of the following members—Andrew Cohen (Israel), Judy Colman (Australia), Jodi Crandall (USA), Yehia El-Ezabi (Egypt), Francisco Gomes de Matos (Brazil), Ron Green (Spain; represented by Helen Wattley-Ames at the March 1986 meeting), Elliot Judd (USA), Greg Larocque (Canada), Kate Mailfert (France), Elite Olshtain (Israel), Hector Peña (Puerto Rico), Bob Ramsey (USA), Tom Robb (Japan), Desmond Rome (Portugal), Denise Staines (France), and Penny Weilbacher (Micronesia).

The Committee was faced with substantial difficulties of communication given where its members live and work—a constant reminder of one of the hurdles facing an organization which wishes to involve a far-flung membership in its activities. With limited funds to support meetings and conference calls, the committee nevertheless accomplished much in its 2 1/2 years of existence. Particularly impressive was the committee's outreach to major components of the organization such as the Convention Program Committee, the TESOL Quarterly and TESOL Newsletter, the Publications Committee, the Speakers' List, the Interest Sections, the Committee on Professional Standards, the Committee on Socio-Political Concerns and the Nominating Committee; in each case, specific, constructive suggestions were made for possible inclusion of an increasingly international perspective. Tangible changes have resulted within all of these components.

In its final report which was presented to the Board in March 1986, the ad hoc committee identified 4 key sets of objectives which TESOL as an international, professional organization might pursue. They are as follows:

1. Improving professional standards of teacher education and teachers' working conditions; specifying standards for quality learning/teaching facilities.
2. Improving the professional resources it offers: publications; speakers; consultants, meetings and conventions around the world; library resources.
3. Professional development; courses and seminars; scholarships.
4. Influencing teaching/learning contexts: disseminating information about *ESOL* not just *TESOL*; cooperating with other professional groups; gathering information from all sources as to how and where TESOL can help the profession develop, and thus help our true constituency—learners.

INTERNATIONAL EXCHANGE
News items for this page should be sent to: Liz Hamp-Lyons, English Composition Board, University of Michigan, 1025 Angell Hall, Ann Arbor, Michigan 48109, U.S.A.

The Executive Board endorsed these objectives; while members pointed out that much progress had already been made in most, if not all, of these areas, there was general agreement that more could, and should, be done. The Executive Board also appreciated the committee's statement that, during its term, its members "saw an increased realization that the teaching situations of ESOL professionals around the world are varied, and that there may not be a single solution to any of the complex questions which a professional organization of a truly international scale must face".

The Committee has done an outstanding job of raising the organization's awareness of international concerns. On behalf of the Executive Board and TESOL members everywhere, I would like to formally acknowledge its work and offer our gratitude to the chair and members. Thanks are also due to the staff of the Central Office, particularly Carol LeClair, for careful and willing compilation of statistics for the committee and general administrative support.

Those who have worked so hard on this task to date would be the first to agree that the work is not over yet. In response to this situation, President Morley has already established an Executive Board sub-committee on International Concerns charged to complete the following tasks by March 1988;

1. To study TESOL policy decisions and actions taken during the past several years on items that involve aspects of international concerns.
2. To study the recent work of the various components of TESOL vis à vis items of international concerns.
3. To review the final report of the Ad Hoc Committee on International Concerns (1984-86), as amended by the Executive Board during its meetings in Anaheim, to recommend appropriate actions for specific components of TESOL, and to summarize the report for publication in the *TESOL Newsletter*.
4. To prepare a guideline document (i.e. a stylesheet) on terminology to be used in all official TESOL documents and reports vis à vis international concerns.

I have agreed to chair this sub-committee and am pleased to have as members Dick Allwright and Donald Freeman. You will be hearing further from us.

Jean Handscombe
Past President

CALLing BACK

Dear Liz Hamp-Lyons:

It is flattering to be cited in your pages ("Finding a Place for CALL" by Robert Hill, February 1986, p. 11), but not so flattering to have our project singled out as exemplifying the methodological errors into which users of computers to teach foreign languages can fall. "The technology," according to Mr. Hill, "has a disturbing habit of dictating the theory behind its use." As Mr. Hill reconstructs the argument of our article in *Computers in the Humanities* (18, p. 47), we are supposed to have started with a computer-based vocabulary drill and constructed a theory of language teaching around it.

That is not true, nor can it be inferred from a responsible reading of the page Mr. Hill cites. In fact, as our article explains quite clearly, we began with a curriculum based on vocabulary study and constructed the drill to accompany the curriculum. The article is explicit also about the way in which other elements—a classroom technique and a rethinking of the language lab—were similarly chosen because of their consonance with the curriculum we wished to realize. The theory came first, and a method, or several methods, were chosen to flesh out the curriculum based on that theory. Both our theory and our methods are certainly open to scrutiny and to challenge, but we find it hard to engage in a discussion whose premises are that we did what we did not do.

George W. Mulford and Theodore E. D. Braun
University of Delaware

Readers please note that all contributions to this page express the opinions of their authors, and not of the page editor. Also note my new address on this page, and please keep sending me your own international perspectives—wherever you are. *LH-L.*

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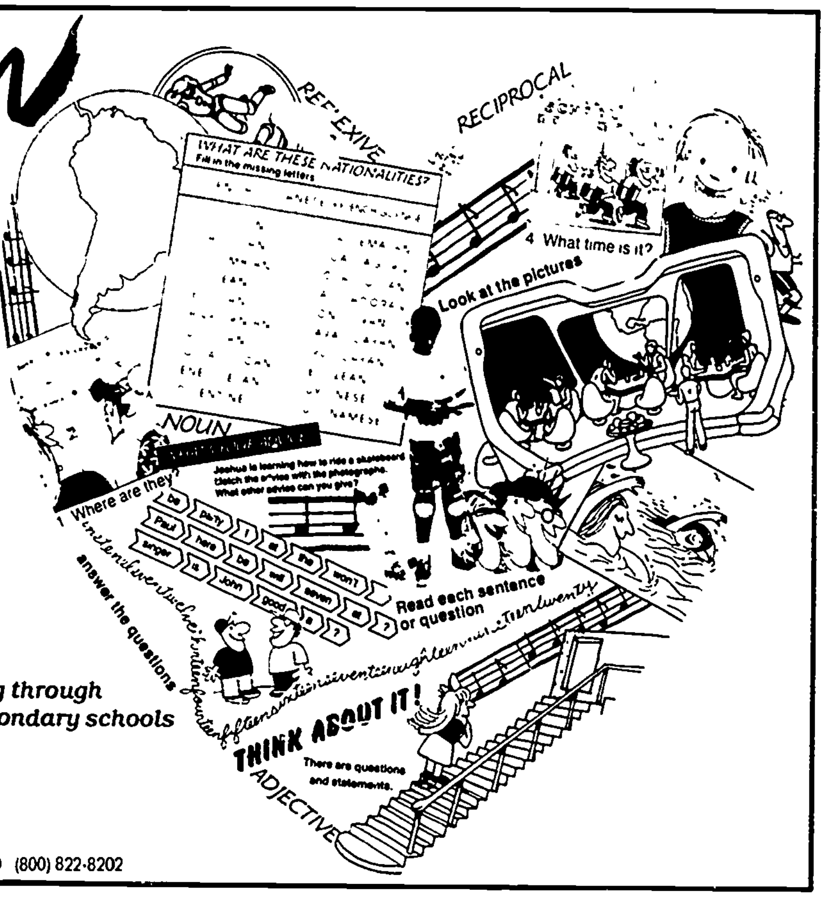
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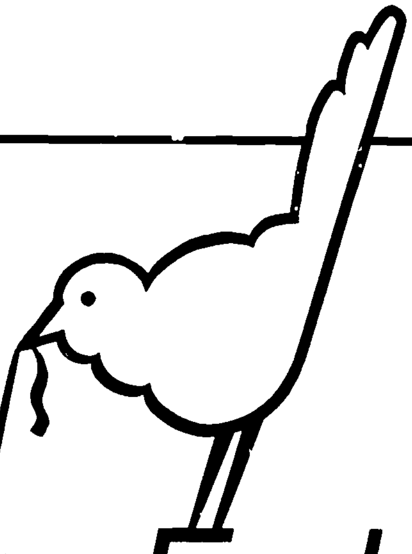

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IT WORKS

Edited by Cathy Day, Eastern Michigan University

The readers of It Works *are great in sending in classroom ideas. Here are two that may help you in your fall class planning—from college level writing to elementary school oral practice.*

In the future, we plan to run two different ideas in each It Works *column—one from inside the continental U.S. and one from outside.* *C.D.*

Buzzing into a Picture Bee

by Evelyn Ojeda Flores
Francisco Vazquez Pueyo Elementary School

We have heard of spelling bees in which the students spell out words, but what about first and second grade ESL students who don't know how to spell in English? These children can participate in something similar to a spelling bee—a Picture Bee where they create sentences. I use pictures to review simple present tense verbs and vocabulary already learned, and instead of spelling words as in a traditional bee, the students look at the pictures and form sentences. This exercise is easy to do and takes up little time.

These are the steps for the picture bee:

1. Tape up various pictures related to the lesson on the chalkboard. These pictures can be found in magazines or can be drawings made by the teacher. The pictures that I used were circus animals such as lions, monkeys, tigers, and elephants performing actions since I had taught my students "The lions eat meat," "The monkey is swinging," and other circus-related vocabulary.
2. Then divide the class into two teams, A and B.
3. Next, call one student from Team A to come to the board. Tell the student to choose a picture and identify it by saying a complete sentence about the picture using the correct tense and vocabulary word. If the student says the sentence correctly, Team A will earn a point. If the student doesn't say the sentence correctly, Team A will not earn a point. When the student is finished, the picture is given to the teacher.
4. Now, call a student from Team B and repeat the process. This procedure goes on until all the pictures have been removed from the chalkboard or until the last student is finished.
5. Finally, count the points and declare the winning team. Don't forget to congratulate all the students for participating in the picture bee contest.

The use of the Picture Bee has been very effective in my ESL classes because it reinforces oral communication skills, and the students have a positive attitude in learning English. Since children like to play games, this is one technique that they will surely enjoy. Use the picture bee technique yourself in your ESL classes and get your students buzzing along.

About the author: Evelyn Ojeda Flores teaches ESL in Francisco Vazquez Pueyo Elementary School, Sabana Grande, Puerto Rico.

IT WORKS

Contributions for this page should be sent to Cathy Day, Editor, *It Works*, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197.

Teaching Students How to Evaluate Writing

by Lynda K. Moore
North Harris County College

Instructors have several reasons for including peer evaluations as part of the revision segment in the writing process: 1) it saves the instructor time (James 1981, Chaudron 1983); 2) students are just as effective or even more effective an audience than teachers at this stage (Moffett 1968); 3) students not only develop good relationships with their classmates, but they also are teaching each other (the instructor functions as guide and helper) (James 1981); 4) most importantly, students learn skills that can be transferred to their own writing as well (James 1981, Lewes 1981). That is, by becoming proficient evaluators of others' work, the students are better able to critically, thoroughly, and objectively evaluate their own writing.

Peer evaluations are often done with a set of written guidelines (see guidelines on next page) and little instruction from the teacher. However, the students lack the skills to evaluate writing successfully: typically, they just casually critique the whole essay. Learning to evaluate writing systematically, which requires developing focusing skills, is what the students need. I've outlined below the techniques I've successfully used in teaching college students how to critically evaluate their own or others' writing.

Once the class has been introduced to expository writing—the students know something about the content and organization of an essay and can readily identify the parts of an essay—the students do some prewriting activities and a couple of rough drafts for the first essay. The class is then ready to learn about peer evaluations. The instructor first explains what peer evaluations are and then gives the following pep talk to get the students started out positively and confidently: "1) you *are* capable of critiquing others' essays; 2) it's your responsibility to give and take criticism well, remembering that the writers are always ultimately responsible for their own writing, not the evaluators; 3) don't forget to give positive comments; 4) critiquing others' work is useful for you, too—you'll learn skills that will enable you to better evaluate your own work."

Next, the instructor leads a class evaluation of copies of an anonymous essay taken from another class by using a set of guidelines designed to get the students to focus primarily on aspects of the content and organization of the essay. Once the process becomes familiar, the students break into groups of four choosing their own groups, and use the same peer evaluation form to evaluate group members' essays. They are told the following rules: 1) one essay is to be evaluated at a time; 2) the essay is read aloud by the writer while peers read their copies; the group discusses it step-by-step following the form, 3) each group member is responsible for a written evaluation that is graded later according to completeness. While the group peer evaluations are being done, the instructor circulates answering questions as they arise.

After the class becomes familiar with the form and process from one session of peer evaluations, the same set of guidelines is then used by the students on subsequent writing assignments. In fact, they are encouraged from then on to use the form on their rough drafts before peer evaluations are done. This has been very successful. One student enthusiastically said, "It [the form] made me remember things that have to be in an essay." In addition, many are able to find and correct errors before the group peer evaluations are done.

As the semester progresses, additional class evaluations of anonymous essays take place in order to work out problem areas or focus on new grammar points. Part III of the form is open-ended, which allows the focus to be on one or two grammar points that the class is learning at a particular time. Different grammatical constructions are then checked for each essay.

The students definitely improve as evaluators as the semester progresses. At first, many of the comments are positive (the biggest concern is with establishing good relationships with peers), and if a problem is identified ("the thesis is not right"), the students are often not able to pinpoint the problem. As the semester goes along, however, not only are they able to criticize both positively and negatively, but also they become increasingly adept at pinpointing a problem and even suggesting how to improve something ("a broader thesis is needed; how about ________?").

At the end of the semester, the class is asked to evaluate the program. When asked if the peer evaluations helped them see how to improve their essays, one said, "Thanks to the evaluations of my classmates, I saw I have a lot of mistakes that I should learn from." Another student agreed and added, "And I went home and rewrote it [the essay]." When asked what they learned by working in groups evaluating others' essays, the answers were varied: "other styles of writing," "vocabulary," "grammar," and "others' evaluating techniques." Finally, when asked if the evaluations they did on their rough drafts helped, the responses were overwhelmingly positive. "Yes!" one student wrote. "I follow the evaluation paper step-by-step to check my own paper. I make sure I have everything. I think it is very helpful and clear."

In conclusion, this peer evaluation program clearly has helped the students become quite proficient evaluators of their classmates' and their own writing. Through this structured, step-by-step approach, students are learning important skills that are critical to effective writing--whether it be in ESL class or in other situations.

Continued on next page

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes on their campuses. Applications should be submitted 2-2½ years in advance For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director TESOL, Suite 205, 1118 22nd Street N.W., Washington, D.C. 20037, U.S.A.

Teaching Writing

Continued from page 23

Peer Evaluation Guidelines

I. While the writer reads his/her essay out loud, follow along on your copy. After the writer finishes, if there is something you don't understand, discuss it.

II. The writer will reread the essay paragraph by paragraph. Carefully evaluate the following one-by-one:

Thesis: (write it out; underline the topic; circle the controlling idea)

1. Is the thesis comprehensive?
2. Is it appropriate?

Introduction:

1. Is it general enough in introducing the topic?
2. Is it interesting?

Developmental Paragraphs—for each:

1. Does it logically develop or support an aspect of the thesis?
2. Does it have a strong topic sentence (with a controlling idea that directly relates back to the thesis)?
3. Is it unified?
4. Are transitions used effectively both within the paragraph and between paragraphs?

Paragraph 2:

Paragraph 3:

Paragraph 4:

Conclusion

1. Does it effectively restate the thesis or summarize the main points?
2. Does it introduce any new information not previously discussed?

III. Review the essay once more. Note any grammatical errors in the following areas:

Additional Comments:

About the author: Lynda K. Moore, ESL coordinator, North Harris County College, Houston, Texas, has taught ESL in Arizona, Indiana, Texas and Tokyo. She has recently designed an ESL composition course.

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MINISCULES

Edited by Howard Sage, American Language Institute

Wishes, Lies and Dreams: Teaching Children to Write Poetry **by Kenneth Koch. 1980. Perennial Library, Harper & Row Publishers, Inc., 10 East 53rd Street, New York, New York 10022. 309 pp., $3.50.**

Rose, where did you get that red?: Teaching Great Poetry to Children **by Kenneth Koch. 1974. Vantage Books: A Division of Random House, 201 East 50th Street, New York, New York 10022. pp. 355 + 4 pp. index., $5.95.**

Although not typical second language teacher resource works, both *Rose, where did you get that red?* and *Wishes, Lies, and Dreams* by Kenneth Koch are, nevertheless, books ESL teachers will find reasonably priced, valuable additions to their libraries. Both are classics in the field of teaching poetry to children.

Wishes, Lies, and Dreams vividly recounts the author's experience teaching Manhattan school children to write verse. Describing his creative methods for teaching children, Koch provides the teacher with activities to elicit student writing that responds to both rather sophisticated poetry and numerous examples of student writings themselves. The joy and excitement in these young people's writing are contagious!

Rose, where did you get that red? is really three books in one. It is first a handbook of ten lessons on introducing poetry to young children. Using selections from poets such as William Blake, William Shakespeare, John Donne, and Wallace Stevens, Koch surrounds each poem with a complete lesson plan including samples of student work. The book is also a poetry anthology complete with Koch's notes on introducing the poems to students. As a teacher's guide, it issues students and teachers an invitation to fantasy and wordplay.

Koch's methods help students learn not only about how poetry works, but also how it can help teach them about themselves. Koch used his techniques with children, but I have found them effective with secondary and adult students in the ESL classroom as well. Buy and share both books with your colleagues.

Mary Ann Christison
Snow College

Blue Dragon White Tiger—A Tet Story **by Tran Van Dinh, edited by Ann Levison. 1984. Tri Am Press, Inc., 5015 McKean Avenue, Philadelphia, Pennsylvania 19144. 334 pp., $14.95.**

This is an excellent book for those working with Asian students and those planning to teach in the Far East. *Blue Dragon White Tiger* provides us with a delicate, intimate picture of traditional Vietnamese life, especially that of the ancient city of Hue, with its traditions and its artistic and cultural heritage. Dr. Tran Van Dinh's novel provides us also with a fascinating portrayal of Vietnam's war experience, the majestic antiquity of Vietnam, the romantic illusions surrounding revolution, and the richness of Vietnamese Buddhism.

In this semi-autobiographical book, we follow the novel's central character, Tran Van Minh, as he moves through a decade of international politics spanning three continents, in tragic isolation from his country, his family, friends, and his American lover. After he resigns his diplomatic post in Washington in protest against Ngo Dinh Diem's anti-Buddhist policies, Minh remains in the United States to teach and work in the American peace movement. This story, as the subtitle shows, is also a Tet story. For the Vietnamese, Tet, a mobile festival corresponding to the new moon and occurring halfway between the winter solstice and the spring equinox, is much more than just a New Year holiday. It represents an annual truce in the constant struggle between the Blue Dragon and the White Tiger, the Blue Dragon symbolizing spring and tenderness, the White Tiger representing winter and force.

This book contains a wealth of useful information for both scholars and non-specialists—surely a valuable addition to the book collection of all ESOL professionals.

George Bradford Patterson
Colegio Polytechnico
Instituto Nido de Aguilas
Comayaguela, Honduras

The English Language **by Robert Burchfield, 1985. Oxford University Press, 200 Madison Avenue, New York, New York 10016. viii + 194 pp. $19.95.**

Dr. Burchfield, the chief editor of the *Oxford English Dictionary*, tells a rattling good yarn about a tongue spoken by Northern European tribesmen in the 5th century A.D., which was destined to become—after a large injection of Norman French, much inflexional simplification, and a great vowel shift—the most important means of communication in the modern world. Traveling from the Futhorc and Caedmon through Anglo-French, dictionary-making, and on to transformational grammar, Dr. Burchfield, forever aware of the splendor and majesty of our language, walks a path of good sense between linguistic conservatism and the radicals, some of whom are, in his words, "knocking the humanity out of [Britain's] national heritage."

Fascinating tidbits abound in this slim volume. There is much, for example, to dispel the notion widely held on both sides of the Atlantic that the English spoken by Britons conserves, while that spoken by Americans innovates. I was intrigued to learn, for example, that the current American pronunciation of "herb" is in fact older than its current British counterpart, in which the "h" is pronounced. The American pronunciation dates back to the early part of this century, before "dropping one's h's" came under attack in Britain.

Immensely readable and instructive, Dr. Burchfield's book is intended, as was Bailey's *Universal Etymological Dictionary*, "as well for the Entertainment of the Curious, as the Information of the Ignorant." I heartily recommend it to both.

Phillip Bell
New York University

MINISCULES

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3.

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THIS IS A RECORDING: LISTENING WITH A PURPOSE

by Barbara Fowler Swartz and Richard L. Smith. 1986. Prentice-Hall, Inc. Englewood Cliffs, New Jersey 07632. (123 pp., $7.95). Accompanying tape, $20.00.

Reviewed by Connie Greenleaf
University of Iowa

The arrival of *This Is A Recording* heralds a long-awaited advance in listening comprehension materials. At long last ESL students are given the opportunity to practice listening in a mode which is identical to that in which it will be encountered in a real-life situation. For so long we have had materials which require students to listen to situations on cassette tapes which, in a real-life situation, they would never encounter on a tape. This is an important distinction when one considers all we know about the paralinguistic information we use to comprehend language. Materials which ignore the multi-dimensional aspects of language comprehension fail to meet the standard of realistic (and therefore helpful) practice materials for ESL students. *This Is A Recording* provides students with tapes of authentic recorded messages and guides them in accomplishing various tasks while listening.

As listening comprehension teachers we realize there are many different types of tasks which students will encounter and should therefore practice. However, the authors' view of the textbook as a catalyst for "language experiences in and out of the classroom" has allowed them to limit themselves to providing practice with some of the tasks which can be practiced best in a group setting. The authors then invite the users of their text to expand their classroom to the real world of language for further practice. This attitude of the text as a beginning point for language learning marks an important advancement in our profession.

There are three parts to each of the fifteen chapters. Each chapter begins with an authentic recorded telephone message such as those prepared by airlines, movie theaters, and government agencies. This section includes a general introduction to the topic of the chapter, prelistening discussion questions, and various tasks for the listening activity such as filling in flow charts or completing schedules. The second part focuses on a recording of a conversation which demonstrates how one could use the information obtained from the recorded message in part one, and the last section contains a communicative activity for small group work.

There are many positive attributes of the book. Communicating on the telephone is one of the most difficult tasks a second language learner encounters, so this type of one-way "communication" may be helpful in alleviating some of the phone phobia students suffer from by providing them with practice where they are not yet confronted with a speaker asking them questions and expecting a response. A second strength of the book is its versatility. I believe it could be adapted easily to almost any level of proficiency by increasing or decreasing the number of times a recording is listened to, and making the tasks to be completed more difficult or simple. Finally, this text is of inestimable value to the overseas ESL instructor who does not have access to the types of recordings included on the tape.

The accompanying cassette tape is also well designed because the authors wisely chose to use the original recorded messages of various institutions and simply improve the quality of the tape rather than try to recreate an authentic sounding tape. This provides for a tape containing all the natural speech phenomena which a second language learner needs practice listening to.

While the authors have done a fine job of moving from philosophy to technique in most respects, I believe the inclusion of the taped conversation in the second section of each chapter to be incongruent with the authors' stated objectives of providing realistic and purposeful practice for their users. Although historically many listening comprehension books have include such exercises in eavesdropping, I question the value of practicing this skill. Except for watching television or a movie, rarely do we listen to conversations without involving ourselves directly. Indeed, we are almost always participants in those conversations which we are trying to comprehend, which means we have a purpose to listen and guide the conversation accordingly. This in turn greatly aids our comprehension because we have certain limits and expectations for responses within the parameters of the conversation. However, this flaw in the design of the book is not a major one (because one can simply omit this section) and does not diminish the many strengths of the book.

An adaptation I would suggest for the users of this text is reserving the vocabulary exercise until AFTER listening to the tape for the first time. One of the most important skills a second language learner needs to practice is filtering out extraneous information, which many times includes vocabulary that is unfamiliar to the listener but also unnecessary to fulfill the purpose for listening.

Barbara Fowler Swartz and Richard Smith have provided us with a text that is a welcome addition to our teaching resources but I feel a more important contribution to our profession is the acknowledgement by the authors that while they have provided a valuable resource for the classroom, the real world of language teaching and learning is the real world.

About the reviewer: Connie Greenleaf received her MA in TESL from the University of Illinois and has taught in elementary, secondary, and intensive ESL programs for ten years.

PORTS OF ENTRY: ETHNIC IMPRESSIONS

by Abelle Mason, 1984. Harcourt Brace Jovanovich Publishers. San Diego, California 92101. (viii + 139 pp. $9.95).

