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Responding to Feedback in Revision in Multiple-draft Writing

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Feedback to student writing is vital in revision in multiple-draft essay writing (e.g., Flower, Hayes, Carey, Schriver & Stratman, 1986; Zamel, 1983). Despite doubts on its effectiveness (Frankenberg-Garcia, 1999) and the criticism against its "short-term" effect (e.g., Muncie, 2000), there is growing empirical evidence linking feedback to revision. The interested reader may wish to read Paulus' (1999) article for an informative overview of opposing arguments on the effect of feedback on writing.

Intuitively, commentary well understood may be useful in revision and accepted by the student-writers. Conversely, vague or unintelligible commentary will not be useful in revision. Nevertheless, student-writers have reportedly (e.g., Hounsell, 1987; Sommers, 1982) deliberately chosen not to effect revisions or corrections as recommended by reviewers even when the commentary and/or suggestions were clear and well understood; or they have been found to use suggestions from peers selectively (Connor & Asenavage, 1994). At present, to the best of my knowledge, what we know about students' unresponsiveness to feedback is mostly speculative.

There may be several reasons to the deliberate indifference to or rejection of feedback, of which: mistrust of the feedback giver; doubts about the relevance of the comments or the necessity of effecting changes—if the student believes that both his/her formulation or idea and the suggested one are equally acceptable and that choosing either is only a matter of preference. Or perhaps some types of feedback formulation (e.g., Ferris, 1995), and even the modality, style or tone (e.g., Hedgcock & Lefkowitz, 1996) may affect the student-writers' receptivity to it. As teachers of writing, especially to limited English proficient (LEP) students, we need to know why they may choose to ignore feedback, how to remedy the situation by both providing more acceptable feedback and encouraging the students to use it for their own benefits. Efforts towards knowing these aspects may contribute towards eliminating writing instructors' "uncertainty" on the best way to provide feedback to their students (Paulus, 1999). This article attempts to contribute to filling this gap. It, thus, comes as another tentative response to the call for research to identify the type of feedback most appropriate and effective (e.g., Ferris, Pezone, Tade & Tinti, 1997; Paulus, 1999; Reid, 1994).

In the present article, I shall consider some empirical evidence of (mostly teacher) feedback which has proved useful, at least in the short term, to revision. Then, I shall also show how misunderstood commentary or suggestion may be counterproductive. Thirdly, I shall identify cases of rejection of feedback and suggest reasons for the rejection. The evidence is based on students' writing (for which permission to publish was granted by the authors) from a first-year university academic writing programme described below.

The Academic Writing Programme

Writing instruction at the University of the North in South Africa is of recent date, through introduction in 1993, of a credit-bearing undergraduate course, "Academic Writing." Yet, writing skills had always been of special concern because most entrants come from disadvantaged schools. The overwhelming majority of these first-year students were quite unequal to simple writing tasks, presumably as a result of their inexperience with writing at secondary schools (see Jackson & Hart, 1995; Kasanga, 1999; Kasanga, forthcoming). Consequently, writing instruction has to start from such basic writing skills as diary and letter writing, and the writing of simple narratives in the form of free-flowing story-telling. Over time, the course has established itself on the process-writing model. Writing assignments in the second semester all follow the pre-writing, drafting, and writing steps. Students are required to: (i) identify task words and topic words in the prompt; (ii) collect ideas through brainstorming, note-taking and note-making, and summarizing; (iii) plan their essay in outline form; (iv) draft; (v) revise and edit, before writing up. The process is not a linear, but rather a recursive one in which the student-writer is encouraged to constantly look back at the previous stage(s) and make the necessary adjustments. Students are weaned of their excessive yearning for marks by keeping the awarding of a grade to a minimum and by postponing it until the later stages of the process. They, therefore, learn to revise several drafts and, in the process, gradually develop their critical thinking and writing skills.

The teacher-dominated style of instruction and examination-driven assessment system which still prevail in South African tertiary education impact on second language writing instruction and the choice of forms of reader response, too. Feedback to students' writing has consequently remained the tutor's preserve. However, peers have increasingly been encouraged to provide feedback, in addition to that given by the tutor. The use of peer feedback has, nonetheless, been occasional and haphazard. To prepare for the introduction of self-and peer-feedback and other alternative forms of assessment (portfolio assessment, group work, oral presentation) which outcomes-based education (OBE) advocates in the evaluation of student's learning, a small-scale study consisting of using peer feedback in revision was carried out in the normal classroom writing activities.