Reviewed by Shirley Braun
Queens College, CUNY

By now you are probably familiar with this reader for high-intermediate/advanced students of ESL. Perhaps you are now using it in a college course of developmental reading, as we are at the City University of New York. If not, I'd like to call your attention to what is a uniquely rich textbook.

Ports of Entry: Ethnic Impressions, first in a series of three volumes by Abelle Mason (the other volumes are *Ports of Entry: Social Concerns*, 1985 and *Ports of Entry: Scientific Concerns*, 1986), includes works of original fiction, non-fiction and poetry, written by a multi-ethnic group of authors. Among the authors are Maxine Hong Kingston (Chinese), Langston Hughes (Black American), William Saroyan (Armenian), and Richard Rodriguez (Mexican). Mason selected the ten passages because each deals with some personal aspect of the effort to reconcile two cultures in the process of accommodation to American society, from the least acculturated to the most Americanized and from the 19th century to today. It includes selections of biography, memoirs, interior monologue, oral history, and a character sketch. The selections range in tone from lightly affectionate to ironic to profoundly moving.

Students will do more than just share the authors' experiences, though, when they work through *Ports of Entry: Ethnic Impressions*. They will learn cross-cultural concepts like assimilation, culture shock, lifestyle, alienation, first generation, sense of identity, and belonging. A section in each chapter headed "Understanding the Ideas" provides questions for discussion about the cultural issues. For example, these questions follow the selection from *The Hunger of Memory* by Richard Rodriquez:

> At the school, one of the nuns said to the young boy, "Richard, stand up. Don't look at the floor. Speak up. Speak to the entire class, not just to me!" Think about your early education. What kind of behavior did your elementary school teachers expect from you? For example, did they expect you to stand up when you answered a question they asked? Did they expect you to address the whole class?

A pre-reading paragraph for each passage stimulates students' curiosity and links it with the other chapters. This one precedes the selection from *The Woman Warrior: Memories of a Girlhood Among Ghosts* by Maxine Hong Kingston:

> Like Rodriquez, Kingston was also a youngster whose native language was not English. She also faced the problem of speaking up in English in school. She too was trying to establish her own sense of identity. Keep in mind the title and subtitle as you read. What kind of battle is this warrior fighting? Who is the enemy? Who are the ghosts?

Further cross-cultural activities include role-plays, skits, brainstorming and round-robin composition.

Continued on page 29

BILINGUAL AND ESL CLASSROOMS: TEACHING IN MULTICULTURAL CONTEXTS

Carlos J. Ovando and Virginia P. Collier. New York: McGraw-Hill Book Company, 1985. (xi + 354 pp., $19.95). This text may be ordered from McGraw-Hill's Customer Service, P.O. Box 400, Hightstown, New Jersey 08520, U.S.A.

Reviewed by Norma M. Goonen
Florida International University

Long awaited by professionals in the field is a new book which combines, in title as well as in spirit, the fields of English as a second language (ESL), bilingual, and multicultural education. Ovando and Collier have successfully undertaken that challenge. What makes this book even more valuable is that, unlike much that has been written in these fields, it is a textbook by two authors working together to integrate the content. No matter how carefully edited, books that highlight a collection of essays often contain information or points of view which are repeated by the different authors, or which may be too general, or too specific. Such books have been the mainstay for many teacher training programs in ESL/bilingual education. Valuable as these books are, there is still a need for a new comprehensive effort.

The major theme of the book is that the relationship of language and culture in bilingual education and ESL classrooms is pervasive. Without this understanding, teachers, administrators, counselors, and psychologists cannot effectively serve their students, nor can they learn how to use the resulting cultural and linguistic richness for the benefit of all students, minority as well as mainstream.

The authors blend theory, research, and personal experience throughout the eight chapters of the book. Additionally, one of the strengths of the work is that, for each of the major issues covered, further references and recommended readings are included.

Chapters one and eight deal with the topics of students, and school and community, respectively. Basic and important definitions are found in the first chapter, and the eighth and last chapter links the student to his milieu outside the classroom. Although chapter eight, for some readers, may provide some unnecessary detail, both chapters taken together do provide a good snapshot of the students we are serving, and the influence and power that the community and people in them have over their educational future.

The reader will be impressed with chapters two, three, and four. Chapter two describes the historical background of bilingual education and ESL, including federal and state legislation, court decisions, and state certification. Unfortunately, the book went to press before the Bilingual Education Act was reauthorized in 1984; therefore, the chapter does not include an explanation of the new regulations and creates an "up in the air" feeling, which is what was prevalent at the time the chapter was written. Even with this understandable omission of our present day situation, there is no other recent review of federal and state legislation and resources as comprehensive as this one—and the authors do caution the readers that "this information is constantly changing" (p. 29). The rest of the chapter explores the different bilingual education program models in the United States, including a clear explanation of transitional, maintenance, two-way enrichment, immersion, and "structured immersion" programs (bilingual education outside the United States is not covered).

Chapter three is an ambitious, successful effort at describing and clarifying first and second language acquisition research, theories, and teaching methodologies. A concise explanation of the concepts espoused by Krashen, Cummins, and others serves as a framework for much of the discussion in later chapters.

Chapter four provides the perfect complement to the previous chapter on language, covering not only several views of culture but also concepts related to culture as it is reflected in education. An insightful discussion of the latest research which has been conducted on cognitive styles and cultural background warns the reader not to overgeneralize and come to premature conclusions which may lead to unwarranted attitudes and rash programmatic decisions.

The next two chapters provide suggestions for the teaching of Social Studies, Music and Art (chapter five) and Mathematics and Science (chapter six). These chapters deal with general theory of and resources for content instruction in bilingual and ESL classrooms. The main emphasis is on the role of culture as it is transmitted through these disciplines, and sample lesson plans would have been a welcome addition to each of these sections.

A section on assessment in bilingual and ESL programs, chapter seven, is masterfully written and well organized. Several issues relevant to the testing and placement of language-minority students are explored, including those related to bilingual special education, evaluation of bilingual programs, and teacher-made tests. A brief summary of currently popular assessment instruments and additional sources of references will provide educators with much needed insight into this crucial and confusing subject.

An instructor using this book as a text may add to the basics discussed here (e.g., one may want to add studies in neurolinguistics, local studies, or information about vocational bilingual education programs), but this practical review of theory and practice in bilingual and ESL classrooms offers something for everyone. This book may be utilized as a textbook or reference for methodology and curriculum development courses in both Bilingual Education and ESL, for cultural and cross-cultural studies, for offerings dealing with first and second language acquisition, sociolinguistics, language testing, content area instruction, and administration of bilingual education/ESL programs. Naturally, given its varied scope, it serves as an invaluable tool in an ESL/Bilingual/Multicultural Education foundations or overview course. Lastly, it is this reviewer's strong contention that regular classroom teachers should be exposed to most if not all of the information in this book, since, in the words of the authors: "Given the increasing presence of language-minority students in schools throughout the country, many teachers—whether trained in ESL and bilingual methods or not—will at some time in their career be wholly or partially responsible for the education of such students." (p. 17)

About the reviewer: Norma Goonen is an assistant professor and director of the Title VII Dean's Grant on Multicultural/Bilingual Education at Florida International University in Miami, Florida. She teaches courses which the State of Florida recently mandated for add-on certification for teachers in bilingual education and ESL.

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Ports of Entry

Continued from page 27

Besides introducing cultural concepts, the book presents literary concepts such as characters, narrator, point of view, chronological order, and literal vs. figurative meaning. This material brings a rich dimension to ESL courses in developmental reading while preparing the way for English department course work.

Most important of all, *Ports of Entry: Ethnic Impressions* advances reading skills. Intensive reading is emphasized in the first seven selections and extensive reading in the three longer passages. Some intensive-reading questions involve grammatical structure and stylistics. For instance, the exercises for the Thomas Whitecloud selection discuss the use of sentence fragments, of parallel structure, and of repetition of words and phrases. Here is how Mason encourages students to consider the significance of parallelism:

> Paragraph 9 has a set of two parallel sentences, each starting with a very strong phrase. What is the phrase? Can you make a connection between the feelings the author shows here and those of self-condemnation present in paragraph 6?

An exercise on sentence fragments follows. Other structure-related questions involve indirect objects, verb tenses, modifiers of whole sentences, and proofreading.

Vocabulary development is enhanced by exercises such as the following: paraphrase sentences with idioms like *bent on* and *take hold of* and then write an original sentence for each:

> Choose three of the following qualities and, using examples, indicate how each describes the author's state of mind at a particular point. For example, take the quality of "shame." When does the author feel this way? What are the circumstances? Does this feeling change over the course of time?

shame
courage
fright
humor

dumbness
obedience
enjoyment
intelligence

stubbornness
disobedience
self-disgust
bewilderment

Besides close-reading skills, *Ports of Entry: Ethnic Impressions* develops extensive reading skills such as skimming, scanning, getting the facts, understanding the plan of the passage, exploring the ideas that unify, understanding the specific events, and getting an overview of the protagonist's life. Throughout the book there is practice in grasping the main idea, inferring, drawing conclusions, and citing direct statements.

The exercises in the book are wide-ranging, varying from one chapter to the next. Thus, the book also helps develop strategies for writing sentences, paragraphs and essays in addition to skills of reading. An extra bonus is the sporadic material on pronunciation, like the notes on features of rhythm, stress, and pitch which help elucidate the poem by Langston Hughes. (One might wish that Mason had included more of this excellent material throughout the book.) Other useful features include a pronunciation key, an appendix of grammar and usage, indexes, a list of abbreviations used, a bibliography of ethnic readings, and an answer key.

With its handsome print and poignant illustrations, *Ports of Entry: Ethnic Impressions* is a beautifully designed book. The wide margins make a spacious background for the glosses of important new terms (printed in boldface type in the text). The book is slim and comfortable to handle. In every way, this is the type of reader that ESL students grow fond of and cherish.

About the reviewer: Shirley Braun, author of *Life in English*, teaches ESL at the City University of New York.

TESOL: TECHNIQUES AND PROCEDURES

by J. Donald Bowen, Harold Madsen and Ann Hilferty. 1985. Newbury House Publishers. Order from Keystone Industrial Park, Scranton, Pennsylvania 18512, U.S.A. (416 pp., $16.95).

Reviewed by Mark O. James, *Brigham Young University*

Every few years we read the results of surveys where various luminaries in the TESL field have been asked to list the ten books they would choose to take with them if they were given such a limit on their next assignment to the Australian outback or wherever. Some books have found themselves repeatedly listed in the top ten. One such book is *Adaptation in Language Teaching* by Donald Bowen and Harold Madsen. Soon there will be another book in the top ten by these authors, together with Ann Hilferty—*TESOL: Techniques and Procedures*.

The combined experience of these three authors both in the United States and overseas—in administration, teacher training and teaching ESL/EFL classes adds up to a wealth of techniques and procedures (as the title indicates), that many of us in the field can benefit from.

The text is not a methodology handbook in that it does not purport to be a discussion of the various methods being espoused by various individuals and institutes. Rather, it is a comprehensive treatment of various techniques, activities, lessons, ideas, etc., irrespective of method, that the authors have found to be valid and effective in the field of TESOL.

The outline of this new publication is similar to that of another "Top Ten" favorite: *Teaching English as a Second or Foreign Language*, edited by Marianne Celce-Murcia and Lois McIntosh (1979, Newbury House.) The approach is different, however, in that the classic 1979 text is an anthology, whereas this more recent publication is an integrated, authored text.

Bowen, Madsen, and Hilferty's text is divided into four sections: Methodological Perspectives, Oral Communication, Written Communication, and Planning and Evaluation.

The first section provides an overview of the historical trends in foreign language instruction and a brief prognosis for the future. Coverage of the "big three": Suggestology, Silent Way, and Counseling/Learning are covered with refreshing brevity (only 1-1/2 pages). After 66 pages on methods past and present (where other books have spent an inordinate number of chapters), the reader is now adequately prepared with a proper perspective to proceed to the next two sections: to be precise, ten chapters on the modalities of communication, first oral, then written. In these sections, not only are the skill areas and their component parts discussed, but activities and procedures are presented and techniques explained for each level of language proficiency within those component areas. The inclusion of thought-provoking exercises and discussion questions at the end of each chapter makes the text particularly useful for teacher training courses.

Techniques and Procedures diverges in a major way from the Celce-Murcia and McIntosh text in the fourth section by including substantial chapters on curriculum planning and on evaluation, thus making it unique in comparison to other methods textbooks. This is no doubt a reflection on the particular professional interests and strengths of the authors. By the authors' own recognition, "this section, is not sufficient for the professional evaluator, but should be sufficient for the 'general practitioner' assigned as a teacher in the classroom."

While a text cannot cover all issues, or be everything to everybody, novice teachers or teachers-in-training will regret the lack of a chapter on "Classroom Skills." Issues such as learner age, learning styles, cultures, motivation, teacher-student dynamics, classroom management, etc. are dealt with summarily in the introduction to the book, with an encouragement to be friendly, well-prepared, and inspiring (though the authors do return to the learner briefly in their discussion of curriculum and evaluation in the last two chapters).

The focus, therefore, of *Techniques and Procedures* is obviously on the curriculum and the effective teaching of that curriculum, rather than on the learner and the issues of language learning. In the words of the publisher, "This basic methods book for TESOL provides teachers and teachers in training with practical information. . .and is designed to provide the basis for making intelligent choices appropriate to individual teachers, their goals, and their students."

On the whole, it is this reviewer's opinion that Bowen, Madsen, and Hilferty's text should do well in fulfilling that objective. And by better training those of us who have chosen TESOL as a career, it will make that career a stronger profession.

About the reviewer: Mark James is currently the reading coordinator for the English Language Institute at Brigham Young University-Hawaii Campus, Laie, Hawaii and book review editor for the *TESL Reporter*.

Note: Reprinted from the TESL Reporter, July 1985.

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Centro Colombo-Americano, Bogotá, Colombia. Textbook Development Project Coordinator. Qualifications: M.A. in TESOL, education, or linguistics; teaching experience; training or work experience relating to program or curriculum development and administration. Project involves writing 12 volume series of EFL textbooks (plus workbooks and cassettes) to be marketed in Latin America. January 1 starting date. Information: Edward Stanford, Director of Studies, Centro Colombo-Americano, Apartado Aéreo 3815, Bogotá, Colombia, S.A.

Miyagi College for Women, Sendai, Japan. Opening for a teacher in the Department of English and American Literature for AY 1987-88 (April through March). Qualifications: M.A. degree in TESL. Desirable qualifications: some knowledge of spoken Japanese; experience in college-level teaching; sympathetic attitude toward Christianity. Duties: TESL—mainly in the oral program with possible course in comparative culture, depending on individual qualifications. Terms of employment: one-year contract beginning 4/1/87; contract renewable; minimum of seven 90-minute classes per week. Remuneration: Salary dependent on teaching experience and rank; 16-month salary including 2-month bonus; monthly housing allowance of ¥50,000 for the 12 months; round-trip transportation (does not include family members); teacher may be asked to accompany students on annual study-tour to England and/or America. For more information and application form, please write to the address below. A full C.V. is necessary. Application deadline: November 30, 1986. Margaret A. Garner, 1-13-6 Nishi Ki Cho, Sendai, Japan 980.

Four Seasons Language School and Cultural Center, Hamamatsu, Japan, invites applications for 2-year contracts as ESL instructors, starting in April 1987. Duties include: teaching community, business and children's classes; student placement and counseling; planning social functions. Requirements: M.A. or certificate in TESL/TEFL or related degree; minimum one year teaching experience ESL/EFL. Salary: $18,000 per year. Benefits: round-trip air fare, furnished apartment, complete medical and dental coverage. For further information send resume and recent photograph to: William S. Anton, Curriculum Director, Four Seasons Language School, 4-32-8 Sanarudai, Hamamatsu 432, Japan.

IAY, Sapporo, Japan. Conversational English instructors by IAY, a language institute. One-year, renewable contract. Maximum teaching load of 22 classroom hours a week. Monthly salary range from 180,000 to 240,000 Japanese yen plus attractive benefits. Starting dates: April 1, July 1 and October 1, 1987. Minimum qualification is Bachelor's degree in a language related field. TESOL educational and/or teaching background preferred. To apply send resume, photo, transcripts, two or more letters of recommendation and a cassette tape describing yourself and stating reasons for wanting to teach English in Japan to: IAY, Attn.: Hiroko Kasuya, Hinode Bldg. 5F, Nishi 4, Minami 1, Chuo-ku, Sapporo 060, Japan. Telephone: (011) 281-5188.

Saint Michael's College. Two tenure track positions available September 1987. Rank and salary dependent on qualifications and experience. Doctorate earned or expected within one year preferred in TESOL or related area. Candidates should combine expertise in teaching, scholarship, student activities and program support/development. Candidates should have teacher-training experience. Duties may include: teaching ESL for academic and special purposes, undergraduate instruction in writing and literature, graduate instruction and departmental support activities. Additional information available upon request. Send letter, vita and names of references by January 15, 1987 to: Director of Personnel, Saint Michael's College, Winooski, Vermont 05404. AA/EOE

M.I.L. The Language Center, Japan. Applications sought for EFL teachers for two-year position from March, 1987. Qualifications: B.A./M.A. in TESL/TEFL or teaching certificate in related field and experience. Duties: teaching EFL to children and adults 25 hours a week, designing curriculum. Salary: ¥2,580,000-¥3,060,000 (approx. US$16,500-$19,700) depending on qualifications, 10% raise for second year. Bonus of ¥270,000 (approx. $1740) upon completion of contract. Benefits: 230 working days, rest are paid holidays. Low-cost furnished housing and insurance support. Non-smoker preferable. Interviews on West Coast of U.S. early December. Resume and cover letter by November 22 to: Yuichi Otaka, M.I.L., 2-6-6 Narashino-dai, Funabashi-shi, Chiba-ken, 274 Japan.

ESL Programs, The Ohio State University, Columbus, Ohio. One ESL instructor needed to teach primarily in the intensive program; M.A. minimum, appropriate experience. One ESL instructor needed to teach primarily in training program for international teaching associates; M.A. minimum, relevant experience. One ESL instructor/coordinator needed to teach primarily in advanced composition program; Ph.D. or ABD, significant experience in teaching writing. All positions begin January 1987 or after. For information, contact Robert N. Kantor, Director, ESL Programs, The Ohio State University, 568 Denney Hall, 614 West 17th Avenue, Columbus, Ohio 43210

The University of Michigan, Ann Arbor, Michigan. The University of Michigan's English Composition Board, a college-wide interdisciplinary writing program, solicits applications for a number of positions: associate director, Upper-Level Writing, with experience in developing writing courses in the various disciplines and providing training and support for faculty and graduate student assistants teaching writing across the curriculum; associate director, Tutorial and Writing Workshop, with experience in teaching and developing pre-composition and introductory composition courses, and training and evaluating graduate teaching assistants; coordinator, Computers and Composition, with experience in teaching composition and using computer-assisted writing instruction and the ability to help develop and implement a long-range plan for the use of computers in the writing process; lecturers with teaching expertise in all areas of composition. Apply to: Prof. Deborah Keller-Cohen, Director, English Composition Board, The University of Michigan, 1025 Angell Hall, Ann Arbor, MI 48109 USA by December 1, 1986. AA/EOE

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Houston Office, Department 530
5718 Westheimer, Suite 1550
Houston, Texas 77057

Rice University OCS-Language Programs, Houston, Texas. Assistant to the director. Professional staff. Ongoing employment plus full benefits. Design, systematize and supervise curriculum, counsel ESL students. Administrative 10 months per year, plus full-time teaching assignment May-June. Required: M.A. in ESL or equivalent; fluency and one year's teaching in a foreign language (Spanish preferred), one year's experience in teaching and curriculum supervision in ESL. Counseling experience desirable. Starting salary range (including May-June teaching): $18,600-$20,770. Send letter of application, vita, transcript and three letters of recommendation to: Jan Griffin, Rice University, Personnel Office, P.O. Box 2666, Houston, TX 77252. AA/EOE

The Technical Training Institute, Dhahran, Saudi Arabia, seeks ESL instructors for its civil aviation electronics training program. Duties include teaching and some program development. Qualifications: M.A. in TESOL or equivalent; substantial (2-3 years) overseas experience (preferably in Saudi Arabia); ESP for math and electronics highly desirable. Competitive salary and benefits. Two-year contract. Send resume to Mr. Peter W. Woolley, Senior English Instructor, Training Department, Saudi Services and Operating Company, Ltd., P.O. Box 753, Dhahran Airport, Saudi Arabia 31932. Telephone: 966-3-879-2323. Telex: 801926 SSOC SJ.

University of Tennessee, Knoxville, Tennessee. Subject to administrative approval, assistant professor in ESL, tenure-track position in credit program. Ph.D. in ESL, Applied Linguistics, or a related field. Resumes by 15 November 1986 to Joseph B. Trahern, Head, Department of English, University of Tennessee, 301 McClung Tower, Knoxville, TN 37996-0430. AA/EOE

Queens College, C.U.N.Y., Flushing, New York. Four openings for individuals to teach applied linguistics courses in M.A. TESL Program in China for 1987-1988 academic year, September-June. Teaching load is two courses per semester totaling eight hours per week. M.A. required. Salary: 1080 Yuan per month plus vacation allowance. Roundtrip air transportation, housing, and health care provided for staff and spouses. Send resume by April 30 to: Howard Kleinmann, CESL, Queens College, Flushing, N.Y. 11367, U.S.A. Telephone: (718) 520-7754.

Queens College, C.U.N.Y., Flushing, New York. Four openings for individuals to teach theory and methodology courses in M.A. TESL Program in China, June 15-August 14, 1987. One opening is intended for a specialist in ESP, one for a specialist in composition/rhetoric, and two for generalists in the field. Teaching load is two courses totaling twelve hours per week. Ph.D. required. Salary 1500 Yuan per month plus vacation allowance. Roundtrip air transportation, housing, and health care provided for staff and spouses. Send resume by February 2[illegible]h to: Howard Kleinmann, CESL, Queens College, Flushing, N.Y. 11367, U.S.A. Telephone: (718) 520-7754.

UCLA. The TESL/Applied Linguistics Programs at UCLA announces a tenure-track appointment at the assistant, associate or full professor rank. Salary is commensurate with qualifications. Applicants must be specialists in language testing and have a substantial teaching and research record in this field. Candidates must also be prepared to teach courses in language teaching methodology, contrastive and error analysis, and research design and statistics. Letters of interest and curriculum vitae should be sent by November 15, 1986 to: Chair, Search Committee, TESL/Applied Linguistics, 3300 Rolfe Hall, UCLA, Los Angeles, CA 90024, U.S.A. AA/EOE

Continued from page 20

SHOULD TESOL '87 LIMIT EMPLOYERS SEEKING TEACHERS TO THOSE OFFERING FULL-TIME POSITIONS?

May 19, 1986

To the Editor:

Over the years I have had several opportunities to attend TESOL conferences. The one in Anaheim was as rewarding and fun as all the others. There was one sour note, however, which I believe deserves the attention of our leaders and the general membership.

One of the most popular corners of my TESOL conference is the area for employment services. Even if one is not interested in finding work, it is fun to dream about working and living in some exotic local such as Indianapolis or Detroit. Can you believe they were interviewing for Beirut?

I was surprised and very unhappy to note that many of the job listings in Anaheim were for part-time positions. It is terrible for ESL instructors who spend time fighting the part-time issue through their local affiliates to find their national organization is allowing these employers space to recruit at the annual convention. We are certainly working against ourselves if we are to make any headway in providing better terms of employment for those in our profession.

I believe that TESOL needs to take a stand on the part-time issue. One decisive action that [illegible] easy to implement is to deny space during TESOL '87 to any employer who is looking for less than full-time employees. The organization owes this type of support to the many professionals now being denied proper wages and basic benefits.

David Wardell
IRI International
c/o Proctor & Gamble Far East
Asahiseimei-Kan
50, 5-Chome, Koraibashi
Higashi-Ku, Osaka
541 Japan

WE MUST NEVER STOP LEARNING

July 11, 1986

To the Editor:

An experience I recently had at an ABE/ESL State Certification Workshop has made me realize how important it is for all ESL teachers, with or without certification or higher degrees, to remain open to new ideas. I was required to attend the ABE/ESL workshop in order to teach at a local ABE/ESL school for six weeks. At first, I was annoyed. I had just completed a MATESL and felt that a State Certification Workshop could not possibly have anything new to offer me. Well, I was wrong. Not only did the main presenters offer inspiring new ideas, but experienced teachers who participated in the group activities enriched the sessions.

Unfortunately, the snobbism of which I was guilty and of which many higher degree holders are guilty, was also manifested in some of the experienced teachers who attended the workshop. They grumbled the whole time and complained that the theories and techniques presented were "nothing new." They also were reluctant to participate in some of the group activities, which greatly inhibited their absorption of the new concepts.

Whether fresh out of a MATESL program or experienced in TESOL, we, as educators, must never stop learning. We must always be students of our art, adapting new ideas to suit our own individual teaching styles. By remaining open to each other's ideas and working together, we can make the profession of TESOL become even more effective.

Wendy Hyman
7709 Cornell
St. Louis, Missouri 63130

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InterView is back—a newsletter dedicated to the exchange of ideas from around the world on teaching English. Please write to the ESL Department to be added to our mailing list.

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TESOL membership includes a subscription to the *TESOL Quarterly* and the *TESOL Newsletter*. Annual membership rates: Regular membership, $40, Student membership (for those engaged in at least half-time study), $20; Joint membership (two-member household), $60, Institution/Library membership, $75; Commercial membership, $200, Paraprofessional, Retired, Unemployed or Volunteer membership, $20. (For additional outside the U.S., contact TESOL for amount of additional mailing fee.) Please make check in U.S. funds drawn on a U.S. bank payable to TESOL. Mail to: TESOL, 1118 22nd Street, N.W. (Suite 205), Washington, D.C. 20037, U.S.A. Telephone: (202) 625-4569. For change of address or other information, write to TESOL.

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TESOL NEWSLETTER

Vol. XX No. 6 Teachers of English to Speakers of Other Languages December 1986

Miami: Experience the International Spectrum at TESOL '87, April 21-25

by Madeleine Rodriguez, Tery Medina and Vilma Diaz

Greater Miami is different from any other metropolitan area in North America. From the moment you arrive at the Miami International Airport, you will be impressed by the city's Hispanic flavor, and by its bilingual, multicultural atmosphere. Events such as Hispanic Heritage Week and the Bahamian Goombay Festival are as much a part of the area as are such typically American happenings as the Orange Bowl parade and Miami Dolphins football games. While some may associate the city with the American television program "Miami Vice," Greater Miami is much more than tropical landscaping, glittery buildings and a soaring skyline.

Miami is a multi-faceted area and one of the nation's fastest growing metropolitan regions. It is a melting pot of a unique group of cultures, and a leader in international trade, banking and tourism. Because of the many ships that sail out of the Miami seaport, Miami is also known widely as the "Cruise Capital of the World." It is an energetic, creative, sophisticated metropolis, where the arts are thriving. Come and experience its diverse cultures, outdoor recreation, hotels, restaurants and nightlife for yourself.

The headquarters of the TESOL Convention will be at the Fontainebleau Hilton on Miami Beach so a logical place to begin your exploration of Greater Miami is Miami Beach. A wide, warm beach stretches more than 10 miles along the Atlantic Ocean. If you want to do more than sunbathe or swim, a two-mile beachfront boardwalk, between 21st and 46th streets, is available for walking. Architecture enthusiasts may want to visit some of the landmark art deco hotels on the southern end of Miami Beach, which are currently enjoying a renaissance. While they have been modernized for the '80s, they retain the architectural uniqueness of their '30s heyday. For those wanting to shop, Lincoln Road Mall, in the heart of the art deco district, offers eight blocks of shops closed to traffic. North of the Fontainebleau area is another shopping area, Bal Harbour, famous for its luxury department and specialty stores.

Across the causeways is Miami itself, where there are many things to see and do. Downtown Miami's new skyscrapers, luxury hotels and condominiums, and elevated transit system reflect the city's growth as a center of international commerce. Just west of downtown is Little Havana, a section of the city where you may immerse yourself in the Spanish language and in Hispanic culture. Take some time to walk on 8th Street in Little Havana. In addition to a wide variety of stores and shops, you will find a selection of restaurants where you may sample Cuban, Argentinian, Peruvian and even Cuban-Chinese foods. Little Havana is currently redecorating and developing a Latin Quarter similar to New Orleans' French Quarter.

Other points of interest include Coconut Grove and Little Haiti. Coconut Grove is an older area of the city, settled originally in the late nineteenth century by some of Miami's pioneer families, including a community of black settlers from the Bahamas. Many of the first homes in the area were constructed with shipwreck lumber. Today Coconut Grove is home and workplace to many artists. Variously described as quaint, classy, sophisticated, and artsy, Coconut Grove is an ideal place in which to walk, window shop and peoplewatch.

More recently, significant numbers of Haitian immigrants have come to South Florida, and a community called Little Haiti has established its own cultural identity, in an area north of downtown. The flavor of Haiti comes alive in this community. Weekend flea markets, brightly-colored wall murals, book and music stores, restaurants and enthusiastic street vendors make this neighborhood an interesting one to visit.

Art lovers may visit the Theatre of the Performing Arts which offers operas, symphonies, ballet performances and Broadway plays. The Coconut Grove Playhouse stages plays and musicals. The Bass Museum of Art is renowned for an outstanding collection of Renaissance, Baroque, Rococo and modern works, as well as traveling exhibits. The Center for the Fine Arts and the Historical Museum of South Florida also show traveling exhibits.

Miami Beach offers dozens of dining options and nightspots. A visit to the Miami Beach institution of Joe's Stone Crab Restaurant is a must. Owned by the same family for over seventy years, Joe's speciality is delectable Florida stone crab-claws. If you have never tried them, you are in for a treat.

For those TESOLers especially interested in sampling the regional cooking of South Florida, the South Florida Cuisine Festival will be held in Miami on Sunday, April 26th at the Wolfson Campus of Miami-Dade Community College,

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TESOL '87
MIAMI

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The *TESOL Newsletter* (*TN*) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for those items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1200 words or five typed double space pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the *TN* Editor.)

Authors who wish to contribute to special sections of the *TN* are advised to send two copies of their items directly to the editors in charge of those pages. **Affiliate and Interest Section News:** *Mary Ann Christison, Snow College, Ephraim, Utah 84627*; **Book Reviews:** *Ronald Eckard, Western Kentucky University, Bowling Green, Kentucky 42101*; **International Exchange:** *Liz Hamp-Lyons, English Composition Board, University of Michigan, 1025 Angell Hall, Ann Arbor, Michigan 48109*; **It Works:** *Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197*; **On Line:** *Richard Schreck, University of Maryland, University College, College Park, Maryland 20742*; **Miniscules:** *Howard Sage, 720 Greenwich Street (4-H), New York, NY 10014*; **Standard Bearer** (employment issues): *Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.*

Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above. For information on submitting job notices, see job openings page.

Deadlines for receiving copy:
December 15th for the February issue
January 31st for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: January 31st for the April *TN*

President's Note to the Members

We just passed the mid-year checkpoint of our twenty-first year as an organization and momentum is gathering as we move along toward our historic 'coming of age' anniversary convention—TESOL '87, April 21-25, Miami Beach. Plans are well underway for a full program of intensive professional study and information exchange, for a variety of anniversary festivities—and for a few delicious surprises!

It has been a privilege and a pleasure to serve TESOL as president this year and I have welcomed the opportunity, through this column, to focus on the growth and development of TESOL's organizational components. Previous columns have featured the AFFILIATES, the INTEREST SECTIONS, and the STANDING COMMITTEES. In this issue SPECIAL BOARDS and SPECIAL COMMITTEES will be in the spotlight.

Editors and Editorial Advisory Boards

"To promote scholarship" and "to disseminate information" are the first two items in the Purpose statement, Article II, in TESOL's Constitution. Along with other programs, TESOL's two major publications—the *TESOL Quarterly* and the *TESOL Newsletter*—serve these purposes and have served them very well indeed over the past twenty years.

There are few more demanding jobs in all of TESOL than those of *TQ* and *TN* editor. It is only because of dedicated service by a select number of individuals over the years that TESOL publications have earned a well-deserved reputation of world-class excellence. Quality control was established early-on by editors and rigorous professional standards have been zealously maintained.

For assistance in various aspects of manuscript selection and/or editorial work, each publication calls upon twenty to thirty members of its Editorial Advisory Board and Editorial Staff *for each and every issue*. These Board and Staff members donate a significant amount of service time and energy to TESOL over a period of three or more years—all toward the purpose of maintaining the highest level of professionalism in TESOL publications. I urge you to think about the full scope and impact of their work *and* the Editors' work—all volunteer work—the next time you pick up a copy of the *TQ* or the *TN*.

1. *The TESOL Quarterly* (4 issues per year). The *TQ* is a professional refereed journal that publishes articles on a variety of topics of significance to those concerned with learning, teaching and research as related to English as a second or foreign language and to standard English as a second dialect. The *TQ* is especially committed to publishing manuscripts which contribute to bridging theory and practice in our profession. Stephen J. Gaies is the current *TQ* editor and was preceded in this post by Barry Taylor, H. Douglas Brown (an interim editor), William Rutherford (an interim editor), Jacqueline Schachter, Ruth Crymes, Maurice Imhoff, and Betty Jane Wallace Robinett.

2. *The TESOL Newsletter* (6 issues per year). The *TN* is a professional publication that contains organizational news and announcements, Affiliate and Interest Section news and information, book reviews, conference information and reports, short articles on current classroom practices, employment notices, and general information. The *TN* is especially committed to timely news items and updates on professional standards and socio-political concerns. Alice H. Osman is the current *TN* editor and was preceded in this post by John Haskell, Ruth Wineberg, Richard Light and Alfred C. Aarons and Suzanne Hoover (jointly).

Standing Committees

Nine Standing Committees serve a wide range of organizational and administrative functions. Seven of these committees were featured in the August, 1986, *TN*, and I wish at this time to salute the *hundreds* of TESOL members who have donated their time to the work of *Nominations, Rules and Resolutions, Awards, Publications, Socio-Political Concerns, Professional Standards* and *Convention Programming* over the years!

Two additional Standing Committees were authorized by amendment to the Constitution and Bylaws in March and will be constituted at the Executive Board meeting in Miami Beach. These are a *Long Range Planning and Policy Committee* and a *Finance Committee.*

Ad Hoc Committees

In addition to the duly designated Standing Committees, the TESOL Constitution provides for Ad Hoc Committees to be appointed by the President as the need for special services arises.

Two such ad hoc committees which have recently completed special projects or are nearing completion of special tasks are:

1. *Ad Hoc Committee on International Concerns of TESOL.* Chair: Liz Hamp-Lyons. Purpose: To study international concerns from a variety of perspectives and to make recommendations to the Executive Board.

A large and very active group of TESOL members, worldwide, dedicated considerable time and energy to this investigative study and the result has been the constitution of a major Executive Board Sub-Committee to carry on with this work. (See item below.)

2. *Ad Hoc Committee on Public Relations.* Chair: Curtis W. Hayes. Purpose: To set up two sub-committees, one to develop a brochure to outreach to the wider educational community and the public (co-chairs: Lynn Henrichsen and Roger Winn-Bell Olsen) and one to develop plans for TESOL's 21st anniversary celebrations (co-chairs: Adelaide Heyde and Margaret Van Naersen). In addition to these projects, which are nearing completion, the general public relations needs of our organization were investigated and recommendations reported to the Executive Board.

Organizational Committees

Throughout the twenty years of TESOL's history the need periodically has arisen for key organizational structural work. Special committees of this kind have included Constitutional Revision, *TESOL Quarterly* and *TESOL Newsletter* Editor Searches, Long-Range Planning, and Structural Re-organization.

Two special organizational committees of this nature have recently completed special

Continued on next page

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assignments or are presently carrying such projects forward.

1. *Full-time Executive Director Search Committee.* Chair: John F. Fanselow. Purpose: To plan and execute a comprehensive search for candidates, to review and rank applicants, and to recommend a final selected list to the Executive Board for action.

This committee has just completed its demanding task, and I wish to recognize and to thank the members for their work on this unprecedented task: Howard Morarie, Elite Olshtain, Marsha Robbins Santelli, and Peter Strevens.

2. *Transition Committee.* Chair: Betty Wallace Robinett. Purpose: To study the transition needs of TESOL (during a period of major Central Office administrative adjustment), to make recommendations to the Executive Board for actions, and to assist in carrying out various transition details.

This committee has made a series of recommendations to the Executive Board and will be continuing to carry out related work throughout the next year. Again, I wish to recognize and to thank these dedicated TESOL members for their work on this equally unprecedented task: Russell Campbell and Howard Morarie.

Executive Board Sub-Committees and Study Groups

In order to make the most efficient use of time at Executive Board meetings, a good deal of sub-committee deliberation and study group work is employed to carry out fact-finding, to organize details and to recommend alternatives for action. At the present time there are two major sub-committees at work.

1. *The Finance Sub-Committee.* Chair, Richard Allwright. Purpose: To monitor the finances of the organization, to consult with the executive director on fiscal matters, and to recommend to the Executive Board financial policy for the organization.

2. *The International Concerns Sub-Committee.* Chair, Jean Handscombe. Purpose: To study international concerns as they relate to TESOL policy decisions, to the work of the various components of TESOL, and to the final report of the Ad Hoc Committee on International Concerns.

In addition to these major Executive Board Sub-Committees, there are now over a dozen EB Study Groups working on special assignments.

A Final Note

Fast approaching our 'coming of age' anniversary TESOL is an exceedingly vital and dynamic professional organization. This vitality and dynamic productivity did not 'just happen.' It has been, and continues to be created by the individual efforts of—literally—countless members who have done or are doing SPECIAL BOARD and SPECIAL COMMITTEE work, STANDING COMMITTEE work, AFFILIATE work, and INTEREST SECTION work.

Thanks! to these members who contribute their time and share their ideas for the benefit of our organization and our profession.

JOAN MORLEY

* * *

Three New Affiliates Established

There has been a growth of affiliates outside the United States in the past few years. Three new organizations have joined TESOL in 1986 alone. The first one to do so, on June 10, 1986, was the Association of Teachers of English to Speakers of Other Languages (A.T.E.S.O.L.) which is located in New South Wales, Australia. This organization of more than 400 members is known for its annual summer institute which occurs in January each year. The next organization to join, on September 9, 1986, was Honduras TESOL. This new organization of about 100 members has already held an annual conference, produces a newsletter and holds meetings and seminars for its members. JoAnn Crandall, first vice president of TESOL, gave a plenary address at the conference which was held in Tegucigalpa October 10-11, 1986. Finally, a new organization in Parana, Brazil joined TESOL on October 23, 1986. This new group with a membership under 50 is about to hold a membership drive and plans on reaching out to prospective members throughout Brazil.

If you wish to contact these new affiliates, here are the names, addresses and telephone numbers of the presidents of these organizations:

A.T.E.S.O.L.
Dorothy Brown
P.O. Box 296
Rozelle, New South Wales 239
Telephone: (61) 818-2591/2346

Honduras TESOL
Viola Guillen
P.O. Box 1738
Tegucigalpa, Honduras
Telephone: 504-32-5384

BRAZ-TESOL
Robert Carrington
Rua General Carneiro
Caiza Postal 505
80060 Curitiba Parana
Brazil
Telephone: (55-11) 264-5733

175 Endorse TESOL's *Core Standards* and Self-study

The TESOL publication *Statement of Core Standards for Language and Professional Preparation Programs* (also printed in the "Standard Bearer," April 1985) has been distributed to language programs and institutions through affiliate efforts and individual requests from previous announcements in the *TESOL Newsletter*. As of September 1986 more than 175 programs have written statements of endorsement which are now on file at the TESOL Central Office. If your program has not endorsed TESOL's *Core Standards*, we urge you to write an endorsement and send it to the TESOL Central Office.

An endorsement, written on program stationery, is an acknowledgement by the teaching and administrative staff of a program that the *Core Standards* are standards that the staff members of that program believe to be representative of what a quality program adheres to. The *Standards* are broad statements; thus, an endorsement may at times modify them to meet the needs and requirements of the program that is endorsing them. The program may or may not meet the *Standards* at the time of the endorsement, although it does acknowledge that they are standards to which the program aspires. It is hoped that, if the program is not currently meeting the *Standards*, it will do everything possible to do so. Thus, TESOL's *Core Standards* provide the first step in program improvement and regulation. It is expected that programs endorsing the *Standards*, and meeting them at the time of the endorsement, will not only maintain the *Standards*, but also try to exceed them.

When a program that has endorsed the *Standards* wishes to undergo TESOL's process of self-study, the organization's effort at program regulation, it may request TESOL's *Manual of Self-Study for ESOL and TESOL Professional Preparation Programs* and accompanying standards and questions for their particular program (elementary and secondary; postsecondary; adult; professional preparation). After a program has undergone self-study, it submits a report, noting program strengths, areas requiring improvement and plans for change, to the TESOL Central Office.

Please note that endorsement of TESOL's *Core Standards* precedes self-study. If you wish to learn more about the process of self-study, we ask that your program first endorse the *Standards* and request the self-study materials in the endorsement.

If you have questions about TESOL's *Core Standards*, its program regulation efforts or the process of self-study, contact Susan Bayley, TESOL, Suite 205, 1118 22nd Street, N.W., Washington, D.C. 20037, U.S.A. Telephone: (202) 625-4569. Multiple copies of the *Core Standards* may be purchased at $1 each while the self-study materials (the manual, accompanying standards and questions) may be purchased for $10 US per set, the complete set for $30 US (the manual, accompanying standards and questions for the four program levels).

Briefly Noted

ADULT REFUGEE ESL CURRICULUM AVAILABLE

Project Work English, a refugee program for adults in Chicago, has developed a competency-based curriculum for two instructional levels: *Level One Survival* for beginning students (MELT Student Performance Levels 0, I, II) and *Level Two General Vocational ESL* for high beginning and intermediate students (Student Performance Levels III, IV, V). Each level consists of three tracks—non-literate, semi-literate, and literate students.

Each level has an introduction explaining the program goals and approach; suggestions for using the curriculum with non-literate as well as literate students; a list of competencies; instructional units which contain situations, sample language forms, brief cultural notes, and textbook resources; special instructional units for the non-literate student, list of key competencies for measuring achievement, and performance-based achievement test.

The curriculum is available on a cost-recovery basis: *Level One Survival—72 pages, $6.30* (add $1.50 postage); *Level Two General VESL*—148 pages, *$9.50* (add $1.50 postage). Write to: Linda Mrowicki, Director, Project Work English, 500 South Dwyer, Arlington Heights, Illinois 60005.

Nominating Committee Completes Slate:

CANDIDATES FOR THE TESOL EXECUTIVE BOARD ANNOUNCED

The Nominating Committee, composed of D. Scott Enright, Carol Kreidler, Carol Puhl, Thomas Robb and Dorothy Messerschmitt (chair), worked from April through the summer months to complete a slate of nominees for TESOL 1986-87 first and second vice presidents and Executive Board member-at-large. These candidates join the slate of six others nominated by the Affiliate and Section Councils in March, 1986 at the TESOL convention in Anaheim, California.

Readers are reminded that the ballots for this election, which have been sent to all paid up voting members of TESOL, need to be returned to the TESOL Central Office no later than January 10, 1987 in order for votes to be counted.

For First Vice President, 1987-1988 (President-elect, 1988-89)

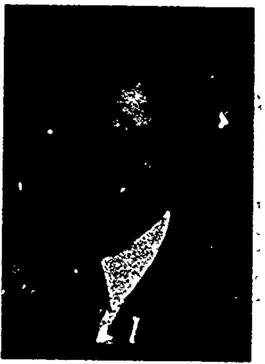
Dick Allwright

Currently head of the Department of Linguistics and Modern English Language at the University of Lancaster, England, where he teaches on various aspects of language pedagogy and second language acquisition, and also heads the department's Classroom Language Learning Research Group.

Dick has been active in TESOL since his first annual convention in 1975. For almost a decade he co-chaired (with Stephen Gaies) a classroom-centered research colloquium at each annual convention. He also taught at the 1980 Summer Institute in Albuquerque. He has served on the *TESOL Newsletter* Editorial Advisory Board, chaired the Research Interest Section, and is currently heading the Executive Board's Finance Group. Dick has published widely, in *TESOL Newsletter, TESOL Quarterly, On TESOL, English Language*, and *Journal of Applied Linguistics*, among others, mostly on his attempts to understand and improve language learning and teaching by studying in detail what happens in language classrooms. He has served on the editorial advisory panel of the *English Language Teaching Journal*.

Dick has taught postgraduate applied linguistics since 1969, at the Universities of Essex, California Los Angeles, and Lancaster. He started by teaching EFL in Sweden, at primary and adult levels, and then went to Edinburgh for his M. Litt. in Applied Linguistics. He has taught numerous short methods courses in many different countries, and also lectured widely, often at TESOL affiliate annual conventions.

Statement of Philosophy: TESOL is special as an organisation that brings English language teachers and researchers together, across the world. That makes it especially important to me because in my academic and professional work I have also tried to emphasize the common ground between teachers and researchers (and learners) in their search for understanding and effectiveness. TESOL is also special as a major international organisation trying to serve the diverse needs of a worldwide profession, from a base of largely U.S. individual membership, but with a massive affiliate membership worldwide. The problems are considerable, especially in the context of TESOL's internal changes. Working on them from Britain would itself be a challenge (if not a new one for me), but fascinating



Stephen J. Gaies

Professor of English and Linguistics, University of Northern Iowa, Cedar Falls, U.S.A. At UNI, he helped established and for four years was director of the intensive English program. He is the coordinator of the TESOL/Linguistics Section and teaches undergraduate and graduate courses in TESOL and linguistics.

Stephen was president of MIDTESOL and held several other offices in that affiliate. He is a former member of the TESOL Research Committee and of the *TESOL Quarterly* Advisory Board. Since 1984, he has been editor of the *TESOL Quarterly* and has served on the TESOL Publications Committee. Stephen is the author of *Peer Involvement in Language Learning* and has published articles and reviews on a variety of topics in anthologies and journals, including the *TESOL Quarterly, Studies in Second Language Acquisition, On TESOL*, and *The Modern Language Journal*. He has been a plenary speaker at several TESOL affiliate and regional meetings and has been a teacher trainer and consultant in a number of countries. Stephen was a middle and senior high school foreign language teacher for several years. He has an M.A. in French and a Ph.D. in English Education from Indiana University.

Statement of Philosophy: As TESOL enters its third decade, its membership faces challenges and opportunities in a field that has changed greatly since TESOL was founded. We are fortunate to inherit a tradition of service and professionalism which has helped TESOL deal responsibly with growth and change in the English language teaching world. For twenty years, TESOL and its membership have opened themselves to new ideas, developed an impressive professional expertise, accepted the need for diversity in pedagogical means and ends, and recognized the importance of a professional community of English language educators responsive to differing educational needs and aims. These qualities are a valued legacy, and they must guide our work in the years ahead. We must continue to represent the interests of those who teach and learn English. We need to encourage growth in all of our interest sections and affiliates and to promote an appropriate international perspective on the problems we face and the ways in which we solve them. We must strive to be more effective in sharing our work with colleagues within and outside TESOL and to make more visible and productive our commitment to excellence in the teaching of English. In short, our goal must be to enhance TESOL's leadership among educators, program administrators, researchers, and policy-makers.

For Second Vice President and Convention Program Chair, 1987-1989

Andrew D. Cohen

U.S. Fulbright Scholar, Pontificia Universidade Católica de São Paulo, Brazil (1986-87); professor, Hebrew University of Jerusalem. M.A. in Linguistics, Ph.D. in Education, Stanford University.

Contributions to TESOL: Member of the Committee on Professional Standards, Awards Committee, *TESOL Newsletter* Advisory Board, TESOL Executive Board, Chair of the Research Committee and of the Research Interest Section.

Contributions to the Profession: Member, ISRATESOL Executive Board; coordinator of Scientific Communications, AILA; international secretary, Israel Association for Applied Linguistics; EFL teacher and teacher trainer, UCLA; co-chair, Israel Academic Committee for Research on Language Testing.

Statement of Philosophy: We in TESOL are privileged to be members of an association that provides a model of leadership and organization for other international associations. Its diverse interest sections and affiliates worldwide, productive standing committees, summer institutes, quality journal, and informative newsletter all contribute in numerous ways to the teaching, learning, testing, and researching of English and other languages around the world. The annual convention provides a key opportunity each year for TESOL professionals to meet and exchange ideas, both in academic, administrative, and informal sessions. If I am elected second vice president, I intend to see that the 1988 convention will adhere to the fine tradition of TESOL conventions. Living as I have the last decade far from the continental United States, I intend to bring to the planning of this convention the extensive experience I have gained in organizing meetings in other countries of the world.

Joy Reid

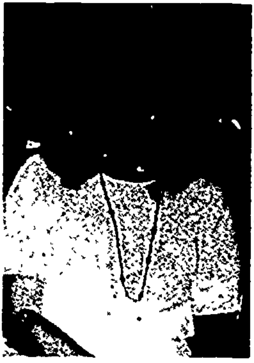
Faculty, Intensive English Program, Colorado State University. B.A. Clarke College; M.A., University of Missouri; doctoral candidate, Colorado State University.