Feedback in Revision

Teacher feedback had, until the emergence of process-writing, been the sole source of reader response to student writing. At tertiary level in South Africa, writing instruction has, in most cases, seldom been part of the curriculum. Students' essays are generally submitted to the tutor's "red pen." The tutor plays more the roles of "expert reader," "sole audience," and "sole evaluator" or "consultant" than that of "collaborator." The view that the tutor is "the role model, the source of knowledge, and the director of learning" (Johns, 1997, p. 4), overrides all other roles s/he might play in writing instruction, as the results of a survey (Kasanga, 1996) confirm. Student-writers tend to adopt an uncritical stance towards their tutor's feedback.

Writing instructors have resisted using peer review feedback on the grounds that it may be unproductive and may have disastrous results, besides the fact that it is difficult to implement. On the other hand, student-writers may resent receiving feedback from their peers because of the fear of ridicule. Yet, there is growing empirical evidence of the effectiveness and social benefits of peer feedback in the writing class. It is presumably on the strength of this evidence that in South Africa, outcomes-orientated educators, taking a cue from pedagogical practices globally, advocate the use of self- and peer-feedback to evaluate students' learning in general, and writing in particular.

The Study: Response to Feedback

In a fuller description of a quasi-experimental study (see Kasanga, forthcoming) of the practical implications, in writing instruction, of the use of peer feedback in addition to teacher feedback, perceptions of the student-writers concerning the effectiveness of the use of peer feedback in comparison to teacher feedback were analysed. In this article, the focus is on a sampling of (mostly teacher) feedback on a free-writing task in a normal writing class and the student-writer's receptivity and response to it, viz.: (i) successful revision prompted by feedback; (ii) no feedback/successful revision, (iii) feedback/unsuccessful revision, (iv) feedback/miscorrection; and (v) feedback/no revision.

Feedback/Successful Revision

This section describes and analyses cases of successful use of feedback, at various degrees of complexity, in which the suggested correction was either prompted by a conventional marking symbol to indicate various mistakes and errors, an elaborate set of feedback, sometimes a more explicit and direct correction, or a comment in or at the end of the essay.

One prominent case of successful use of teacher feedback is illustrated in Appendix A. In a portion of the student essay, the article *the* was circled in red and a question mark (?) placed next to it. In revising the essay, the student not only replaced the definite article *the* with the indefinite article *a*, but also added the epithet *Masarwa* to the noun phrase. Although the student seems to have understood because s/he reformulated the phrase quite successfully, it is doubtful whether the tutor's feedback would be universally understood.

More explicit however, were other cases of teacher feedback through the use of conventional symbols, short comments or questions, or both, as exemplified by excerpts in Appendices B to H. In the first case, the tutor indicates incorrect "tense" (*t*). In the next three examples, a mixture of surface errors (grammatical mistakes such as: incorrect use of tense, pronoun, or omission of preposition) and meaning-level errors, in the forms of questions and remarks, are pointed out to the student-writers. In all these cases, the student-writers coped well with the revision. In the case of the infelicitous use of relative pronouns *he* and *him* (Appendix C), the student-writer skillfully re-wrote the sentence by disambiguating the referents of the two pronouns. Likewise, the two paragraphs in Appendix D were revised in the following way: firstly, the first sentence of the second paragraph in the first draft was moved to the last sentence of the previous paragraph as suggested by the tutor and turned into a clause of the last sentence of the first paragraph. Secondly, the first sentence of the second paragraph was rephrased in a much clearer and unambiguous way.

A more complex case is represented by the two paragraphs in Appendix E. The tutor's feedback included: indications of misuse of tense, explicit corrections, and a remark that a sentence was incomplete. After the revision, both paragraphs were improved considerably. The meaning-level feedback by the tutor was also dealt with fairly successfully by the student-writers in instances illustrated in (Appendices F to H). In Appendix F, the student-writer understood the tutor's comment and revised by replacing the paragraph which was said to be a mere story re-telling which contained a message or moral lesson. In another instance (Appendix G), the student-writer's revision was quite elaborate—removing the paragraph judged to be "unintelligible" by the tutor with two additional and more intelligible ones. Finally, the tutor's comment-cum-advice (Appendix H) prompts a reformulated statement which carries a message of some sort.

No (Explicit) Feedback/Revision

There were also instances, rare though, in which a student-writer revised some portions of his/her first draft, as illustrated in the excerpt in Appendix I, without explicit and local feedback in the text. The tutor had only made the comment *Not good enough!*

at the bottom of the draft. Such a global commentary alone, it must be pointed out, is unhelpful to most student-writers, especially novice writers who need more than a sibylline evaluation at the end of the draft. Nonetheless, in the specific instance being discussed here, the student-writer tried to revise by reformulating some sentences without much change to the content of the essay. It can be surmised that the revision would have been much improved had more specific and localised feedback been given.