Contributions to TESOL: Steering Committee; Editorial Search Committee; ESL in Higher Education Interest Section; Public Relations Ad Hoc Committee; reader, *TESOL Quarterly*; Executive Board, CoTESOL; annual presentations, TESOL convention.

Contributions to the Profession: Three ESL composition textbooks; published research in computer/composition and perceptual learning styles; editor, CCHN; ATESL chair, NAFSA (conference chair, ATESL, San Antonio, 1986); TOEFL Writing Exam Committee; USIA Language Advisory Committee.

Statement of Philosophy: TESOL is a successful organization for two reasons. First, it works hard to fulfill the needs of its diverse membership. Second, its membership responds by committing time, energy, and talent to the organization. Both of the reasons for success are especially visible at the international TESOL convention, where members meet and share professional materials and ideas as well as contribute their skills to the organizational aspects of the conference and to the TESOL interest sections and committees. When I decided, several years ago, to try to work with people I liked and respected, TESOL offered me many opportunities, planning the 1988 convention, with the help of other TESOLers, would give me great pleasure.

For Executive Board Member-at-Large, 1987-90



Alice H. Osman

Associate professor, LaGuardia Community College, CUNY, New York U.S.A. Undergraduate work at University of Helsinki and Columbia University; M.A. and Professional Diploma (TEFL) Teachers College, Columbia University.

Contributions to TESOL: NYSTESOL: Executive Board Member; editor of *Idiom*; conference co-chair; Publications Committee chair. TESOL: staff member and editor, *Convention Daily*; *TN* Editorial Advisory Board member, affiliate news editor; editor, *TESOL Newsletter*, Committee contributions to Public Relations (ad hoc), Publications, Affiliate and IS editors' network; reader of convention abstracts.

Contributions to the Profession: ESOL teacher in the U.S.A., France, and Finland; teacher trainer and materials developer in the U.S.A., India, Yugoslavia; director of Adult Learning Center, LaGuardia, 10 years. Publications include *If You Feel Like Singing* (co-author) *Passport to America, Collected Papers in TESL & Bilingual Education* (co-editor), articles and reviews. Paper and workshop presentations at TESOL, NYSTESOL, IRA, NCTE, and FIPLV.

Statement of Philosophy: In the institutions in which they serve, "TESOL people" are known to be effective, sensitive and caring teachers and administrators. They are greatly admired for their special creativity and energy. These characteristics have contributed directly to the growth to TESOL and the intensity of its activities. As it approaches its 21st anniversary, TESOL can take pride in unfolding the story of its many accomplishments. Since communication has always been one of my chief concerns, I am eager to seek more ways for TESOL to gather and disseminate information to meet members' various needs—ranging from learning new classroom techniques to providing data to public officials, thus enabling them to make sound decisions on matters affecting teachers and students alike.

Jack C. Richards

Professor, Department of ESL, University of Hawaii, Honolulu, Hawaii, U.S.A. M.A., Victoria University, New Zealand; Ph.D. Universite Laval, Quebec.

Contributions to TESOL: Presenter at TESOL conventions since 1970, publishes regularly in *TESOL Quarterly*.

Contributions to the Profession: Active classroom teacher, scholar, teacher and keynote speaker. Has contributed to development of both theory and practice in TESOL, with major books and articles on error analysis, second language acquisition, teacher training, curriculum development, listening and speaking, and methodology. Over 50 articles, several ESL textbook series and professional books, including *The Context of Language Teaching, Longman Dictionary of Applied Linguistics*, and *Approaches and Methods in Language Teaching.*

Statement of Philosophy: TESOL plays a vital role in the professionalization of the field of teaching English as a second language. I believe this can be strengthened by a greater effort toward increasing the links between the theoretical and practical concerns of the profession. One way this could be realized would be through upgrading the status of the *Newsletter* by turning it into a top quality magazine for teachers, complementing the *TESOL Quarterly*. I believe there is also room for an expansion of the range of publications which TESOL publishes. A greater variety of practical publications, including classroom materials, would give TESOL a greater impact on the profession.

John H. Schumann

Professor and chair, TESL/Applied Linguistics, UCLA, Los Angeles, California, U.S.A. B.A. and M.A. Russian Language and Literature, Fordham University; Ed.D. Human Development, Harvard University.

Contributions to TESOL: Member of TESOL since 1968, contributor to conferences and conventions at the affiliate and international levels, contributor of articles to *TESOL Quarterly.*

Contributions to the Profession: Peace Corps EFL teacher (Iran 1966-68); Peace Corps TEFL director; ESL teacher, Waltham, Massachusetts; professor, TESL Program, UCLA since 1975; author of a book and numerous articles on language acquisition.

Statement of Philosophy: TESOL is an organization of teachers, but it has made itself a home for researchers in various areas of language acquisition and use. The support that TESOL has given to the language research community has been invaluable. It has enabled researchers to exchange ideas with each other and to interact with teachers. As TESOL continues to grow it is important that its support for research that feeds its pedagogical goals as well as research which is more theoretical be continued. The organization will maintain its vitality to the extent that the various groups concerned with language acquisition, teaching and use find that their ideas have a forum within the organization.

For Executive Board Member from Affiliate Council Slate, 1987-90

Liz Hamp-Lyons

Associate director, English Composition Board, and assistant professor of English, University of Michigan, U.S.A. Certificate in Education, Leicester; Advanced Diploma in TEFL, Master of Education in Language in Education, Exeter; Ph.D. candidate, Edinburgh.

Contributions to TESOL: Chair, ad hoc Committee on International Concern; Nominating Committee member; *TESOL Newsletter* Editorial Advisory Board member and editor of the International Exchange page; Affiliate Council member; convention presenter; paper proposal reader; member of Teaching Education IS. Founding secretary, TESOL Scotland.

Contributions to the Profession: Co-author of *Research Matters* and *Study Writing*; articles and reviews in journals and collections. Conference presenter in Britain, U.S.A. and S.E. Asia. Teacher, administrator, materials developer, teacher educator in England, Greece, Iran, Malaysia, U.S.A., Scotland, and as a language testing consultant. Interests: writing, in-service teacher education; EAP/ESP; crosscultural communication.

Statement of Philosophy: Why do you and I belong to TESOL? Because we see something in it for us—we take something out of it. Through publications, international, national, regional and local conferences, affiliates and interest sections, we identify ourselves as members of a professional community; we become friends. What we take from TESOL others have given. TESOL gives so much, to teachers and through them language learners in all parts of the world and at all levels of society; I would like to see it reach out wider, to teachers with few professional contacts and resources, teachers geographically, culturally or socially separated from the richness I have been privileged to take from TESOL. I would be privileged to give to TESOL in my turn.

Linda Schinke-Llano

Lecturer and director, English Language Programs, Northwestern University, Evanston, Illinois. U.S.A.

Contributions to TESOL: Editorial Advisory Board member, *TESOL Quarterly*; Nominating Committee chair; associate director, 1982 TESOL Summer Institute; chair, ESL in Bilingual Education Interest Section; member, Resolutions and Sociopolitical Concerns Committees. For Illinois TESOL/BE: president, 1st and 2nd vice president, member and chair of numerous committees. Frequent presenter at affiliate, regional and TESOL conventions.

Contributions to the Profession: Selected publications include: associate editor, *Everyday American English Dictionary* and *Dictionary of American Idioms*; author of "Foreign Language in the Elementary School: The State of the Art" (CAL *Language in Education* series), *Vocabulary Games for English Language Learners*, and various research articles; co-author of *Campus English*. Experience as classroom teacher, teacher trainer, administrator and program evaluator. Consultant in ESL and bilingual education in Puerto Rico, Spain, and 15 states in the U.S.A.

Statement of Philosophy: TESOL at twenty-one is much like an individual at his or her twenty-first birthday: mature from past experience, yet having to cope with new challenges not previously imagined. One of the challenges facing TESOL is that of the diversity of needs of the affiliates, whether the result of differences in size, location, educational systems, governmental policies, or social structures. If elected to the Board, I would strive to see that affiliate needs are recognized and met, thus assuring that TESOL in its twenties would continue to be a truly representative professional organization.

Linda A. Tobash

Director, Non-credit Program Operations, LaGuardia Community College, CUNY, New York, U.S.A. B.A., Indiana University of Pennsylvania; M.A., Teachers College, Columbia University.

Contributions to TESOL: NYSTESOL: member of Nominating Committee; ad hoc committees; presenter, TESOL: member of Committee on Professional Standards; chair, Subcommittee on Bargaining Organizations; local co-chair, 1981 Summer Meeting; IS coordinator TESOL '81; *TESOL Newsletter* contributor; presenter.

Contributions to the Profession: ESL/EFL teacher, teacher trainer, administrator, curriculum developer, intercultural communication consultant; ESL elementary school program evaluator, book reviewer, invited speaker on numerous occasions, PC/Korea volunteer and trainer.

Statement of Philosophy: At this point in the history and development of TESOL there is a need to promote globally the professionalism of our various fields of practice. As a growing, diverse, and international organization, TESOL is in a key position to introduce government, business, and other educational and research disciplines to our contributions and to educate them to the vital roles TESOL professionals play. Additionally, at this point it is necessary for TESOL to examine the conditions under which TESOL professionals are employed and function and to provide the membership with a mechanism through which professional concerns can be voiced. Affiliates, with their intersecting communication networks, have a critical role to play both in promoting TESOL globally and in identifying and communicating professional concerns to the organization. As a member of the Board I would work to insure that the above are made a priority and that the affiliate voice is heard and its networks used.

For Executive Board Member from the Section Council Slate, 1987-90

Cathy Day

Associate professor of ESL/TESOL, Eastern Michigan University, Ypsilanti, Michigan, U.S.A. B.A., College of William and Mary; M.A., Teachers College, Columbia University; Ph.D., University of Illinois.

Contributions to TESOL: Past chair, Committee on Professional Standards; associate chair, TESOL '85; *TESOL Newsletter* Advisory Board, editor, "It Works"; vice president, president, member of Board, MITESOL; Executive Board, program chair, PRTESOL; local assistant chair, first Midwest Regional.

Contributions to the Profession: ESL teacher, Peace Corps, Peru and New York; PC trainer, language, cross-culture, and teacher training; ESL teacher Catholic University, Ponce, PR; materials developer for vocational Educators concerning LEP students; presenter at state, regional, international TESOL conferences, workshops for local school districts.

Statement of Philosophy: I believe that the TESOL organization is only as strong as its individual members, and that the role of the Executive Board is to take care of the interests of the membership in all of its diversity. The coming years will be of great importance to the organization. Can we address the complex variety of needs and concerns of individual members, from elementary school teachers to second language acquisition researchers? Can we equitably distribute the financial responsibilities when our membership resides in sites with totally different standards of living? Can we continue to grow and change? I believe we can do all of these things with the active support of each of the members who have given so generously of their time, talent and energies in the past. I believe that the future of TESOL is bright given the fact that we are dedicated professionals who are as John Haskell says, "genuinely nice people."

John Higgins

Lecturer in ESL, School of Education, University of Bristol, United Kingdom. B.A. Oxford, 1962; PDESL Leeds, 1983; Diploma, Linguistics, Cambridge, 1975.

Contributions to TESOL: Presenter at conventions 1969, 1983 and 1984; featured speaker 1986. Founding member of CALL Interest Section.

Contributions to the Profession: ESL professional since 1963, with experience of classroom teaching, teacher training, ESP and syllabus and materials design, and direction of teaching centres. Worked in Thailand, Norway, Tanzania, Turkey, Egypt, and Yugoslavia. Spent 1968-69 in U.S.A. as visiting assistant professor at Arizona State University, with involvement in VISTA program. British Council officer 1971-86. Publications include articles on grammar-teaching, pronunciation, testing, language labs, and CALL. Books: *Guide to Language Laboratory Material Writing, Computers in Language Learning* (with Tim Johns), and *Language, Teachers and Computers* (forthcoming). Assistant editor of *System* and editor of special CALL issue, 1986.

Statement of Philosophy: New technologies in classrooms act as a kind of mirror; they let us look at ourselves. If what we were doing was bad, doing it with technology will be worse, and we will know it. In times of change teachers need flexibility, a willingness to ask questions and to listen to all the answers. We should see ourselves not as authorities but as advanced learners, helping our students to catch up with us. Professionalism does not just mean initial training and fixed standards; it means responsiveness, willingness to experiment, and effective communication. These are the qualities I will try to bring to the TESOL Board if I am elected.

Kay T. Payne

Project coordinator and assistant professor of Speech-Language Pathology, Howard University. B.A., William Smith College; M.S. and Ph.D., Howard University.

Contributions to TESOL: Associate chair and chair, SESD Interest Section; presenter at TESOL conventions.

Contributions to the Profession: Grant writer and administrator for training projects in communication disorders and cultural/linguistic diversity; originator and coordinator of postdoctoral program for same. Member of American Speech-Language-Hearing Association, National Black Association for Speech, Language and Hearing, and Council for Exceptional Children. Consultant to Washington, D.C. Board of Education and U.S. Department of Education. Publications include articles and book chapters on broad issues of sociolinguistics and communication disorders.

Statement of Philosophy: I am proud to be a member of TESOL because of the broad scope of its concerns and membership. However, there is a population whose needs have just begun to be understood by ESL teachers, that is, handicapped individuals who are speakers of other languages and nonstandard varieties of English. For these populations, TESOL can play an advocacy role, as well as an instructional role through the understanding and appreciation of their needs. As a speech-language pathologist, I will bring an interdisciplinary perspective to TESOL. As TESOL expands its scope, alliances with other disciplines and professional organizations will be necessary. This will have a positive and reciprocal effect on TESOL and other professionals. TESOL should offer its knowledge and practices to other professionals, and encourage membership to professionals in other disciplines. We have much to offer toward understanding handicapped individuals in culturally diverse populations.

IT WORKS

Edited by Cathy Day, Eastern Michigan University

Most of us agree that visuals in our classes certainly are a useful resource. Ms. Schoener's suggestion not only includes some ideas for utilizing pictures of scenes familiar to our students, but also a list of sources for these types of pictures. I hope that those of you not familiar with any of these resources take advantage of them for your own classes.

The Third World Student as Teacher

by Wendy Schoener
Bunker Hill Community College and
University of Massachusetts, Harbor Campus, Boston

Most language teachers agree that when students are highly motivated to impart information in a target language, they are most successful at learning the language. Teachers can help put students in the "imparting position" by soliciting information in areas where students are more knowledgeable than people from outside their culture. Many strategies toward this end are common in ESL classes, such as asking students about customs, proverbs, or superstitions from their countries. Other popular strategies include use of visuals and props: Cuisinaire rods, family photos and functional or decorative objects from the students' cultures provide a platform for imparting information.

One particularly fruitful visual strategy is the use of large pictures of Third World scenes to generate narration and discussion. The use of such posters is effective in lower level and literacy classes using the language experience approach: the teacher shows the class a poster and asks some questions to prompt some educated guessing about its content. Then the class is asked to tell a story about the scene depicted. As students take turns contributing sentences to the story, the teacher can either tape record or write down what is said for later typewritten transcription. The transcribed story can become the basis of a variety of lessons, depending on class level. A literacy class would benefit from reading its own story. With higher beginning levels, a writing lesson in simple sentence combining could be developed from the story. At still higher levels, posters can be used in conversation classes or to reinforce particular grammar points. Students are able, for example, to use appropriate modals for conjecture: "He might be stopping the water," one student offers, commenting on a picture of a man opening a simple irrigation system. "No, he must be sending the water to the fields," corrects another.

The obvious advantage of using pictures of Third World scenes is that students often understand more about the contents than the teacher does, so they are genuinely able to step into the teaching role. My students have taught me to identify kerosene sellers and jewel polishers, indigenous types of fishing boats, cases of malnutrition, and rice harvests. Students work with consistent interest at explaining—to both the teacher and students from other countries—what they know about the scene before them and what they can guess about the people in it. Discussion of social reality flows naturally from simple description when, for example, a peasant depicted with two little girls is wizened enough to stimulate debate over whether he could be their father or grandfather.

IT WORKS

[illegible]

Following is a student-dictated story about a poster from Cultural Survival (address listed in appendix) of an Indian girl sitting in a hamoc. It was presented to the students with the request that they tell a story about the picture. (Some vocabulary assistance was provided, e.g. hamoc.)

> Her name is Cadidia. She's an Indian. She lives in Bolivia. She's sitting in a hamoc. She's about six years old. She looks very dirty. She's looking at something interesting. Maybe she's looking at a strange person. She's hungry. She's poor. She's thinking about her family. She has a big family. Her parents are farm workers. When she is 16 years old, she will have beautiful hair. She will work. She will be married. She will already have two children. Maybe she will be richer than her parents.

This story was used in a high beginner class. Besides generating class discussion about the plight of the South American Indian, the story was later the basis of a lesson in simple sentence combining.

Poster selection is not difficult. Pictures should contain one or more persons in a third world setting. Although more varied work can be done with action shots, many of the posters I've successfully used have been of people posing for the camera. Of course, like all good portraits, these have had the merit of using faces that tell stories by themselves. The smallest posters I have used are standard paper size (8½" x 11"), but larger sizes work better However, even a larger poster will require a few moments of study if it contains much detail. Be sure to allow a short time for just looking before asking for student responses to a photo. Color photos generally are more effective as well, but the real key to poster selection is content powerful enough to cause reflection and a desire to explain and discuss.

Many excellent posters are available at low cost from a number of non-profit organizations, and the money spent on such materials often benefits development in the Third World or advocacy for its people. The best poster sources I have discovered are listed in the appendix. Poster sources perhaps already available to teachers are large-format magazines, such as *Life*, although appropriate photos from such a source will be relatively rare. *National Geographic*, though smaller, often contains useful photos. The work involved in building a collection of Third World photos is more than compensated for by the richness of possibilities that unfold with their use.

About the author: Wendy Schoener has taught at both community education centers and colleges in the Boston area since 1981 She is currently an instructor in a VESL program at Bunker Hill Community College and an instructor of ESL at the University of Massachusetts-Boston.

APPENDIX: SOURCES FOR THIRD WORLD VISUALS

New Internationalist. 113 Atlantic Avenue, Brooklyn, New York 11201 (Publishes a beautiful poster-sized calendar with color photos from a variety of Third World countries. An excellent source: $10 00 per calendar. These go fast—try to order early in the year.)

Cultural Survival. 11 Divinity Avenue. Cambridge. Massachusetts 02138 Telephone. (617) 495-2562 (Currently offers six posters of indigenous people. Posters are $5 00 each. plus $1.50 postage and handling for mail order.)

Oxfam America. 115 Broadway, Boston, Massachusetts 02116 Telephone: (617) 482-1211 (Catalog of resources and posters available. Contact the Education Department for more information.)

Amnesty International. 1657 Massachusetts Avenue. Cambridge, Massachusetts 02138 Telephone (617) 547-9235 (Offers posters—mostly graphics—pertaining to the organization's work. Price range is $3 to $5)

Information Center of Children's Culture. U.S. Committee for UNICEF, 331 East 38th Street. New York. New York 10016 Telephone. (212) 686-5522 X470 (This organization has a large photo library carrying mostly 8 x 10 inch photos of children around the world. Some photos are sent free. Others are sold for $3 each. Requests by letter are handled according to the stock of photos on hand and should include a description of any particulars desired (i e., photos of refugee camps, specific countries). The organization depends heavily on contributions and therefore suggests that payment over the price of pictures—minimally to cover postage—be sent with an order.)

Refugee Magazine, United Nations High Commission on Refugees (UNHCR) 1718 Connecticut Avenue, NW, Washington. D C. 20009 Telephone: (202) 387-8546 (The magazine is available free to institutions and individuals working with refugees. It contains many useful full-page color photos, about 8 x 11 inches)

UNHCR. Public Information Section. Palais des Nations. CH-1211, Geneva 10. Switzerland. (Posters of refugee camp scenes are available. $12 for a set of 12 posters.)

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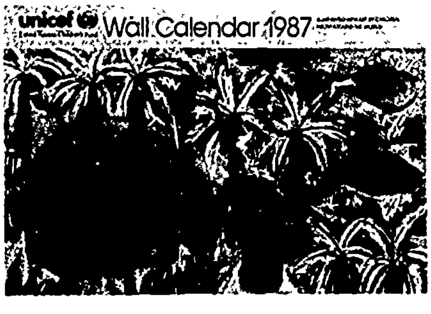
The 1987 UNICEF Wall Calendar is $3.50 plus $1.00 for postage and handling. To place your order, please send your check to: Wall Calendar, Information Center on Children's Cultures, U.S. Committee for UNICEF, 331 East 38th Street, New York, NY 10016, U.S.A. (Allow four weeks for delivery.)



Amateur Radio in the ESL Classroom

by George Kerasiotis
New York City Board of Education

The teacher of English as a second language (*ESL*) is faced with a difficult problem. How does he get English language students from ethnic communities out of their respective communities and make them aware of the fact that Brooklyn and the Lower Eastside are not the only places in America and that there are 49 other states outside of New York, complete with regional accents, speech patterns, and customs?

Unfortunately, the ESL teacher can not charter a jet and fly his students down South to practice English with our neighbors in the land of Dixie or to our friends in the Midwest; but if a teacher can not bring the classroom to other parts of America, why not bring other parts of America into the classroom?

That is exactly what Joe Fairclough and I did. We are both teachers in the New York City Board of Education System. Joe teaches ESL to 7th and 8th graders on the lower eastside of Manhattan, and I teach ESL for the Adult Basic Program at one of its sites in Brooklyn.

But we have more in common than teaching ESL; we are both amateur radio operators, better known as "hams." Not to be confused with CB radio, ham radio enthusiasts, licenced by the Federal Communications Commission, are able to talk to people all over the world.

I was inspired by Joe Fairclough who, with Board of Education approval, incorporated amateur radio into his curriculum several years ago. He teaches in a disadvantaged area where absenteeism is high and motivation is low, and ham radio is a way to keep his students interested and in school; on the other hand, I teach highly motivated adults who lack the opportunity and sometimes the confidence to get out of their ethnic communities and experience the American mainstream.

On May 22, 1986 Joe and I put our hobby to use in the ESL classroom. With radio gear set up in each classroom, one in Brooklyn and one in Manhattan, our students were able to communicate and practice English with each other via radio, thus linking the Adult Basic Program with the regular day school in a learning experiment which bridged the generation gap.

George Kerasiotis (center) with Egyptian, Japanese and Hispanic students at the Dr. White Community Center in Brooklyn, New York, spring 1986.

During the latter part of the experiment, several ham radio operators from different parts of the country participated with my students in Brooklyn. I had reviewed basic information questions such as "Where do you live?" and "What's your favorite TV show?" the day before so that the students would be able to converse confidently on the air. As it turned out, much more than English practice with native speakers was going on: an exciting cultural exchange was taking place. In one instance, one of my ESL students from Egypt was talking to a man in Youngstown, Ohio, and he asked him, "What's your favorite food?" The man replied, "Bacon and eggs." He then asked the student the same question, and the student from Egypt replied, "Falafel and shishkebab." Totally perplexed, the man from Ohio asked the student to describe those two Middle Eastern delights and there ensued a conversation which benefitted both the ESL student from Egypt and the American from Youngstown, Ohio.

This experiment with amateur radio in the ESL classroom has proven to be a valuable teaching tool for me. It can do the seemingly impossible: it has brought the classroom out of its little corners in Brooklyn and Manhattan and has brought little corners of America and its people into the classroom. ●

About the author: In addition to teaching ESL and being a ham radio operator, George Kerasiotis is an oil painter and recently had an exhibit of his paintings at the Belanthi Gallery in Brooklyn. Other ESL/"hams" may wish to write to him: 635 Eleventh Street, Brooklyn, NY 11215, U.S.A.

Briefly Noted

LANGUAGE OF THE AIR FORCE

Publication of Francis Cartier's ESP text, *The Language of the Air Force in English*, has been discontinued by Regents Publishing Company. However, it is still being used, e.g., by foreign air force training programs. Requests for licensing to reproduce it should now be addressed to CASCommunicating, 1029 Forest Ave., Pacific Grove, CA 93950-4814.

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The Mediterranean Institute: an Exciting International Forum

by Alan Reeves

The latest news on the TESOL/IATEFL Summer Institute sounds very exciting. The organisation of this important event, which we announced in our October issue, has entered its final stages and the proposed programmes clearly show the international flavour of the event, and the extent of cooperation between internationally recognised specialists, offering a wide ranging selection of complementary courses related to English Language Learning and Teaching. The event is already generating a great deal of interest and enthusiasm from both speakers and prospective participants alike, and we are anticipating that Barcelona '87 will be the venue for a very worthwhile experience for all concerned.

The main innovation in the 1987 Summer Institute is, of course, the inclusion of a Special Programme, conceived in response to the needs and interests of teachers working in Spain, in secondary, tertiary, and adult level education. This programme will offer courses in Second Language Acquisition, Written Discourse and Reading, The Discourse of the Spoken Language, and Observation. The courses have purposely been structured interdependently, so that while specialising in certain areas the participant will also appreciate the relevance of the other courses to his or her professional activity.

The Mediterranean Institute Staff will include the following speakers:

John Fanselow, Gay Brookes and Robert Oprandy from Teachers College, Columbia University New York; H.G. Widdowson, Peter Skehan, Roger Flavell, Peter Hill and Ken Cripwell from the University of London Institute of Education; Peter Strevens from The Bell Educational Trust, Cambridge; Anthony Howatt and Alan Davies from the University of Edinburgh, Department of Linguistics; Chris Brumfit and Rosamond Mitchell from the University of Southampton, Department of Education; John Swales from the University of Michigan, English Language Institute; Diane Larsen-Freeman from the School for International Training, Brattleboro, Vermont; Christopher Candlin from the Lancaster University, Linguistics and Modern English Language Department; Mark Clarke from the University of Denver, Colorado; Rod Ellis from Ealing College of Higher Education, London; Gabriella Pozzo from IRRSAE, Torino; Luisa Pantaleoni from Liceo Scientifico Enrico Fermi, Bologna; Norman Whitney, editor of the *English Language Teaching Journal* (OUP); Tim Johns from the University of Birmingham, ELR Department; Joyce Valdes from the Language and Culture Centre, University of Houston; Teresa Pica, University of Pennsylvania.

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Both the General and Special Programmes offer opportunities for making contact and exchanging views with participants of different nationalities and from different courses; consequently one day a week will be devoted to shorter lectures, talks, discussions and other activities, varying in their degree of formality.

All courses will carry credits, awarded by Teachers College, Columbia University. The Mediterranean Institute brochure is now available. It contains complete information of interest to those who would like to be part of the Mediterranean Institute in Barcelona, 1987. The organisers are expecting applications from all over the world, and as they have to put a practical limit on the number of places, the message is "Write Now!"

Brochures and Enrollment Forms are available from: E.P. Mills, ESADE, Av. de Pedralbes 60, 08034 Barcelona, Spain. Tel.: 93-203-6404

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ON LINE

Edited by [illegible], University of Maryland

This month's On Line *is the second of a two-part series* on *using word processes* to *teach ESOL Composition. In the first part, Gayle Berens suggested why it may be a good idea. In this second part, she talks about disadvantages and draws conclusions. Responses* to *this two-part series are strongly encouraged.* *R.S.*

Using Word Processors in the EFL Composition Class
Part II

by Gayle L. Berens
Georgetown University

Using a word processor for EFL instruction is not without its disadvantages. First, the student has to known how to type. This is not a problem for some of our students, but for many whose language uses a different alphabet, this can be a real handicap.

Second, many of our students do not know how to use a computer and do not even know what word processing is. Therefore, we must educate them on fundamental principles of the technology itself. Naturally, this does not have to be an in-depth look at computers, but should be adequate enough for them to understand basic workings of the machine. This is important for their confidence in using the computer, as well as protecting the computer itself.

Third, the student may be afraid of the computer. Native speakers and non-native speakers alike, typists and non-typists, sometimes have the feeling that if they touch a computer something dreadful will happen. Or sometimes a student may not be afraid of the computer, but may simply not be interested in word processing. He may feel it is a waste of time and not important to his learning English.

Like all new users, the EFL student will experience frustration when actually learning to use the word processor. For example, with many programs it is very easy to permanently erase a document without really knowing what is happening. Some beginners do this on a regular basis. This sort of frustration from learning to use a word processor can sometimes be overwhelming and make the student feel even more helpless than he may already feel simply by being in a foreign country speaking an unfamiliar language.

The writing process itself is also a very important consideration. If a student actually sits at the computer and composes rather than just types in what he wrote earlier in longhand, he may feel constrained by having a maximum of 24 lines of text available on the screen at one time (or 12 lines of text if double-spaced). It may make it even more time consuming for him if he has to continually scroll back and reread what he has written. If he does not scroll back, he may make more of the same mistakes he makes when writing longhand, particularly with cohesion. Von Blum & Cohen (1984) noted that "... some students produce more rambling papers that are noticeably less well organized than their written work precisely because it is so easy to type away using a word processor without the usual concerns about errors in style and mechanics. Also, because the word processor prints out clean drafts without a finished appearance, students may be less inclined to view the work as in progress and therefore may be less likely to want to change it significantly."

We cannot forget the student as writer. There are many students who find writing to be a difficult, painful process. The computer may not alleviate this problem; in fact, it may increase the student's dread of writing. If he has to deal with writing itself AND an unfamiliar, intimidating machine, it may turn him off completely.

This is not meant to discourage teachers from using word processors; it is simply intended to make them aware of the potential problems and to plan for them before beginning a new program. Many can be avoided by careful planning of the composition class.

Depending on the particular situation, it may be best not to *require* students to use the computer. This will allow those students who are afraid of it to focus on writing and not on their anxiety about learning to use the computer. Encourage use, but don't require it. Eventually, students who see the attractive finished products of their classmates may decide on their own to learn how to use the word processor.

Also, remember that the word processor is simply a tool and nothing more. Emphasize that. If you have a computer lab available, use it to teach the students the basics about the computer and the word processing program, but go back to the classroom to teach writing. If you continue to teach your course the way you taught it before you introduced word processing, the students will presumably focus on the content of the class and not on the novelty of using a computer. Naturally, there will be plenty of excitement about it, especially in the beginning, but that will probably decrease after the student is well-versed in the program. (This recommendation is made with the assumption that computers are available to the students outside of classtime.)

It is also very important that the instructor consider in detail what he wants to use the computer for and find the software to accommodate his needs. This means making a decision about whether to use a simple word processing program or to use a writing program, such as WANDAH, Writer's Helper, Writer's Workbench, or SEEN, which actually analyzes aspects of the composition and/or assists the student in writing the composition with pre-writing programs. Text-critiquing programs are something quite different from word processing programs (although they include word processing) and need to be chosen according to your method of teaching writing.

If you decide to use a text-critiquing program, you have to remember, and remind your students, that just because the computer provides a suggestion for change, it does not mean that the change should be made. It is ultimately left to the writer to decide if the change would make the composition better. Text analyses are based on structure only. They do not deal with content per se and therefore any change the computer suggests will not improve the content—which might be the area in which the student needs the most help. The danger is that it may lead the student to believe that the superficial changes he makes at the suggestion of the computer are all he needs to do to improve his composition.

Some of the problems associated with using word processors are being taken care of as new programs are being written. For example, to avoid the problem of losing documents, WANDAH has a special <RESTORE> feature which allows the user to call back something he has deleted. It also makes it more difficult to erase a document than many other programs (Van Blum and Cohen, 1983).

As the technology improves and we learn from inadequacies, more and more useful programs will be available for our use in the classroom. Soon enough choosing whether or not to use computers probably will not be an issue. But what will always remain is the problem of "thinking and planning strategies that will make the technology work for them" (Halpern and Liggett, 1984). In our haste to be technically up-to-date, we cannot afford to forget those fundamental needs.

ON LINE

[illegible]

About the author: Gayle Berens is a doctoral candidate and teaches ESL writing at Georgetown University. Her article is based on her experiences in using word processors in her writing classes.

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Briefly Noted

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THE STANDARD BEARER

Edited by Carol J. Kreidler, Georgetown University

This month's column contains correspondence from two different parts of the world concerning two different levels of teaching. Yet they have a common theme: With the M.A. in TEFL as the terminal degree and with the proliferation of M.A. programs are we over-training? Can all of these trained people find employment? Is advanced training to the M.A. degree level necessary? And most important, how can we get employers to realize the advantages of employing teachers with the M.A. degree? Responses to this correspondence are invited. *C.J.K.*

The M.A. and TEFL

by Michael Redfield
Nanzan Junior College

The 1986 "Blatchford Guide," [*Directory of Professional Preparation Programs in TESOL in the United States: 1986-87*] published by TESOL, lists over 125 North American graduate programs in TESL/TEFL, almost all leading to the M.A. degree. According to the *EFL Gazette*, there are 77 programs in the U.K. offering post-graduate training in TESL/TEFL. In addition, there are a number of other programs around the world, including three US-based programs now functioning in Japan (Temple, S.I.T., and Teachers' College). With all these programs in operation, a great number of people must be acquiring postgraduate TEFL qualifications. My question, to prospective M.A. candidates and to program administrators alike, is: Do people really need a master's degree in TEFL or a related field in order to find EFL employment abroad?

In preparing for presentations on World Employment Opportunities at the 1985 and 1986 TESOL International Conventions, Joe Lieberman and I found that in Latin America, most of North Africa and Asia, and large parts of Europe, M.A.s were not necessary for obtaining teaching positions. Employers did not ask for them, nor did teaching staff usually possess them. Our surveys, however, were mostly informal. In order to examine the question empirically, therefore, I decided to conduct a more formal study in the summer of 1986 in Japan, perhaps the current number one EFL market in the world.

Starting on August 11 and continuing until September 16, the employment want-ads were saved from the *Mainichi Daily News*, a leading English language newspaper in Japan. This time frame was selected because the survey covered a prime hiring time for English language teachers and the *Mainichi*, because it is the major published source for employment information in the Kobe-Osaka-Kyoto area. The results follow.

A total of 49 different sources advertised for teachers during the period. These sources ranged from private individuals looking for "home tutors" (paying US$33 per hour), commercial language schools, jobbers in the business of supplying teachers to companies, up to full-fledged in-house company teaching positions. Out of the 49, 41 advertised for native speakers. Three required college graduates (in point of fact, Japanese visa requirements include a college degree for a teaching visa). One required previous knowledge of Japanese. More to the point of our discussion, one school required previous experience, two required experience or postgraduate qualifications, one asked for experience and preferred training as well, and one required both teaching experience and a Master's. In other words, three out of 49 advertisers mentioned graduate training, with only one requiring the M.A.

THE STANDARD BEARER

Contributions involving employment issues and related topics should be sent to: Carol Kreidler, Editor, The Standard Bearer, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

Although the 49 advertisers most probably do run the gamut from "fly-by-night" language schools, one-room "ma and pa" school houses, and talent scouts (who supply teachers to other organizations) through established commercial institutes and company programs, most of the outfits are well known to the local EFL community and are financially stable. Although only two sources mentioned pay in their ads (both offering US$20,000 per annum), the known pay scales in the area run from around $12,000 to over $25,000 per year for between 10-25 contact hours weekly. Full benefits, including housing, paid vacations, insurance, and pension plans are often included. In employment terms, these are serious positions.

Although neither secondary schools nor institutes of higher education are represented in the sample, it might be interesting to look at them at least anecdotally as well. In August the Japanese Ministry of Education announced that it was going to import 1,000 recent graduates of prestigious American universities to act as assistant teachers in public junior and senior high schools. A separate program would recruit a large number of teachers from universities in the UK as well. Prospective candidates for these positions are neither required nor encouraged to undergo training in TEFL.

College English teaching positions in Japan are among the most prestigious and financially rewarding in all of TEFL. They are certainly the top positions of their kind in Japan. Although quite recently a select number of schools have been asking (but not strictly requiring) an M.A. in TEFL, the situation here too is not substantially different from that of commercial or secondary schools. Perhaps several examples will suffice to illustrate the point.

In 1984 I began lecturing at a well-known college in Osaka, Baika Women's College, six foreigners were working in the TEFL program, three of them tenured. Not one of them had any formal training whatsoever in TEFL.

In 1986 the Doshisha University System opened up a new two-year division to teach EFL. Although Doshisha is one of the most respected private universities in Japan, they decided to fill two tenured positions in TEFL with Americans with no previous formal training in the discipline.

The situations described above are not, I submit, atypical of other colleges or universities around the country. My point, let me hasten to add, is not that the people mentioned above are

Continued on next page

NO EASY SOLUTIONS

Dear Ms. Kreidler:

I was interested to read (August 1986) Sara Smith's response to Peggy Kazkaz and Suzanne Liebman's call for information on working conditions of part-time ESL teachers in adult-education programs. Ms. Smith is to be congratulated for describing in detail the Rhode Island program she coordinates; we need facts about salary scales and work loads of fellow teachers.

Some of Ms. Smith's pride in her program's recent achievements in providing partial benefits and some preparation pay for part-time teachers is understandable. Sadly enough, benefits of any kind and prep time pay are exceptional for part-timers in our field. However, after looking at her figures I was puzzled by her upbeat tone. I presume the eighteen part-time teachers she talks about have professional training (perhaps on the graduate level) and teaching experience. They have every right to consider themselves professionals. Yet how many of them can count on making the most minimal of "professional" salaries—say $12,000 a year? How many of those with pro-rated health benefits can feel secure about meeting major medical expenses?

Like many others who teach in M.A. Linguistics/TESL programs, I have become increasingly dismayed by the long-term job prospects of many of our graduates, especially those dedicated to teaching in adult-education and refugee programs in the U.S. Even with a graduate degree, most must take part-time jobs—piecing together a minimal salary by working in two or three different locations. These jobs are not difficult to find in a large city like Chicago, a fortunate fact since most part-time jobs in the Chicago area offer hourly rates in excess of those described by Ms. Smith, even handsome sounding rates per contact hour often add up to dismal yearly salaries. Even the best hourly teaching rates for part-timers fall far below normal full-time salaries.

Happily, after a few years of part-time struggles, some of our graduates manage to get a full-time job with a salary decent enough to sustain life. Others must re-train for ESL jobs in high school or elementary schools, which provide more dependable salaries. Still others choose to teach abroad to build up a nest egg. However, many of us who train ESL teachers are aware of equally talented and dedicated former students who have decided to leave the field after four or five years of hand-to-mouth insecurity. It is easy to see why. At around thirty living with no idea of whether you will be paid for five or twenty-five hours of teaching next semester and coping with one or two bouts of illness without benefit of medical insurance can wear down the most enthusiastic teacher. The loss to the profession of some of its best-trained people is extremely damaging.

Certainly there are no easy solutions to the problem of providing equitable pay and working conditions for part-time teachers. Kazkaz and Leibman's call for objective information about part-time working conditions throughout the country is at least a beginning. Perhaps some true model programs will emerge and TESOL can get behind an effort to get others to match the models.

Myrna Knepler
Department of Linguistics
Northeastern Illinois Univ.
Chicago, Illinois 60625
September 15, 1986

The M.A. and TEFL

Continued from page 15

are not good teachers. I merely want to show that they did not need the M.A. TEFL in order to secure their positions.

A final example comes from a recent graduating class of Temple University's M.A. TEFL program in Japan. Of the four graduates known to me personally (the Osaka program is quite small so these cases can be taken as representative, I believe), all long-time resident teachers in the area with the language, culture and teaching skills that go along with that, not one of them, despite strenuous effort, has been able to up-grade his or her teaching situation. Their degrees, on an employment level, have apparently not been able to help them.

Let me state before concluding that I am very much in favor of graduate education in TEFL. I recommend that anyone serious about a career in our profession attend a quality program. They will become better teachers and eventually professional language educators. What the degree will not at this time do, in many parts of the world, is get them a better job. "Integratively" speaking, if I can borrow the term, M.A. TEFL programs are wonderful. Instrumentally, that is, for employment purposes, they do not seem to be terribly necessary, at least for those wishing to work in TEFL in a great number of countries in the world. Given the substantial investment of time and money that M.A. programs demand, isn't it about time that program administrators began taking a closer look into the M.A. and TEFL?

About the author: Michael "Rube" Redfield, M A. Stanford University, is assistant professor of EFL and Spanish at Nanzan Junior College, Nagoya, Japan. He is international representative for Japan to Teaching English Internationally Interest Section

Briefly Noted

CENTRAL AMERICAN EDUCATORS PARTICIPATE IN PROGRAM

by Nancy Clair

Five Central American educators participated in the "Teaching English as a Foreign Language" program designed and arranged by the School for International Training and sponsored by the Office of International Visitors/USIA. The project was developed to give foreign educators the opportunity to examine various ESL programs and meet American colleagues to discuss current trends and share ideas. The professional, geographic, and ethnic diversity which exists in America served as the sub-theme of the program.

During their September tour, the educators observed classes and met with teachers and administrators from various ESL programs. They attended seminars, workshops, and discussions with leading American educators focusing on program administration, materials development, teaching reading, writing, and grammar, and teacher training. In addition, they met with Susan Bayley, field services coordinator at the TESOL Central Office, who shared invaluable information on how to organize a TESOL affiliate. Along with establishing professional contacts and gaining a broader understanding of the diversity of the field of ESL, there was time for the educators to experience some of the cultural diversity of the United States as well.

This is the third such program designed and arranged by the School for International Training. The School for International Training anticipates two more multi-regional projects this fall. One of the most pleasant discoveries in planning these programs has been the tremendous cooperation and generosity shown by TESOL members and the English Language Teaching Division at USIA in welcoming the visitors and discussing issues of mutual interest. The School for International Training gratefully acknowledges all individuals and institutions participating in this "once in a lifetime" opportunity for our international colleagues.

About the author: Nancy Clair is project director at the School for International Training, Brattleboro, Vermont.

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Communicative Writing Methods as Culture Barrier-Breakers

by Betsy Harrell
Aegean University

The following classroom activities, which involve student communication before, during and after the composing process, could be useful in any writing class. They were found particularly valuable in a class, described below, that contained a heterogeneous mix of students. Such a mix generated cultural barriers that needed breaking down in order for effective learning to occur. The class posed an unusual problem: the necessity for teaching ESL, EFL, and English-for-native-speakers all at once.

My English 101 composition class,* sponsored by the well-known overseas program of an American university, took place in Bahrain, a small cosmopolitan land in the Arabian Gulf. The *lingua franca* of the many nationalities inhabiting Bahrain is various brands of English (e.g., Indian, Thai and British English). Thus the Bahraini students in my writing class had grown up in a near-ESL situation. Others in the class, such as the Malaysian and the Italian, needed EFL instruction. The third group, a contingent of United States Navy men, mostly with limited educations, had English as their mother tongue.

Further factors complicating the teaching of this class were its large size, long evening hours, several levels of writing competence, and wide range of unrealistic expectations among the participants.

At the outset, as anticipated, all the Arabs found seats together, all the Americans did likewise, and the others filled the interstices. Through use of the communicative method I aimed to dissolve the boundaries that isolated my students from each other; to employ their cultural differences as a positive resource; and to foster a friendly learning-working atmosphere.

In Lesson One, I employed two separate projects that combined writing with communicative opportunities.

For the first project the students wrote their objectives in enrolling in the course. This was pure and valuable communication. They wrote earnestly, and I, who read their words later, found the compositions disturbingly revelatory, for it was only then that the depth of the differences dividing this class became apparent.

The second introductory project was a student-to-student encounter, and more creatively communicative. Each was told to pair with a person of another culture; surprisingly, the pairing process occurred with fluidity. Then the couples were told to observe, without speaking, each other's hair, fingernails, clothes, etc., and to imagine what might be the partner's name, country, profession, marital status, hobby, and so on. Still without speaking, each student then had to write down his or her imaginary portrait of the partner. During this time of concentration there reigned a silent intensity, with only now and then a pealing giggle. At last the pairs were allowed to speak and inquire the true facts which they then wrote down. Now there was noise of conversation, and laughter over revelation, as participants compared imagined and real portraits. Finally the pairs stood before the class and read their double portraits. Of course, the real sketches provided real introductions which everyone absorbed.

Thus we set the tone of our course and began to know each other. The next time that the students were called upon to shift seats, the Bahraini banker sat with the long-haired American teenager, the black Navy electrician with the suave Lebanese, the Irishman with the Indian, and so on.

An important benefit of communicative barrier-breaking was the way that it helped the students find subjects for their compositions. The subject-matter for the six required compositions was each individual's choice. It was hoped that, when the students became truly aware of each other's identity and diversity, they would more easily find purposeful, meaningful subjects to direct toward their peer audience. Frequently this hope materialized, as when, for instance, one student explained Hinduism, another the differences between an Arab market and an American shopping center, and another Bahrain's offshore banking industry.

In subsequent lessons students were given chances for oral, pre-writing communication. They always were required to pair off after they had finished outlining their chosen topics. It was important that always the pairs were different; and it was noted that always, after initial prodding, this pairing seemed to occur effortlessly, as if fulfilling an unspoken desire. In couples, then, each person explained to the other the paper he or she was about to write. This oral explanatory pre-writing communication was a vital step. It allowed authors to feel their listening, thinking, questioning audience, and it encouraged the writers to state their points clearly and logically. As the individuals generally represented different cultures, both were forced into awareness that extra clarity was necessary for effective communication. How intent the students became as they bent their heads together, gesticulated and explained.

Other class-sharing opportunities occurred when students read their first drafts aloud to each other before handing them in to me. Though these papers were often horrifyingly imperfect, it seemed important to give their creators a chance to air them freely with peers, before my red pen marred their efforts. This reading aloud of the first drafts was done in groups of five persons. After listening to all its members read, each group chose a paper that it considered very interesting.

Later after the drafts had been carefully rewritten, the authors of the five chosen papers read them aloud to all the class. These times were interludes of relaxation and enjoyment. Every person—even the shyest—had at least one chance to read aloud to everybody. Occasionally it happened that the peers had selected papers which subsequently had received very poor grades. Then the authors could take comfort and courage from the fact that at least their friends, if not their teacher, had liked their writing. Often it happened that the authors read their works with such soft, hurried or accented [illegible] much of the audience lost much of the content. Even so, the class always listened politely.

As everyone drew closer together, the sharing of papers, by reading aloud in small groups whose membership was never the same twice, seemed to become a lengthier, more pleasurable and more serious activity. The simple reading sessions had evolved into workshops where the students discussed each other's ideas, questioned murky passages, and mutually corrected grammar. The weaker students, who by and large were the non-native speakers of English, leaned easily on the stronger for help, while the latter struggled proudly in their tough new roles of advising on grammar, cohesion and coherence.

This class harmony ultimately helped save what had by midterm developed into a difficult situation. A chasm which I could never much diminish split (with a few exceptions) those non-native and native speaker groups. The two blocks displayed phenomenal disparity in writing competence. The poorer ones needed more attention than a single instructor could deliver and the better ones were bored.

As a result, a further communicative technique was considered: the good writers would have to tutor the poor ones. In class, with good seated beside poor, each would rewrite his or her own composition, but the poor could ask advice as he or she wrote, while the good would pause to deliver it. With care I matched names, giving thought to questions of individual maturity and insecurity, of accord of interests, and of man-woman relationships (tricky in an Arab country); with care I broached the plan in class, striving to avoid stirring Third World sensibilities toward perceived Western superiorities (very tricky).

When the plan was tried, the tutors had a

Continued on next page

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* The class was composed of 26 adults: 5 women and 21 men. Nationalities represented were 10 American, 8 Bahraini, 1 British, 1 Irish, 1 Italian, 1 Lebanese, 1 Pakistani, 2 Indian and 1 Malaysian.

Culture-Barrier-Breaker

Continued from page 17

challenging experience wrestling with other people's persuasions, topic sentences, vocabulary and syntax. The tutors' eyes were doubtless much opened to the frightful problems that non-native speakers of English have when composing in it. The latter, as they edited and rewrote, seemed thankful for the proximity of friends who could supply answers and suggestions—which came mostly from their native-speaker intuitions, it is true, but which were nonetheless valid.

The first tutoring session proved so pleasant and productive that the method was used subsequently with good results. Some of the pressure had been lifted from the instructor. Bonds of respect and trust between tutors and charges had been formed. Sometimes unregulated contacts even developed: sometimes during a class break a student with a writing problem would seek out a specific classmate, and the two would sit down and become deeply involved.

About the author: Betsy Harrell (M.A., The American University) is a Fulbright grantee helping to develop a new EFL program for engineering students at Aegean University, Izmir, Turkey.

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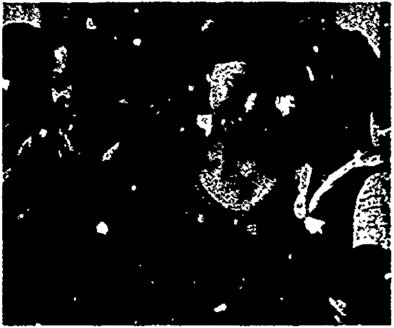

About the pictures: We extend our warm appreciation to the Peace Corps Headquarters in Washington, D.C. for these photographs, which include classroom scenes from Afghanistan, Iran, Jamaica, Kenya, Korea, Liberia, Senegal and Thailand from 1968-76. We also wish to express our thanks to Susan Bayley, field services coordinator at the TESOL Central Office, who made the initial selection of over three dozen photographs from among the thousands in the Peace Corps archives. We also thank her for being on hand with a camera at the Peace Corps' anniversary celebration to record the happy group of TESOL representatives there (see below). *—Editor*

. . . and TESOL Celebrates the Peace Corps' 25th Anniversary

TESOL congratulated the Peace Corps on its 25th anniversary at a ceremony on the Mall in Washington, D.C. on Saturday, September 20, 1986. Joan Morley, president, and James Alatis, executive director, of TESOL honored the Peace Corps and recognized the organization's contributions to the development of the profession of English as a foreign or second language in the United States, and through its efforts, to the development of the profession the world over. Joan Morley handed a plaque to Loret Miller Ruppe, current director of the Peace Corps on behalf of TESOL. Ruppe thanked TESOL and expressed heartfelt appreciation to volunteers in TEFL, a major Peace Corps assignment in the past twenty-five years.

TESOL representatives all—Joan Morley, John Fanselow, James Alatis, Nancy Dunetz and Stephen Krashen.

Many TESOLers attended the weekend conference for returned Peace Corps volunteers. Country reunions brought old friends together, many of whom are still in our profession. Nancy Dunetz, John Fanselow, Stephen Krashen and Penny Larson all were there and were pleased that TESOL thought to participate in the program. JoAnn Crandall, first vice president of TESOL, whose husband was also in the Peace Corps, noted that TESOL was the only professional organization to congratulate the Peace Corps and participate in the ceremony that day.

LETTERS

A PRACTICAL APPROACH TO THE MANY VARIETIES OF ENGLISH

August 7, 1986

To the Editor:

I read Valerie Whiteson's "The Case for International English" (*TESOL Newsletter*, Vol. XX No. 3) with interest, but found her list of variant sentences—and more specifically, her judgments on their correctness—surprising. "I ain't got no idea," the only one of the not-standard-in-American-English sentences she would correct, is in common use in many dialects of American English. I find it startling that "Turn right at the robot" (where "robot" means "traffic light"), a sentence which would have very little communicative value in the United States, strikes Ms. Whiteson as more appropriate than "I ain't got no idea." The only conceivable basis on which such a judgment would be sensible would be a desire to have students avoid low-prestige dialects, in which case "I haven't got a bloody clue" might be avoided as well.

A more practical and consistent approach might be to recognise and discuss—appreciatively, I would suggest—the many varieties of English, while at the same time making clear what version is most acceptable in the area where the learner lives, and on the exams the learner will have to take.

Rebecca E. Haden
Director
American Language & Culture Institute
University of Arkansas
Fayetteville, Arkansas 72701

Valerie Whiteson's reply: "I'd like to thank Rebecca Haden for the final paragraph of her letter. That is exactly the message I was hoping to convey."

BROWN TO STREVENS: PLEASE CLARIFY YOUR DEFINITION OF ECLECTICISM

The following letter was sent to TN for inclusion on this page. —Editor

October 9, 1986

Dr. Peter Strevens
Bell Educational Trust
One Red Cross Lane
Cambridge, CB2 2QX
England

Dear Peter:

I read with great interest your article on British and American differences in approaches to ESL/EFL in the latest *TESOL Newsletter* ("The 'EFL' in IATEFL: A Distinctive Identity", August 1986). Since I've always admired your work and appreciated the sense of perspective you have, I want to ask you about one claim in that article that seems so outlandish—if you'll forgive me—that I can hardly sit still!

On page 19 you commented on eclecticism, and asserted that the term is pejorative in the American tradition and laudatory in the European. As your only direct reference you quote perhaps the most unlikely "representative" of the American tradition, Stephen Krashen: "eclecticism is intellectual obscenity." I believe that your claim about American tradition is quite incorrect and regret that Krashen was used to bolster your argument. If "one-theory, one-method" *was* a conceivable characteristic of American ESL/EFL in the 50s and 60s (and I'm not convinced that it was), nothing could be further from the truth for the 70s and 80s. A casual glance through American "theory and method" textbooks of the last two decades (Allen & Campbell 1965 and 1972, Finocchiaro 1969, Croft 1972 and 1980, Brown 1980, Bowen, Madsen & Hilferty 1985, Richards & Rodgers 1986, to cite a few) reveals an unmistakeable eclectic trend. During my graduate school days at UCLA in the late 60s and early 70s, one of the most profound lessons I learned from my American professors and from my comprehensive reading of the field was the importance of *not* looking for all the answers in one method and for one theory that will provide ultimate answers. Ever since Wilga Rivers (1964) published her seminal criticism of the Audiolingual Method, American ESL/EFL has been soundly open-minded in what I have called "cautious, enlightened eclecticism" in my own book (1980). That book incidentally, which is a reflection of the research and practice of the 70s, is, as you know virtually dedicated to the principle of open-mindedness and to what you unfortunately attribute only to European tradition: "... no theory has a monopoly of the truth, and ... one seeks aspects of the truth wherever one can, building a synthesis of theoretical understanding as one matures."

I see no evidence—and I am familiar with many MA-TEFL programs in the USA—that we instruct our teacher-trainees "to seek the *one* theory which is currently accepted and dominant, and to fend off any seduction from other theories." Where could you possibly have gotten such an impression? If anything, one of the very first principles we try to get across in our teacher-training programs is to dispel the novice teacher's notion that there is one solution to the myriad contexts and purposes of English language teaching.

In singling out Krashen as your stereotypical American, I believe you have done us all a disservice. If anything, Krashen—with his one-sided view of what works and doesn't work and his black-and-white view of second language learning and teaching—is the antithesis of American theory and practice. We have only to consult a random handful of leading scholars in the field (John Fanselow, John Schumann, Tom Scovel, Kathleen Bailey, James Alatis, Michael Long, Sandra Savignon, Wilga Rivers, Merrill Swain, Diane Larsen-Freeman, and the list goes on) to discover a predominant theme: no single theory and no single method will ever provide all the answers. Krashen stands alone in his dogmatism.

Would you please help me to understand how you came to the conclusion you did? I know that TESOLers around the world would appreciate some clarification from you on what I see as rather brash assertions. Unfortunately, I think such assertions could serve to drive a wedge between professional colleagues on both sides of the Atlantic—just when we most need understanding and communication. I'm sure that your purpose in the *TN* article was, in fact, not to destroy our bridges of understanding. Some further thoughts from you would be welcomed!

H. Douglas Brown
Professor of English
San Francisco State University
San Francisco, California

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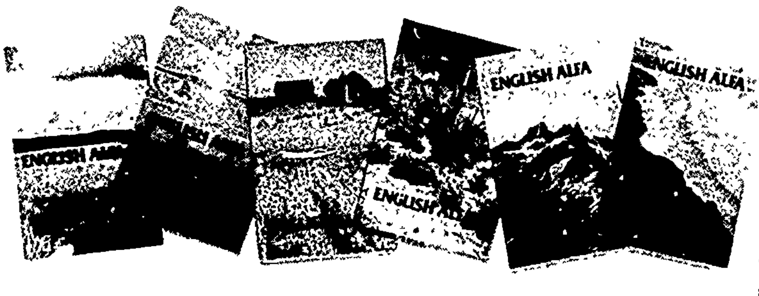

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CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

APPLIED LINGUISTICS CONFERENCE

The ninth annual Applied Linguistics Winter Conference of the New York City Special Interest Group of New York State TESOL will take place on January 31, 1987, at Teachers College, Columbia University, New York, NY, from 8:30 a.m. to 6 p.m.

The keynote speaker will be Dr. Ellen Block of Baruch College, CUNY, recipient of the Newbury House/TESOL Distinguished Researcher Award for her paper "The Comprehension Strategies of Second Language Readers."

For more information: Dr. Elaine Brooks, 216-55 Sawyer Avenue, Queens Village, NY 11427. Telephone: (718) 217-6065.

10TH ANNUAL CONFERENCE ON INTERNATIONAL EDUCATION

The Community Colleges for International Development, Inc. (CCID) will present its tenth annual Conference on International Education, February 9-12, 1987 in Newport Beach, California. The conference theme is **Opportunities in International Education.**

The conference will focus on ways in which community colleges can add international dimensions through cooperative efforts with foreign governments, international and domestic businesses, other parts of U.S. higher education, and with its own students and communities. Opportunities will be provided to hear presentations by and to meet with representatives of national and international associations and organizations, foundations, the federal government, foreign embassies, international and local businesses, and world trade associations plus leading educators.

Detailed information about the conference is available from: Community Colleges for International Development, Inc., Brevard Community College, 1518 Clearlake Road, Cocoa, Florida 32922, U.S.A.

7TH ANNUAL SLRF CONFERENCE

The University of Southern California will host the Seventh Los Angeles Second Language Research Forum (SLRF) on February 20-22, 1987. Data-based second language research in a variety of areas such as Classroom Methodology, Discourse Analysis, Interlanguage, Bilingualism, Psycholinguistics, Language Universals, Transfer, Sociolinguistics, and Second Language Acquisition will be presented. Plenary speakers will include Michael Long (University of Hawaii at Manoa), William Rutherford (University of Southern California), and Lydia White (McGill University). For registration information write to either Bernard Seal or Miriam Espeseth, SLRF '87, American Language Institute, JEF-141, USC, Los Angeles, CA 90089-1294, U.S.A.

1987 GEORGETOWN UNIVERSITY ROUND TABLE ON LANGUAGES AND LINGUISTICS

The 38th annual Georgetown University Round Table on Languages and Linguistics March 11-14, 1987 will focus on the topic **Language Spread and Language Policy: Issues, Implications and Case Studies.** Though not restricted in scope to the spread of English, the conference will include as plenary speakers many international scholars and educators who have long been influential in the description and teaching of English. Topics will also include: the impact of language contact on language change; language maintenance and attrition in multilingual speech communities and language planning and policy considerations in various domains of language use.

In a special pre-session on **English as THE Official Language? Language Policy in the United States**, a panel of prominent linguists, educators, and government officials will debate the issues underlying the current movement to make English the sole official language of the United States.

To receive a program announcement and further information, contact: Peter H. Lowenberg, Chair, GURT 1987, Department of Linguistics, Georgetown University, Washington, DC 20057, U.S.A. Telephone: (202) 625-8130 or (202) 625-8165.

CATESOL 1987
"COMING UP ROSES"

Pasadena, the "Crown of the Valley," is site of the 1987 CATESOL Conference, March 27-29, 1987, to explore workshops and colloquia focusing on the theme **Teaching the Future.**

Featured speakers are **Earl Stevick, Lily Wong-Fillmore** of UC Berkeley, **Spencer Kagan** of UC Riverside, **Marianne Celce-Murcia** of UCLA, and **Michael O'Malley** and **Anna Chamot** of Inter-America Research Associates, Inc. On Saturday evening the conference will offer a showing of **A Celebration of One Hundred Years of English Language Teaching** by Tracey Forrest and Peter Thomas of Hunter College, New York, a multimedia presentation which won acclaim at the TESOL '86 Convention in Anaheim.

For more information about the conference, contact: Rick Sullivan, Alhambra School District, 15 West Alhambra Road, Alhambra, California 91801, U.S.A. Telephone: (818) 308-2495.

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CALL FOR PROPOSALS: COLLEGE LEARNING ASSISTANCE CENTERS

The ninth annual national Conference on College Learning Assistance Centers will take place on May 14-16, 1987 on the Brooklyn Campus of Long Island University. The conference is sponsored by the Office of Special Academic Services of L.I.U.

Proposals should be practical in nature, about 200-250 words in length, and include topics such as: Computer-Assisted Instruction, Program Evaluation, Critical Thinking Skills, Basic Skills, English as a Second Language, Cognitive Skills and Materials Development. Workshops should be planned for 75-minute sessions.

Guidelines for proposals: 1. Submit five copies; 2. Include your title, department, office and home telephone numbers; 3. State equipment needs; 4. Attach a brief biography or resume.

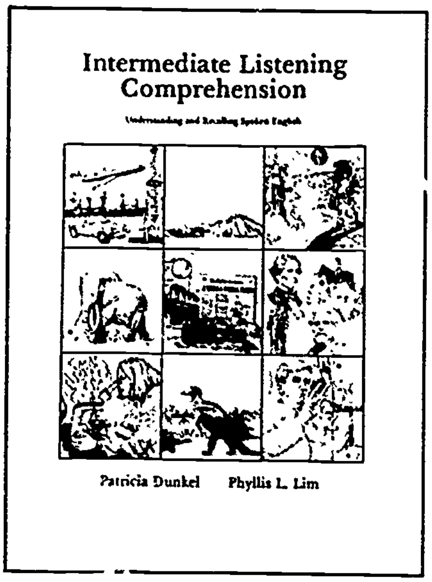
Please submit all proposals by February 1, 1982 to: Elaine A. Caputo, Conference Chairperson, Special Academic Services, Long Island University, Brooklyn, NY 11201. Telephone: (718) 403-1020.

CALL FOR PAPERS CONFERENCE ON APPLIED LINGUISTICS

The English Language Institute of the University of Michigan will sponsor the 11th University of Michigan Conference on Applied Linguistics, October 9-11, 1987. The conference title is Variation in Second Language Acquisition. The purpose of the conference is to consider relationships between language variation and second language acquisition studies from the perspectives of both fields. We welcome abstracts which not only deal with the application of variationist thought to second language data, but which also serve to expand the data-base of language variation studies in general. We are particularly interested in papers that develop new perspectives on and understandings of this relationship. Topics include, but are not limited to: Psycholinguistic perspectives on variation and acquisition; discourse, text and conversational analysis; variable rule analysis; language attitude studies; pidgin and creole studies. Please submit 4 copies of a one-page abstract and a 3 x 5 card with name, affiliation, address, phone number and paper title by January 16, 1986 to: Susan Gass, Dennis Preston, Larry Selinker, English Language Institute, University of Michigan, Ann Arbor, Michigan 48109. Invited speakers are: Roger Andersen, Leslie Beebe, Rod Ellis, Claus Faerch, Howard Giles, John J. Gumperz, Gabriele Kasper, Loraine Obler, Elaine Tarone, Peter Trudgill, Albert Valdman.

AILA 1987 IN SYDNEY, AUSTRALIA

The 8th World Congress of the International Association of Applied Linguistics (AILA) will take place August 16-21, 1987 at the University of Sydney in Australia. Plenary speakers include Wilga Rivers, Michael Clyne, Braj Kachru, and Chris Candlin. For more information write to AILA 1987, University of Sydney, Department of Linguistics, Sydney, N.S.W. 20006 Australia.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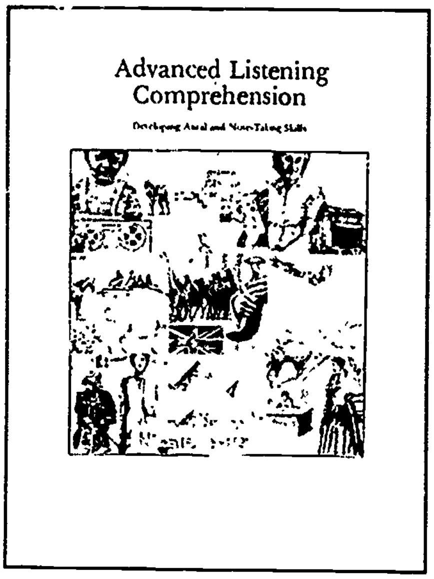

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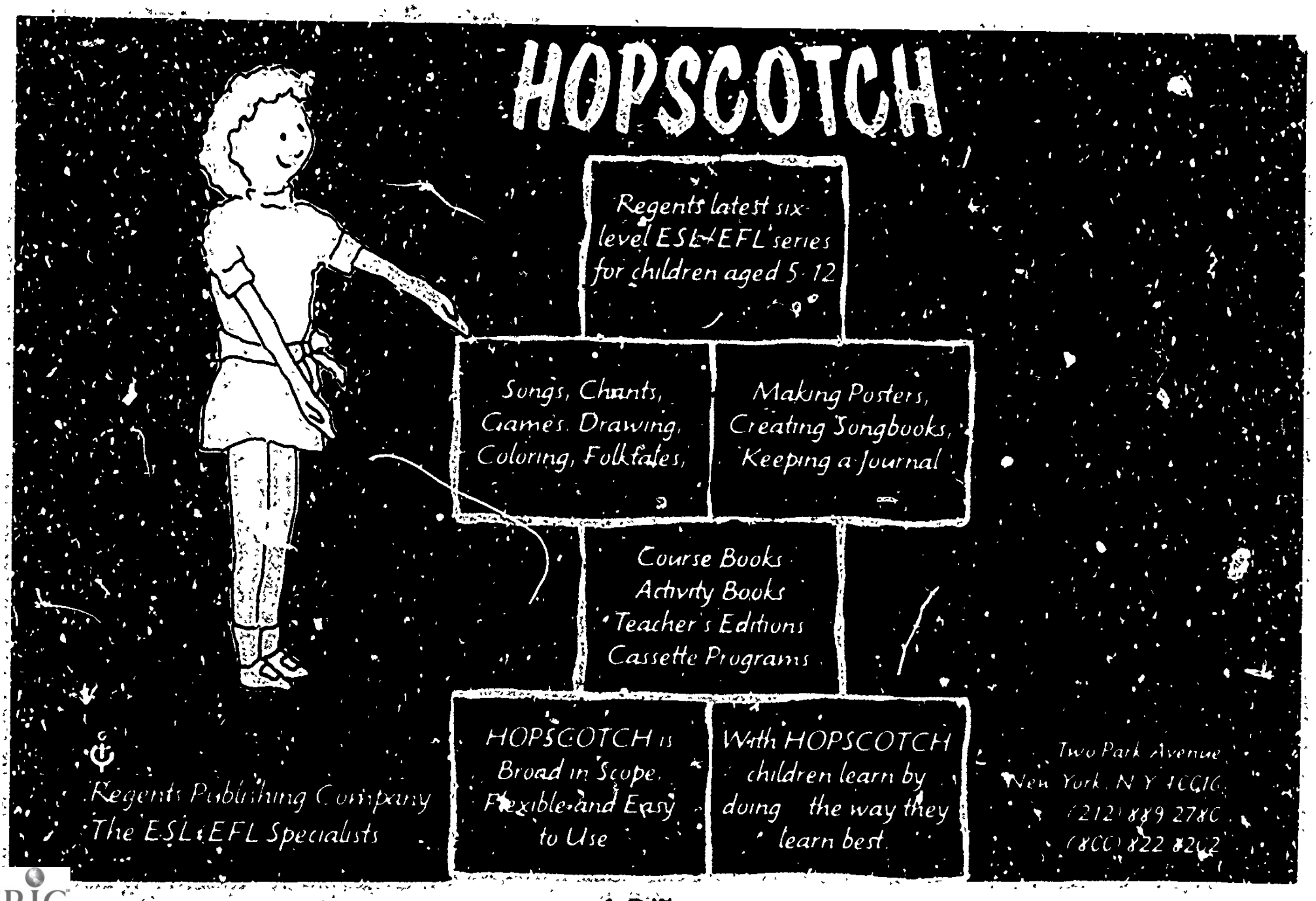
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REVIEWS

Edited by Ronald D. Eckard, Western Kentucky University

Three Grammar Books

GRAMMAR IN CONTEXT, BOOK 1 by Sandra N. Elbaum with Marjorie Hardison. 1986. Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106, U.S.A. (v + 364 pp.). $13.95.

GRAMMAR IN CONTEXT, BOOK 2 by Sandra N. Elbaum. 1986. Little Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106, U.S.A. (v + 317 pp.). $13.95.

ENGLISH INTEGRATED by Henrietta C. Dunham and Catherine Vaden Summers. 1986. Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106, U.S.A. (vii + 433 pp.). $14.95.

Reviewed by Nancy Hayward
Indiana University of Pennsylvania

For many years, ESL grammar texts were composed of a series of unrelated sentences used to illustrate a particular point of grammar or syntax. But research has shown the importance of learning grammatical structures in a contextualized setting. Two texts have been recently published which attempt to answer the need for learning grammar in truly meaningful contexts. As we shall see, however, the context for each of these books is different, aiming the text toward a specific audience.

As the name implies, *Grammar in Context* by Albaum and Hardison aims to present grammar lessons through a series of short, non-fiction readings which, hopefully, are interesting and provide useful, practical information to the ESL student. *Grammar in Context* is a two book series aimed at the high-beginner to low-advanced student. The readings cover topics of interest to the mature learner of non-academic orientation. Book 1 consists of twelve lessons; Book 2 has ten. The lessons are organized around individual points of grammar, beginning in Book 1 with the simple present tense and increasing in difficulty, so that Book 2 ends with what the author calls "two-word verbs." Each lesson includes first an explanation and/or charts highlighting the grammar point in question, then the reading, then exercises, discussion questions and writing ideas, and finally a summary and a test or review.

Perhaps one of the most appealing features of *Grammar in Context* is its visual attractiveness. The text is in an 8½" x 11" workbook format with over 300 pages in each volume; it is fairly bulky. However, with its oversized pages, ease of opening, large print and ample space for fill-in-the-blank or short answer questions, the format is easy to work with. The headings and sub-headings are clear, as are the numerous illustrations and charts. The book contains several appendices with grammatical charts and verb tense lists and an ample index; unfortunately there is no glossary.

Grammar in Context does indeed fulfill its stated purpose of giving students a real-life context for topics ESL learners are interested in—American culture and geography, customs and practical information to help the newcomer live in the U.S., as well as formal, informal or slang word usage and their contexts. Many of the readings show a social conscience and deal with such topics as services for the handicapped, alcoholism, and the dangers of air pollution. Some readings are concerned with consumer education, warning the newcomer away from products or services of dubious merit such as fatty fast-food hamburgers or artificial sweeteners. These readings provide valuable information for the non-native American; they could well act as springboards for interesting, communicative class discussions.

Although *Grammar in Context* is a highly structured grammar book with a deductive approach, the abundant exercises give teachers and students the choice of many activities, including small group work, pair work, whole class work or individual work. If the teacher's goal is communicative, real-language proficiency, the text could easily be used in adjunct with materials and exercises aimed at that goal. However, the book is tightly organized and self-explanatory enough that the student could work independently.

English Integrated is also a reader/grammar book in which the grammar lessons are presented in a meaningful context. Here, however, the context is literary rather than real life. Also the book is aimed at a higher level than *Grammar in Context*, the high-intermediate to low-advanced ESL student who is university-oriented.

The twelve chapters of *English Integrated* are each divided into two parts. The first part consists of a fairly long reading drawn from an essay or short story, followed by exercises, including discussion questions and vocabulary reviews, based on the selected reading. The second part of each lesson highlights grammatical issues for which the reading has been selected. Also included in the second part are shorter reading selections focussing on those specific points of grammar. For example, Chapter 1 deals with adjective formation; after the main reading selection from Shirley Jackson, short pieces of one or two paragraphs from other authors follow. The passages contain excellent examples of how writers use adjectives in descriptions of people and places. Brief exercises follow the readings.

English Integrated does an admirable job of guiding ESL students through some good contemporary American writing. The selections are neither abridged nor simplified. Works include Shirley Jackson's "Charles," John Cheever's "The Angel of the Bridge," William Saroyan's "Going Home," and Bruno Bettelheim's "Some Comments on Privacy." The writings are interesting and appropriate, skillfully crafted slices of American life. Students should find them intellectually stimulating. The book is well organized and attractively printed with careful placement of bold, semi-bold, and italicized words, however, the spaces allowed for some of the exercises are too cramped for the tasks. Although there are some charts and graphs, there are no illustrations.

The inductive nature of *English Integrated* allows the student to discover or reinforce the correct formation of grammatical structures. Pre- and post-reading questions steer the student toward competence in intensive reading, a skill many university students, whether native or foreign, need to sharpen. The exercises and discussion questions are varied, including fill-in-the-blanks, sentence diagrams, open-ended discussion questions, and more creative topics for writing assignments. There are no hard and fast rules for the teacher to follow in implementing the activities; most can be varied to accommodate small groups, pairs, whole class, or individual work. The organization of *English Integrated* is tight enough that students could work at their own speed.

The main problem with *English Integrated* is that it fails to provide students with contemporary, informal language used in true communicative situations. Instead, it follows the more traditional reading/grammar approach to second language learning. Its strength lies in the opportunity it gives for contextualized vocabulary building, for work on specific grammatical structures which may be troubling the student, and for sharpening intensive reading skills. If nothing else, this text is valuable as a reader, exposing students to well-written, thought-provoking selections of contemporary literature.

In summary, both *Grammar in Context* and *English Integrated* accomplish their goals. They are both structurally-based grammar texts centered on particular contexts to which students can relate; this justifies the claim of the texts that they are truly meaningful. *Grammar in Context* maintains its appeal to the adult ESL audience concerned with day-to-day activities in a general way. *English Integrated* is geared more toward the academically oriented. Each text provides a level of guidance necessary for eliciting the structures to be practiced. But the texts also allow learners to express their own ideas; hopefully this will help the students move toward authentic communication. *Grammar in Context* structures the student's activities to a large degree, leading the learner carefully along the path of increasing difficulty. *English Integrated* shifts the focus to the more challenging patterns needed by intermediate and advanced learners if they are to succeed in a university where English is the medium of instruction.

About the reviewer: Nancy Hayward is a graduate student and an instructor at Indiana University of Pennsylvania in Indiana, Pennsylvania. She has taught EFL in Cairo, Egypt.

WORDPLAY

by Wilbert J. Levy. 1984. Amsco School Publications, Inc.
315 Hudson Street, New York, New York 10013. (117 pp.). $5.33.

Reviewed by Ruthellen M. Corbett
Central Connecticut State University

What is *Wordplay*? A pun? A clever use of words? A story about words? A recollection of meanings? A book of games or puzzles concerned with words? *Wordplay* is all of these and more. It is basically a vocabulary development-enrichment text. Its narrow goal is to teach 100 vocabulary words; its wider goal is to encourage a variety of related skills, such as g the use of synonyms, antonyms, word and origins, and the dictionary. It encourages an enthusiastic desire to read and write, to think and feel. And it aims to do all of these in a fun-filled manner. It is rigorous and suitable for advanced ESL classes only, not only are the words difficult, but the manner in which they are presented is too.

Wordplay is divided into ten lessons, each of which presents ten words, all classified accord-

Continued on next page

WORDPLAY

Continued from page 23

ing to a central idea. Those ten topics are work, entertainment, feelings, home, occupations, health, money, seeing and hearing, character and personality, time and space. Levy successfully incorporates all areas of vocabulary learning into his text: lexical or dictionary meaning: contextual relevance and grammatical meaning.

As with many texts, each unit follows a definite and repeated pattern. Each unit is preceded by a quotation from a writer or statesman whose words are related to the theme. Some are humorous and others are poetic; some are poignant and others are philosophical. These introductions offer fine opportunities to discuss English-speaking writers and to interpret their works.

The words are first presented in written and phonetic form. The latter is not IPA form; however, there is a key to the symbols, and it is easy to follow. After the first presentation, there are ten sentences which give the partially spelled words in semi-context. This is intended as a spelling exercise. My method of introduction has been somewhat different: after having written the words on the board, I use each one in full context and have my students practice pronunciation. Then I use the text's spelling exercise as a dictation, providing my students with more contextual usage in the form of a listening/writing/spelling exercise. A page of pictures follows, depicting five scenes descriptive of five of the words. From pictures to words, the next exercise is one of five context clue fill-ins. They are complete and give the words valuable depth. Finally, the students are given dictionary definitions.

The next section is titled Thinking. Several games or activities are used to promote thinking about the new words. Word quizzes ask questions such as: Which word is the opposite of . . .? What word refers to . . .? Some are more interesting and present mini-situations with questions or sayings such as: "Let the buyer beware." Other exercises encourage the students to think by association—finding four synonyms out of a group of five words, or grouping three words out of four with a lead word. These exercises require a lot of time because, to be effective, many of the synonyms must be presented in contexts of their own. However, it is worth the time; to teach a word, it is often necessary to teach a whole family of words. Sometimes the student is asked to order the words, in sequence or from the specific to the general. Matching exercises, analogies, and sentence sense (crossing out the word that does not belong) activities are also used. The Thinking section is very valuable not only for learning the words but also for learning to express cognitive processes.

The Reading section, intended to test comprehension, offers a short selection using the vocabulary words. Some of the passages are informative paragraphs; some are historical narratives; some are fictional. Questions follow, and then another related paragraph with fill-ins is presented. The questions are basically plot-related, and do not explore themes. They do not ask the student to find the main idea or conjecture a conclusion or consequence. The goal of the text is not primarily to teach speaking; it is unfortunate that a good opportunity for discussion is missed here.

Wordlore follows Reading. In one way or another, the history, the form, the contexts, the innuendo, the ambiance of the words are examined. It is fun; it is work; it is growth.

The Writing section simply offers the opportunity to write a paragraph on a number of topics related to the words. It does not teach writing skills or punctuation; it affords the chance to use the words and associated skills in written form.

A Review section recaps both meaning and knowledge of the words. There are exercises in synonym and/or antonym selection, analogous relationships, and unscrambling.

The final Assignment is an enrichment exercise, asking the student to find the newly acquired words in newspapers, magazines, and other sources. This type of assignment is repeated in all ten lessons, and is one of the major disappointments in the book. Instead of encouraging verbal intercultural exchanges, instead of presenting exciting relevant topics for discussion, it suggests cut and paste activities.

In the final analysis, *Wordplay* does an excellent job of setting the 100 words in American society, history, and culture. It effectively presents American English in all its complexity and richness It is a text that I recommend.

About the reviewer: Ruthellen M Corbett received her Master of Science in TESOL from Central Connecticut State University She is presently teaching ESL in the New Britain Adult Education Program.

BOOK REVIEWS

Please address reviews and/or inquiries to Ronald D. Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.

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AFFILIATE/INTEREST SECTION NEWS

[illegible] College

Duke City Draws 300

ROCKY MOUNTAIN TESOL Most of the 300 participants who attended the fourth Rocky Mountain TESOL Regional Conference, October 16-18, 1986, came from the seven states comprising the region. Albuquerque, New Mexico (Duke City) was the site that drew audiences to hear **Lily Wong-Fillmore** (UC Berkeley) who delivered a moving and insightful plenary address entitled "Cultural Factors in Second Language Acquisition." **Joan Morley** (TESOL president), gave a brief, but comprehensive, overview and history of the TESOL organizations at the close of the conference. During luncheon addresses, **Mark Clarke** (U. of Colorado at Denver) talked on the vagaries of common sense in ESL and **Mary Ann Christison** (Snow College) took a humorous look at student perceptions of language learning. Other presenters talked on a variety of topics highly relevant to the work of teachers of second language learners including the relationships between ESL and bilingual education, the functions of literacy, methods and materials in language development in the classroom, theoretical issues in second language acquisition, ESL teaching abroad, the teaching of reading and writing in ESL and the use of video and computers in the ESL classroom. Luncheons, dinners, publisher review sessions and folkloric dance of the Southwest punctuated the conference activities during those beautiful autumn days. There are plans to publish a proceedings of the conference and to distribute videotapes of various presentations. For more information about this write to: Henry Shonerd, Multicultural Education Center, College of Education, University of New Mexico, Albuquerque, New Mexico 87131, U.S.A.

Wes Eby Honored as Educator of the Year

AZ-TESOL Wes Eby's contributions to AZ-TESOL (Arizona) have been continuous and unflagging. AZ-TESOL honored Wes as Educator of the Year because he has been so closely identified with the organization's growth in size, scope, and impact within the state. His colleagues honored him as a diligent student, knowledgeable teacher, supportive administrator, and devoted friend. For more than a decade he served as a member of the Executive Board and served as AZ-TESOL president in 1983-84. As AZ-TESOL historian he ties the affiliate together in a continuous past, present, and future. Congratulations Wes!

Cora Lee Jckowski, Utah ESL Teacher, Awarded

INTERMOUNTAIN TESOL Cora Lee Jckowski, who teaches English as a second language in the Granite School District, was named ESL Teacher of the Year during the recent Utah Education Association convention in Salt Lake City.

The award was presented jointly by the Intermountain Teachers of English to Speakers of Other Languages and the Utah Foreign Language Association.

Ms. Jckowski was selected on the basis of evaluations by students and administrators and for her professional background. She has taught ESL in Utah School Districts for the past 13 years. Along with her teaching responsibilities, Ms. Jckowski administers Central Community School's ESL program as well as other similar programs in Granite School District's community schools.

Resource Handbook

SPEAQ The SPEAQ organization recently published a resource handbook for distribution to the members of SPEAQ and to various organizations who are seeking professional help in the field of English as a second language. The names and information were compiled from forms that were completed by individual SPEAQ members. The list will be updated by the SPEAQ office regularly. In addition to the standard information of name, address, and phone numbers, each entry includes such important information as areas of expertise, levels taught, and availability. An index is included in the front, so users of the handbook can find the information they want quickly and efficiently.

If your organization is looking for additional ways to serve the needs of the profession in your area, you might consider a resource book as well. If you want more information about compiling the book, please contact the SPEAQ office, 3660 Durocher, Suite 1, Montreal, Quebec H2X 2E8, Canada.

TESOL in Action: Papers for Classroom Teachers

GEORGIA TESOL *TESOL in Action* is a series of papers specifically designed for ESL classroom teachers. The series, produced by Georgia TESOL, focuses on instructional ideas which teachers can implement in their classrooms on Monday morning.

Volume 1, No. 1, "Writing to Policy/Decision Makers," gives direction to teachers in how to conduct a letter-writing activity with ESL students. The unit shows how social studies and cultural objectives can be integrated with language objectives for a lesson that promotes "real communication." The letter writing activity is an excellent way to involve ESL students in the political processes which directly affect their lives. Extension activities, such as research, sending telegrams, and "adopt-a-legislator" are also outlined.

Volume 1, No. 2, "Games in the ESL Classroom: More than just playing around," shows the many ways that games can be used for communication activities. It gives hints for including students of various proficiency and age levels, and suggests the role of the teacher as a facilitator. Even the least "artistic" teacher can copy the game board directions which are given.

Both issues can be ordered from Beatrice Divine, Marketing Editor, *TESOL in Action*, ESL Dept., Georgia State University, University Plaza, Atlanta, Georgia 30303, U.S.A. The price of $1.25 per issue includes postage.

Continued on page 31

Upcoming TESOL Affiliate Meetings

(Meetings are in the U.S.A. unless otherwise indicated.)

1987	
January 19-23	A.T.E.S.O.L., Sydney, Australia
February 5-7	Arizona TESOL, Phoenix, Arizona
February 19-21	Gulf Area TESOL, Tampa, Florida
February 20-21	Illinois TESOL/BE, Champaign, Illinois
March 6-7	Texas TESOL II, San Antonio, Texas
March 27-29	California TESOL, Pasadena, California
April 3-4	Wisconsin TESOL, Madison, Wisconsin
April 4-5	TESOL France, Paris, France
April 21-25	21st TESOL Convention, Miami Beach, Florida
April 25-27	TESOL Spain, Site to be Announced, Spain
May 7-8	New Jersey TESOL/BE, Inc., Union, New Jersey
May 7-9	Associaco Portuguese de Profesores de Ingles, Lisbon, Portugal
May 29-31	Venezuela TESOL, Caracas, Venezuela
June 10-13	Societe pour la promotion de l'enseignement de l'anglais langue seconde au Quebec, Montreal, Quebec

For more information on these meetings contact Susan Bayley, TESOL, Suite 205, 1118 22nd Street, N.W., Washington, D.C. 20037, U.S.A. (telephone: 202-625-4569).

MINISCULES

Edited by [illegible]

The Call by John Hersey. 1985. Alfred A. Knopf, 201 East 50th Street, New York, New York 10022. 701 pp., $19.95.

Time usually prevents me from selecting a seven-hundred-page book to read for relaxation. Happily, there are exceptions; otherwise, I would have missed John Hersey's compelling novel, *The Call*, the story of a Protestant missionary, David Treadup, in China in the early 1900's through the Second World War. Besides providing a vivid description of a rapidly changing China, Hersey's novel dramatizes the pain and excitement of committing oneself to a new country. Its central character struggles with a language that frequently eludes him; he also struggles in his ambiguous role as helper to people who had not asked for his help. Whether or not you have experienced or are experiencing the trauma of adjusting to life in an environment very different from your own, this portrayal of a man whose vision put him ahead of his time and ultimately destroyed him will enrich you.

Katharine Samway
University of Rochester

The Dispossessed by Ursula K. Le Guin. 1974. Avon Books, 1790 Broadway, New York, New York 10019. 311 pp. $2.95 paperback.

In *The Dispossessed*, Shevek, the scientist hero from the desolate, "utopian" planet of Anarres, dares to visit the decadent and class-ridden planet, Urras. He makes his visit in order to build understanding and reduce friction between the two planets; the antipathy is long-standing, as the original settlers of Anarres had been forced to flee from Urras. Reading this book, I was continually reminded of the disquiet that frequently occurs when we leave our relatively safe native lands, towns or villages which we always encounter when we return to the places that were once homes. Where do we belong? What does it mean to belong? These are questions I asked myself repeatedly, and, I suspect, questions we ask ourselves whenever we come in contact with people from different backgrounds.

Katharine Samway

How the Swans Came to the Lake by Rick Fields. 1986. Shambhala Publications, 314 Dartmouth Street, Boston, Massachusetts 02116. 445 pp., $14.95 paperback.

One may think Buddhism was introduced in America in the 1950's by Allen Ginsberg, Jack Kerouac, and Gary Snyder. These poets did popularize Buddhism at the time, but the interest in Asian religions goes farther back. Rick Field's lively, thorough, and entertaining book, *How the Swans Came to the Lake*, starts with some background about Buddhism and then gives a detailed account of the early inroads of Buddhism in America beginning in the early 1800's. The Transcendentalists, Ralph Waldo Emerson and Henry David Thoreau particularly, but also Walt Whitman, maintained a long and deep interest in Asian religions, learned mostly from British sources. Around the same time, America saw the arrival of Chinese laborers in California. Though uprooted in almost every way, these Chinese continued to worship in temples and joss houses they erected wherever they could. By the end of the 1800's, enough enthusiasm for Buddhism had been generated in America by the "White Buddhists" that the World Parliament of Religions took place in Chicago in 1893. From that time on, Buddhism continued to interest Americans to the present day.

Kitty Chen Dean
Nassau Community College

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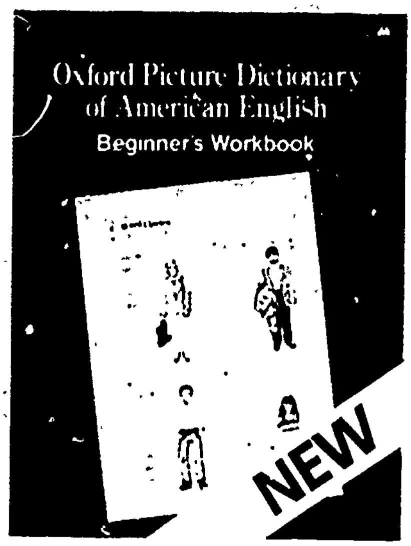
INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director TESOL, Suite 205, 1118 22nd Street N.W., Washington, D.C. 20037, U.S.A.



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Students with no prior knowledge of English can use the Beginner's Workbook successfully.

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Teaching at an Open University

by Richard J. Itzen
Ramkhamhaeng University

When most ESL teachers think of college or university, they think of one particular type of education institution, quite often a "closed" university. In contrast many of us teachers carry on our ESL teaching careers in "open" universities.

The open university is a state-run university, depending primarily on tax revenues. This often makes for limited funding especially because income from tuition payment does not amount to much. To allow all to enroll, tuition fees are extremely low. In the Italian university system, where I taught for four years, students pay about US $40.00 per year, while here at Ramkhamhaeng University in Bangkok, Thailand, where I am currently teaching, they pay a mere US 60¢ per credit hour.

An open university is *open to all*. The university admits for enrollment everyone who wants to study at the university level regardless of age, socio-economic status, intelligence, or academic promise. The sole requirement is the possession of a high school diploma. Students are completely free to choose their department and area of concentration. No selection is done at either the department or university administrative level. Because of the open nature of the university, a strict prerequisite system cannot be maintained and students can register for any course that interests them, and/or is required for their major, without following any specific order.

The open door policy often becomes education for the masses. Ramkhamhaeng University may well be one of the largest open universities in the world with its current enrollment of approximately 700,000 students. This term 60,000 are enrolled for one first year English course!

The basic organization of the open university revolves around the examinations which are offered two, three, or more times per year. These exams are all-important as they are the only way that a student progresses toward a degree. Each exam is open to all those who have registered for that course. Furthermore, there is no limit to the number of times an exam can be attempted. Students can continue to take the same exam until they achieve a pass mark. I know of many Italian and Thai students who have been taking the same English exam twice a year for the past five or six years.

To prepare for the exams, a variety of study methods exists. Most students rely on one or a combination of the following: studying the textbook on their own, attending classes at the university, studying in student organized groups, and following T.V. and radio programs produced by the university.

As one can imagine, all aspects of the ESL teaching situation are greatly affected by the fact that a university is an open one. In choosing a textbook, teachers must keep in mind that it will not only be used in their classrooms, but will also serve as the sole source of instruction for many students who do not or cannot attend. This prompts many teachers, even in language skills course, to choose a traditional, explanatory text or, in an attempt to involve students more, a self-contained teach-yourself type book which includes self-correctable exercises and tests. In Italy, we used the *Strategies* series (B. Abbs) which is designed strictly for classroom use. This was seen as unfair by some students studying on their own.

Class size varies tremendously depending on the university and the course. At the University of Turin we managed to keep classes under 100, and one year I was lucky enough to have only 30 in an elementary level course. At Ramkhamhaeng, class attendance can be as high as 5,000 students with most of them watching on closed-circuit T.V.

Class attendance is not required, so instructors need not worry about keeping class registers. More important, however, is the fact that the students who do attend do so irregularly. Looking around the room at the second meeting of one of my courses, I noticed that I had almost all new faces before me! And so went the third meeting. I soon learned that there was a small core of students who attended regularly and I naturally began directing my teaching to them. On the other hand, there are students who attend the same course term after term, year after year, hoping that this time they will finally get it.

Teachers also come to not expect many responses to their requests for homework. The students in the open university situation seem to be used to sitting back and listening to the lectures, taking notes, and then studying these on their own. In many countries they are not expected to be active participants; therefore, they often do not take homework assignments seriously. Class lessons based even partly on something that the students must have prepared for at home are not usually successful

The lack of a strict prerequisite system encourages attendance by students of many different proficiency levels. This can make things especially difficult for the ESL instructor. In an advanced English course, for example, I may have, along with those who have reached that level, many students who are only just beginning their English studies. There may even be some people who are not enrolled in the university at all. They, too, are welcome.

What does the teacher do in this situation? A variety of teaching approaches are used, but the more traditional ones are most common. Most instructors stick to lecturing and using a basic grammar-translation approach in the ESL classes. They concentrate on making the content of the textbook more understandable for the students. Some encourage their students to submit written questions and then respond to them in class, thus keeping in touch to a limited degree with students' needs. In this way, of course, students only develop reading/writing skills (and listening, if the teacher speaks English in class). It is limited, but most of these students, if they get jobs where they need English, will in fact use reading/writing skills, much more, interpreting instructions on foreign-made products, reading and writing telex messages, business letters, and the like.

In other courses, teachers may employ audio-lingual methods, doing mass repetition-and-response drills. Individual practice is near impossible because of cultural inhibitions and class size. In a class of 200, 500, or 2,000 one cannot ask for individual responses without wasting valuable time. Once in a while group or pair activities can be used successfully although, of course, it takes a while to get the students used to such exercises. Perhaps more can be done with this in the future. Sometimes the basics are dealt with in class and students develop their oral skills in a language lab, if one is available, or in organizations like an English Club.

Of course, in the smaller classes real student involvement can be expected. Presentation of new material can be followed by communicative activities and even open discussions. In this environment, students can also be encouraged to ask questions and to develop a more personal relationship with the instructor.

The open university is definitely not the perfect teaching environment, but it is nevertheless interesting and always challenging. It is also definitely different from the closed university that many teachers are accustomed to. Many, many open universities exist all over the world and they are important because they welcome all.

About the author: Richard Itzen teaches ESL in the Department of English and Linguistics at Ramkhamhaeng University in Bangkok, Thailand. He has also taught ESL in Italy and in Chicago, Illinois. U.S.A.

INTERNATIONAL EXCHANGE
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U.S.A.

ENGLISH ROUND THE WORLD EXCHANGE: A UNESCO PROJECT

English is for communication. It is one means of making our world smaller. It is a bridge between nations.

We have been using English for just that. "EFL—Round the World Activities for Socially Disadvantaged Learners" is more than a language program for young high school pupils. It aims to enrich the learners' knowledge about their own homeland and about other countries, emphasizing understanding and tolerance among peoples, while teaching the basics of English.

The children put the language to use through the exchange of letters and albums with classes in other countries. In the letters and albums the learners tell about themselves, their school and home lives, the places and customs of their homeland—in other words, whatever is close to their hearts. They are highly motivated to prepare their material because there is purpose, and they are very excited when packages from other countries arrive!

The exchange is run through UNESCO's Associated Schools Project for Education in International Co-operation and Peace. In the past year we have exchanged letters with pupils from Gelsenkirchen, West Germany, from Hawaii, and with Navaho Indian pupils from New Mexico. We hope our contacts will grow next year. English teachers around the world, who wish to join in with us for idealistic reasons, or just to add some sugar and spice to their English classes, please contact:

Judy Yaron
Ben Zvi High School
Kfar Saba, Israel

TESOL '87
MIAMI
Coming of Age

PRESIDENTIAL BANQUET AND DANCE FOR TESOL'S 21ST BIRTHDAY

In 1987 TESOL celebrates its twenty-first birthday. TESOL comes of age. To mark this important occasion, there will be a celebratory banquet and dance on the night of Friday, April 24th. TESOL members in many parts of the world already are planning the evening's festivities. The guest of honor will be **Dr. James E. Alatis**, who has been executive director of TESOL since its founding.

Your preregistration packet will provide you information about reserving a place at the banquet. But regardless of whether you attend the dinner, please plan to come to the birthday party and dance. The celebration will begin immediately after dinner. Come and join in the festivities. It won't be the same without you.

CALL-IS HOSPITALITY ROOM FOR CALL USERS

The Computer Assisted Language Learning Interest Section will again welcome TESOLers to its Hospitality Room, where they will be able to see programs that CALL users have found useful in ESL. Those who have such software to share for IBM, or Apple are urged to bring copies. Watch the convention bulletin board for announcements. Direct your ideas or questions to: Macey B. Taylor, Chair, CALL-IS, 2634 East Malvern Street, Tucson, Arizona 85716, U.S.A. Tel.: (602) 326-7265.

TRAVEL TO MIAMI—PLAN AHEAD

Because TESOL '87 falls during spring break for many schools, Miami Beach will be an especially busy place. Make your airline reservations early for the best choice of travel dates and for the best prices.

Need help in making your travel arrangements? For travel within the continental United States, Eastern Airlines has joined with TESOL to offer special round-trip air fares to conventioneers. Eastern is offering special fares of 50% off the regular coach price for round trip travel beginning on or after April 16th and concluding on or before April 30th. To take advantage of these fares, call Eastern toll-free at (800) 468-7022 (in Florida the number is 800-282-0244), Monday through Friday, 8 a.m. to 9 p.m., Eastern Standard Time. Give the TESOL account number: EZ-4P67. Eastern agents will be happy to help you with your flight plans. Eastern agents will also be able to provide you with information about special rates on Hertz rental cars.

FONTAINEBLEAU HILTON

The Fontainebleau Hilton is located directly on Miami Beach at Collins Avenue and 44th Street.

TRANSPORTATION FROM MIAMI INTERNATIONAL AIRPORT TO THE CONVENTION HOTEL

Taxi: 24 hrs. a day, door-to-door, $16.00 to $20.00, travel time 30 to 40 min.

Limousine (Red Top Sedan Service): 24 hrs. a day, minibus service, door-to-door, $8.00 per person, travel time 45-60 min.

ELEMENTARY AND SECONDARY SWAP SHOPS AT TESOL '87

The ESOL in Elementary Education Interest Section and the Secondary School Interest Section are each sponsoring a Swap Shop at TESOL '87, on Saturday, April 25th, 1987. In order to participate:

1. Write a description of a favorite classroom activity that has worked well for you. Include in the upper-right-hand corner the approximate age and proficiency level of the students, and the ESL area(s) covered by the activity (listening, speaking, reading, writing). In the upper-left-hand corner, write your name and complete mailing address. Also include a) student objectives(s), b) materials needed, c) lesson sequence, and d) variations/extensions, evaluations.
2. Write (or preferably, type) the description on a single sheet of 8½" x 11" (21.5 x 27.5 cm) paper. The second side of the same sheet may be used as well. Do not use a second sheet of paper.
3. Bring 200 xeroxed or stencilled (mimeographed) copies (no alcohol dittos) bound with string or postal weight rubber bands.
4. Submit the copies at the Elementary and Secondary Hospitality Room, located in Suite Parlor 16E on the 16th floor of the North Tower (accessible by taking the North Tower elevators) and exchange them for a ticket to the Swap Shop. Copies may be submitted on Friday, April 24th between 4:15 and 6:00 p.m. and on Saturday, April 25th between 8:30 and 10:00 a.m. When you submit your copies you will receive a ticket to the Saturday Swap Shop.

On Saturday, the Swap Shop will be open between the hours of 3 and 5 p.m. Please check the *Convention Program* for location. Turn in your ticket and pick up all participant ideas.

Swap Shop participants must be present or send a proxy. No materials will be accepted by mail nor will materials be sent out after the convention.

For additional information, please get in touch with:

ESOL in Elementary Education Interest Section

Judy Meyer
8111 Manderville Apt. 211
Dallas, Texas 75231, U.S.A.
Telephone: (214) 691-2778

Secondary School Interest Section

Florence Decker
8111 Manderville Apt. 211
Dallas, Texas 75231, U.S.A.

ERIC

International Spectrum

Continued from page 1

300 N.E. 2nd Avenue. Area restaurants will prepare and sell special dishes made up of ingredients and flavors indigenous to South Florida and incorporating ideas and concepts representing South Florida's diversified ethnic communities. You may want to plan to attend the festival before leaving Miami.

The weather in Miami is perfect (well, most of the time)! It is usually sunny, warm and breezy. Spring temperatures stay in the 70's and 80's. When the humidity gets high, the rain comes in thundershowers that stop as quickly as they start, leaving behind a feeling of freshness in the air. An umbrella may come in handy for these times.

"Anything goes" is the dress code in South Florida. There are those who dress with a bit more sophistication and flair, and then there are those who dress in a comfortable, casual manner. Let comfort and personal taste be your guide. But, whatever your style, don't forget your bathing suit. Also, make sure that you have a sweater or jacket for the air conditioning in the hotel and most other places.

Getting to the Beach from the Miami International Airport should not be a problem. There are private limousines, rental cars, taxis, and airport limousines. You will find that the rates for rental cars in South Florida are among the lowest in the United States. Reservations are highly recommended. A taxi trip from the airport to Miami Beach usually runs $16.00 to $20.00. Airport limousines (Red Top Sedan Service) provide 24-hour service aboard mini-buses. From the airport to Miami Beach the rate per person is about $8.00. Be warned that while these vehicles are readily available every 20 to 30 minutes in the lower level of the airport, reservations must be made 24 hours in advance for the return trip.

We know that your attendance at the TESOL '87 Convention will be an invigorating (if exhausting) professional experience. And we anticipate that your visit to Miami will be an exciting cultural experience. We hope that you enjoy your stay in our multicultural environment.

Bienvenidos!

TWO MEETINGS FOR EDITORS OF NEWSLETTERS AT TESOL '87

There will be meetings for editors of both Affiliate and Interest Section newsletters at TESOL '87. The one for Affiliate editors is on Wednesday, April 22nd from 11:30 am to 12:30 p.m. in the Affiliate Hospitality Room.

The Interest Section editors will meet on Thursday, April 23rd from 11:30 a.m. to 12:30 p.m., room to be announced.

There are similarities and differences in the agendas of these two meetings/workshops as the focus of Affiliate and Interest Section newsletters is somewhat different. If an editor cannot attend the meeting designated, s/he is encouraged to send a representative.

Editors having questions or suggestions for either of these meetings are requested to contact Susan Bayley, TESOL Field Services Coordinator, 1118 22nd Street, N.W., (#205), Washington, D.C. 20037, U.S.A. Telephone: (202) 625-4569

Content Resolutions for TESOL '87 Needed by March 21st

Any TESOL members who wish to present a content resolution to the Legislative Assembly at TESOL '87 in Miami are requested to send a copy of the resolution which bears the signatures of at least five members of the organization to Rick Jenks, Chair, Rules and Resolutions Committee by March 21, 1987. Address them to: Dr. Frederick Jenks, 406 Audubon Drive, Tallahassee, Florida 32312, U.S.A.

All resolutions shall begin: "Be it resolved by the Legislative Assembly of TESOL that. . ."

Content resolutions may originate in either of two ways:

1. From the general membership. A resolution bearing the signatures of at least five members of the organization must be received by the Committee Chair at least thirty days before the beginning of the Annual Meeting.

2. From either the Affiliate Council or the Section Council. A resolution from either the Affiliate or the Section Council must bear the signature of the Council's presiding officer affirming that the resolution has been adopted by at least a majority vote of the Council. It should be forwarded to the Chair of the Rules and Resolutions Committee prior to the meeting of the Legislative Assembly.

Courtesy resolutions thanking convention officials and others shall be drafted by the Committee.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

AN INTERNATIONAL PROFESSIONAL ORGANIZATION FOR THOSE CONCERNED WITH THE TEACHING OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE, OF STANDARD ENGLISH AS A SECOND DIALECT, AND BILINGUAL EDUCATION, AND WITH RESEARCH INTO LANGUAGE ACQUISITION, LANGUAGE THEORY, AND LANGUAGE TEACHING PEDAGOGY,

INVITES YOU TO PARTICIPATE IN ITS

21ST ANNUAL CONVENTION • 21–25 APRIL 1987

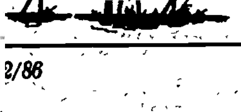
TO TAKE PLACE AT THE FONTAINEBLEAU HILTON, MIAMI BEACH, FLORIDA U.S.A.

TESOL '87
MIAMI
Coming of Age

LYDIA STACK
NEWCOMER HIGH SCHOOL, SAN FRANCISCO, CALIFORNIA
PROGRAM CHAIR

SARAH HUDELSON
CORAL GABLES, FLORIDA
ASSOCIATE CHAIR

THE CONVENTION PROGRAM WILL INCLUDE PLENARY SESSIONS BY INTERNATIONALLY-KNOWN SPEAKERS, PAPERS, WORKSHOPS, AND COLLOQUIA BY TESOL TEACHERS AND THEIR COLLEAGUES IN RELATED DISCIPLINES, EDUCATIONAL VISITS, EXHIBITS AND SOCIAL EVENTS.



NON-TESOL MEMBERS MAY OBTAIN DETAILED INFORMATION BY WRITING TO
TESOL, 1118–22nd STREET, N.W., SUITE 205
GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20037 U.S.A.
TELEPHONE 202 625-4569

TESOL

JOB OPENINGS

Adult Literacy Resource Institute. Boston, Massachusetts. Immediate Opening for ESL Literacy Resource Specialist to provide technical assistance and training for citywide literacy programs in instructional methods, curriculum development and teaching strategies. Minority and bilingual candidates urged to apply. Qualifications: M.A. in ESL or related field; 4-5 years ESL teaching experience; teacher training and/or consulting experience; familiarity with a variety of approaches to adult literacy including competency-based models. Salary: $20,000-$26,000. Send resume and cover letter to: David Rosen, ALRI, c/o Roxbury Community College, 625 Huntington Ave., Boston, MA 02115, U.S.A.

Four Seasons Language School and Cultural Center, Hamamatsu, Japan, invites applications for 2-year contracts as ESL instructors, starting in April 1987. Duties include: teaching community, business and children's classes; student placement and counseling; planning social functions. Requirements: M.A. or certificate in TESL/TEFL or related degree; minimum one year teaching experience ESL/EFL. Salary: $18,000 per year. Benefits: round-trip air fare, furnished apartment, complete medical and dental coverage. For further information send resume and recent photograph to: William S. Anton, Curriculum Director, Four Seasons Language School, 4-32-8 Sanarudai, Hamamatsu 432, Japan.

The University of Michigan, Ann Arbor, invites applications for a full-time position as Director of the newly restructured English Language Institute. Required Qualifications: Candidate must be an Associate or Full Professor with publications in language studies and demonstrated expertise in both practical and theoretical areas of applied language studies. Past and continuing scholarly productivity in both teaching and research. Demonstrated leadership in program design and implementation in English for academic purposes. Administrative experience. Duties begin fall, 1987. Applications will be accepted until February, 1987. Applications along with resume should be sent to: ELI Director Search, Office of the Dean, College of Literature, Science, and the Arts, 2522 LS&A Building, The University of Michigan, Ann Arbor, MI 48109. AA/EOE

Inter American University, San Germán, Puerto Rico. English Department opening for full-time position for teaching mainly ESL courses and occasional courses in composition or linguistics. Rank: Assistant Professor. Salary: $20-21,000 and fringe benefits. Minimum qualification: Doctorate completed in TESL and/or Linguistics; fluency in English and good command of Spanish and two years experience in teaching ESL. Load is 15 credits per semester. Summer teaching receives additional recompense. Send resume, three references and official transcript to Dr. Paul Livoti, Inter American University, San Germán, PR 00753. Deadline: February 18, 1987.

Job Notices Information

Institutional and commercial members of TESOL may place 100-word notices of job openings, assistantships or fellowships without charge. For all others, the rate is $50 per 100 words. For institutional, commercial and non-institutional members, the 100-word limit is exclusive of the contact address and equal opportunity employer/affirmative action designation (EOE/AA) where applicable. Words in excess of 100 are charged at the rate of $1.00 US per word.

Type ads double space: first list institution and location (city and/or state/province and country); title and/or position; qualifications sought; responsibilities; salary/benefits; resume, references, etc.; application deadline; contact address and telephone if desired; and EOE/AA (where applicable). Do not underline words or phrases; avoid abbreviations. Send three copies five to six months in advance of application deadline* to TESOL Publications, 1118 22nd Street, N.W. (Suite #205), Washington, D.C. 20037, U.S.A. Telephone: (202) 625-4569.

Late job notices accepted provided there is space. Call *TN* Editor: (212) 663-5819 or (718) 626-5450.

*Submit ad by this date	To appear in this issue	Recm'ded aplctn date not earlier than
December 15	February	April 30
February 20	April	June 30
April 20	June	August 30
June 20	August	October 30
August 20	October	December 30
October 20	December	February 28

Harvard University Summer School. A few openings for experienced ESL instructors, June 24-August 21, 1987. Requirements: graduate degree in TESL or applied linguistics and extensive post-masters degree teaching experience. Special areas of expertise welcomed for broad variety of elective courses. Duties for these full-time, 8-week positions include: teaching 15 hours per week, preparation, and student conferences; participation in staff development workshops and seminars, and support work with teachers-in-training. Salary: $4700-5000. Send letter of application and resume by March 1 to Anne R. Dow, Director, English as a Second Language, 301 Sever Hall, Harvard University, Cambridge, MA 02138. AA/EOE

Harvard University Summer School. June 24-August 21, 1986. A paid apprenticeship for ESP teachers-in-training who have good writing skills, some background in business, marketing, or economics, and a strong interest in learning about the case study approach to teaching. This is a paid training opportunity. Apprentice teachers normally take an associated 4-unit seminar in theory and practice of foreign language teaching and receive four units of graduate credit for the teaching practicum as well. Interested applicants contact William Biddle, Associate Director, English as a Second Language, 301 Sever Hall, Harvard University, Cambridge, MA 02138 by March 1. AA/EOE

Chicago, Illinois. Possible opening for an Assistant Professor of Linguistics beginning in fall term of 1987. Teaching duties include general linguistics courses at all levels. Specialization in sociolinguistics and bilingual education or TESL. Experience teaching at the Master's level is also helpful. Tenure track position. Ph D. required. Send your letter of interest and curriculum vita to the Search Committee, Department of Linguistics, Northeastern Illinois University, 5500 N. St. Louis, Chicago, IL 60625.

University of Arizona, Tucson, Arizona. Linguist/Sociolinguist, rank open. We would prefer either a linguist, full professor, with interests in theories of linguistic structure (and/or the study of language in literature, discourse analysis, theoretical and applied topics bearing upon ESL) with responsibilities to include ESL graduate courses; or a sociolinguist, assistant professor (tenure track), teaching responsibilities to include second language acquisition theory and methods, modern grammar and language use. We are currently authorized to recruit a linguist/sociolinguist on a single line, however, the possibility exists that we may be able to hire a second specialist in the area. Please send applications, with "Attn Linguist/Sociolinguist" indicated on the outside of the envelope, to Gerald Monsman, Head, Department of English, Modern Languages 445, University of Arizona, Tucson, Arizona 85721, deadline is 1 December 1986, or until position is filled. AA/EOE

Washington State University, Pullman, Washington. Teaching assistantships available for students enrolled in the M.A. Program in TESOL. Duties include teaching various levels of university ESL courses and freshman composition (9 semester hours/year). In addition to gaining experience in teaching college-level ESL, our students do observation and practice teaching at the university's Intensive English Institute where there are also possibilities for employment. For information write, Roy C. Major, Department of English (TESOL), Washington State University, Pullman, WA 99164-5020. EOE/AA

University of California, Santa Barbara. Vacancies anticipated at the rank of Lecturer, to teach ESL courses at the graduate and undergraduate levels. Effective 1987-88. One-year appointments with possibility of renewal. Base salary: $25,560. Qualifications: a minimum of two years of ESL teaching experience at the university level. Terms and conditions of employment are subject to UC policy and any appropriate collective bargaining agreement. Prefer candidates with Ph D. degree in TESL or Applied Linguistics, or equivalent professional accomplishment. Ability to teach both composition and oral skills within a range of proficiency levels. Knowledge of ESL materials and approaches, and knowledge of Computer Assisted Language Learning (CALL) preferred. Send letter of application by February 15, 1987, and arrange to have three letters of recommendation sent to: Sandra A. Thompson, ESL Search Committee Chair, Linguistics Program, University of California at Santa Barbara, Santa Barbara, CA 93106, U.S.A. AA/EOE

San Francisco State University. Two tenure-track positions in the English Department to teach in the ESL and MA/TEFL programs. Positions begin August 1987. Minimum qualifications include: doctorate in TESL/TEFL or related field; experience in teaching ESL/EFL at the university level; academic preparation to teach TESL/TEFL training courses at the graduate level. Special emphasis is being placed for these positions on affirmative action candidates. The anticipated deadline for applications is March 31, 1987. For complete descriptions of the two positions write to: Dr. Stephen Arkin, Chair, English Department, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132, U.S.A. AA/EOE

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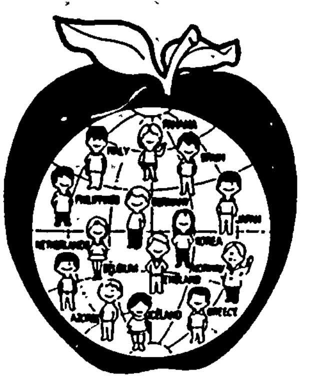

For additional information regarding qualification requirements, salary, benefits and a current application brochure, send a postcard to:

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The *ESL Opportunity Bulletin*, issued bimonthly by the TESOL Central Office, publishes notices of jobs, teachers exchanges and grants at no cost to employers.

Employers should submit notices on a standard form available from the TESOL Central Office as announcements in other formats may be subject to editing for length.

The *Bulletin* is circulated to all subscribers to the Employment Information Service ($7 per year for members in the U.S.A., Canada and Mexico and $9.50 for members residing elsewhere; $15 for non-members in the U.S.A., Canada and Mexico and $17.50 for non-members residing elsewhere).

For mo [illegible] formation about either service mentioned ab[illegible] please write to: Employment Informati[illegible] vice, TESOL, 1118 22nd Street, N.W. (#2[illegible]), Washington, D.C. 20037, U.S.A.

Illinois Institute of Technology. Chicago. Assistant Professor, ESL, tenure track, beginning August 17, 1987. Duties: to redesign, supervise, and teach in ESL program for undergraduate and graduate students in professional programs. Secondary teaching areas: undergraduate linguistics, intercultural communication, or English and American literature. Qualifications: Ph.D. in English, linguistics or related field preferred; minimum of three years' teaching experience in academically or scientifically oriented programs, with emphasis on composition; administrative and overseas experiance desirable. Salary in mid twenties depending on qualifications; full benefits. Interviewing at MLA, New York, December, and in Chicago. Deadline January 15, 1987. Letters and resumes to Professor Henry Knepler, Department of Humanities, Illinois Institute of Technology, Chicago, IL 60616. (312) 567-3470. AA/EOE.

University of Oregon, Eugene, Oregon. Tenure position available at assistant or associate professor level, Linguistics Department. Required: Ph D. in hand, record of publication and scholarly activity, teaching experience. Qualifications: Primary area of research in applied linguistics and second language acquisition. Strong background in general linguistics and a second area of strength. Administrative experience and English language institute experience helpful. Responsibilities: Teach second language acquisition, methods of second language teaching, and core courses in linguistics curriculum. Supervise graduate students. Administrative duties in tha American English Institute. Send CV, publications, and three letters of reference by January 15, 1987 to: Russell S. Tomlin, AL Search Committee, Department of Linguistics, University of Oregon, Eugene, Oregon 97403. U.S.A. AA/EOE

Georgia State University, Atlanta, Georgia. Assistant Professor, tenure-track position, ESL Department, beginning September, 1987. Ph.D. required along with experience in teaching ESL and TESL graduate courses. Specialization in the teaching of spoken English desired. Evidence of scholarly achievement and active professional involvement expected. Background in computer-assisted language learning helpful. Salary commensurate with experience and qualifications; possibility of summer teaching. Send letter of application, resume, and three letters of reference to: Becky Bodnar, Chair, Screening Committee, ESL Department, Georgia State University, University Plaza, Atlanta, Georgia 30303-3083. Application deadline: Feburary 27, 1987. AA/EOE

Queens College, C.U.N.Y., Flushing, New York. Four openings for individuals to teach applied linguistics courses in M.A. TESL Program in China for 1987-1988 academic year, September-June. Teaching load is two courses per semester totaling eight hours per week. M.A. required. Salary: 1060 Yuan per month plus vacation allowance. Roundtrip air transportation, housing, and health care provided for staff and spouses. Send resume by April 30 to: Howard Kleinmann, CESL, Queens College, Flushing, N.Y. 11367, U.S.A. Telephone: (718) 520-7754.

Queens College, C.U.N.Y., Flushing, New York. Four openings for individuals to teach theory and methodology courses in M.A. TESL Program in China, June 15-August 14, 1987. One opening is intended for a specialist in ESP, one for a specialist in composition/rhetoric, and two for generalists in the field. Teaching load is two courses totaling twelve hours per week. Ph.D. required. Salary 1500 Yuan per month plus vacation allowance. Roundtrip air transportation, housing, and health care provided for staff and spouses. Send resume by February 28th to: Howard Kleinmann, CESL, Queens College, Flushing, N.Y. 11367, U.S.A. Telephone: (718) 520-7754.

Centro Colombo Americano, Cali, Colombia. Five positions as EFL teacher opening immediately. Requirements: B.A./M.A. in TES/FL or related field. Job description: Teach EFL to adolescents and adults six hours a day in pleasant up-beat environment. Benefits: Round-trip airfare, paid vacation and holidays totaling 38 days in 1987. 1 month's salary bonus per year. 1 month's salary severance pay per year, and medical coverage. Salary: adequate for living graduate-student style. Call: 68-59-60. Write: Estrellita de Plested, Academic Director, Centro Colombo Americano, A. A. 4525, Cali, Colombia.

The State University of New York, Stony Brook, New York. The Department of Linguistics at SUNY Stony Brook has a possible tenure-track opening at the assistant professor level beginning Fall 1987. Candidates should have a Ph.D. in linguistics, specialization or substantial experience in TESOL, and a demonstrated interest in linguistic theory as it relates to issues in TESOL and second language acquisition. Teaching duties will include supervision of teaching assistants in the university ESL program. Preliminary interviews will be conducted at the LSA meeting in New York. Send cv, names of three referees, and representative publications to Professor Ellen Broselow, Chair, Search Committee, Department of Linguistics, SUNY Stony Brook, New York 11794-4376. AA/EOE

New Day School, Tokyo, Japan. Full-time English teacher for adults and children. Energetic, positive, native speaker with university degree (ESL/EFL or related preferred), teaching experience, and a strong interest in teaching and learning necessary. Familiarity with "new" trends and approaches (e g. TPR, CLL, Notional/Functional Syllabi, acquisition, etc.) extremely useful. Two-year contract. Visa sponsorship, paid training, and competitive salary provided. For more information, send resume and letter of reference to: New Day School, 2-3-14 Tamagawa-Gakuen, Machida-shi, Tokyo 194, Japan.

The Technical Training Institute, Dhahran, Saudi Arabia, seeks ESL instructors for its civil aviation electronics training program. Duties include teaching and some program development. Qualifications: M.A. in TESOL or equivalent; substantial (2-3 years) overseas experience (preferably in Saudi Arabia); ESP for math and electronics highly desirable. Competitive salary and benefits. Two-year contract. Send resume to Mr. Peter W. Woolley, Senior English Instructor, Training Department, Saudi Services and Operating Company, Ltd., P.O. Box 753, Dhahran Airport, Saudi Arabia 31932. Telephone: 966-3-879-2323. Telex. 801926 SSOC SJ.

The Language Centre, Kuwait University, Kuwait. Currently accepting applications for the positions: Assistant Director for Curricula and Programmes; Tests and Measurement Specialist. Qualifications: Doctoral degree plus extensive supervisory experience in related field. Salary commensurate with qualifications and experience. Benefits: One year contract, renewable, free furnished housing, annual roundtrip airfare for the candidate, his spouse and three children, medical and dental coverage, paid summer vacations and end of contract gratuity. Write to: Dr. Balkees Al-Najjar, Director, Language Centre, Kuwait University, P.O. Box 5486 Safat, 13055 Safat, Kuwait.

University of Alabama, Tuscaloosa. Teaching assistantships at the English Language Institute and for English Department freshman composition courses for non-native speakers. Must be admitted to M.A.-TESL program. Positions available August 1987. For information on M.A. program and assistantships contact. Director of Graduate Studies, English Department, The University of Alabama, Drawer AL, Tuscaloosa, Alabama 35487, U.S.A. Telephone: (205) 348-5065. AA/EOE

Stanford University, California. Director of the Bechtel International Center at Stanford University, Salary range: $50-55,000 per year (depending on qualifications and experience). Applications must be postmarked by Feb. 10, 1987. For further information contact: Kathy DeMoulin, Stanford University, Personnel Department, Stanford, CA 94305. Telephone: (415) 723-0918. AA/EOE

1988-89 FULBRIGHT GRANT INFORMATION AVAILABLE SOON

The Council for International Exchange of Scholars (CIES) is in the process of compiling information about 1988-89 Fulbright Lecturing Grants open to U.S. faculty in the field of TEFL/applied linguistics. To receive information packets as soon as they are available, send requests to: CIES, Eleven Dupont Circle N.W., Suite 300, Washington, D.C. 20036.

PLEASE NOTE
JANUARY 31st
is the (early) deadline for
JOB NOTICES
and
OTHER ANNOUNCEMENTS
for the April '87 *TN*

We are planning an early March mailing of this issue so that it will reach readers prior to the TESOL '87 convention in Miami. If you are planning an announcement for this issue, send it in time to reach the editor by January 31st. Address it to: Alice H. Osman, Editor, *TESOL Newsletter*, 370 Riverside Drive (1-C), New York, NY 10025, U.S.A.

AFFILIATE NEWS

Continued from page 25

Georgia Rep. Sinkfield Receives Honors

GEORGIA TESOL State Rep. Georganna Sinkfield was recently honored for her contributions to English as a second language in Georgia Public Education. D. Scott Enright, associate professor of Early Childhood Education at Georgia State University and President of GTESOL, presented the award at the International Awards Banquet on Monday, June 2, 1986 at Georgia State University. The banquet was sponsored by GTESOL.

Rep. Georganna Sinkfield and D. Scott Enright, president of GTESOL.

GTESOL recognized Rep. Sinkfield for her leadership role in insuring that a provision for ESL instruction be included in the Quality Basic Education Act. The draft version of the QBE Act did not mandate this provision. Through Rep. Sinkfield's efforts, the draft version was changed from, "The State Board of Education *is authorized* to create a program for limited English proficient students," to "The State Board of Education *shall* create . . ." This change is critical to serving limited English proficient students in Georgia's public schools.

Rep. Sinkfield is serving her fourth year in the Georgia House of Representatives. Her legislative area includes portions of Atlanta city schools and Fulton County schools where the impact of this provision will be immediately felt.

by Mary Lou McCloskey, GTESOL Publicity Liaison

Editor's note: If your affiliate is interested in hosting an awards banquet as a fundraiser, contact GTESOL for suggestions and ideas. Please write to Mary Lou McCloskey, GTESOL Publicity Liaison, 1958 Starfire Drive N.E., Atlanta, Georgia 30345, U.S.A. *M.A.C.*

AFFILIATE/IS NEWS

The editor of this page is Mary Ann Christison, [illegible] Snow College, Ephraim, [illegible] Affiliate and Interest section [illegible] by the [illegible] on page 2 of *TN*.

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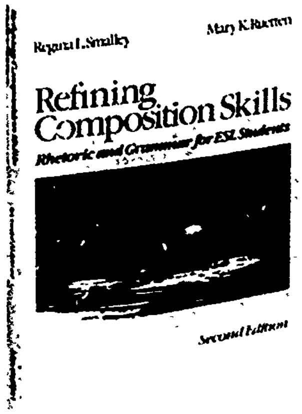
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