Feedback/No Revision

In yet other cases, student-writers failed to change their first draft significantly, in spite of the tutor's feedback. This is illustrated in Appendix J. The student-writer stuck to the original script and made only insignificant changes, such as the addition of inverted commas to indicate the title of the short story (which the tutor had explicitly suggested). Clearly, in this and other similar cases, the students either did not understand or were unable to effect the changes suggested because these were beyond their language abilities.

Sometimes, however, even if the student-writers have the necessary language abilities to make changes, they may choose not to do so (e.g., Sommers, 1982). One of the reasons for declining to effect changes is presumably doubts about the necessity of effecting changes, if the students believe that both their formulation or idea and that suggested by the tutor or peers are equally acceptable and that choosing either is only a matter of preference. Even in a student population such as the one in the study reported in this article, for whom the tutor is considered as the authority to correct, advise, and guide in the writing process (Kasanga, 1996), some students would still disagree with (at least some of) the tutor's suggestions. Canvassed on their level of agreement (see Kasanga, forthcoming), six out of 26 students (23%) unexpectedly disagreed with the tutor's comments.

The disagreement and reluctance to accept feedback are even greater in the case of peer feedback. Student-writers may be even more reluctant to effect changes on the basis of their peer's feedback (e.g., Connor & Asenavage, 1994) if they have doubts about their peers' ability to give positive and useful input. Connor and Asenavage's (1994) study showed that only 5% of the changes made in revision were influenced by peer feedback. The perception that peers are less likely to provide feedback worthy of consideration is borne out by a survey (Kasanga, forthcoming) in which the students overwhelmingly stated that they mistrusted their peers' feedback (see also Mendonça & Johnson, 1994), because, as one student put it, "Many student feel embarrass when their essays see by student than tutor" [*Many students feel embarrassed when their essays are seen by students instead of the tutor*]. This mistrust is further explained in the following student comment:

> I think because we as students we know each other very well, it will not be
> right to mark each others [*other's*] work because we do [*commit*] the same
> mistakes.

This feeling contrasts with that expressed by some of the respondents and the enthusiasm by the overwhelming majority (78% of the students polled) for peer review activities. Some students believe that their peers whom they consider to be at a higher level of language competence than themselves can be of great use. Hence, a respondent wrote the following:

> I am not good in writing and spelling words and my English is not good
> so if I know [*knew*] you I could come to you and ask some help from
> you. Keep on doing your good work.

Another reason for resenting and eventually rejecting peer feedback may be the tone used and the formulation of the feedback. Research has shown that form, modality, and style or tone of commentary affect the student-writer's receptivity to it (Hedgcock & Lefkowitz, 1996). When asked to react to a harsh comment by a peer, the author of a draft clearly resented the tone and stated that she found it both unfair and unhelpful. She complained that it did not provide the kind of supportive corrective feedback which a weak draft would need. Negative feedback may, thus, negate one of the reported benefits of peer feedback (e.g., Zhang, 1995) claimed by educators, namely "social support from peers."

Feedback/Unsuccessful Revision

Even where feedback was fairly clear or even understood, however, student-writers were unsuccessful in their revision, as illustrated by three excerpts (Appendices K to M). In the first two of these cases, the replacement tense forms (has gone and are doing) are not the appropriate ones. In the other case, almost all the attempts by the student-writer (Appendix M) to correct several cases of misuse of tense (suffers, have, are walking, must have, has had) or vocabulary (after a few moment) were unsuccessful. In all the cases analysed, the failure to usefully utilise the feedback provided was accounted for by the students' limited language abilities.

Feedback/Miscorrection

In a number of instances, students ended up introducing more mistakes into the revised draft, mainly given their limited proficiency in English, which either hampered their comprehension of the commentary or made it difficult for them to correct the mistakes or improve their draft. For example, to the tutor's suggestion of a misuse of

tense (for *put*), a student changed it into **putted* (Appendix M). A similar miscorrection occurred in another draft in which *gived* was used by a student in the revised draft as the past tense of *give* (Appendix N). In both these cases, the tutor could not have been more explicit. The miscorrection is rather due to the student's limited English. In yet another case, however, the student mistook a comment for a suggested addition which s/he, unfortunately, incorporated into a sentence (Appendix O).

Conclusion

Generally, the feedback provided by the teacher is still highly valued by the student-writers because of his/her traditional role as "evaluator." Consequently, students responded well and some showed uncharacteristic creativity by going beyond the points suggested. This is illustrated in, among others, the example of Appendix A in which the feedback might be too sibylline to be understood by and useful to many student-writers. Tutors sometimes only give cryptic feedback presumably because they cannot give detailed feedback to the huge volume of student writing they have to respond to on a regular basis.

In contrast, peer feedback may be fraught with problems, such as those discussed above. The fear expressed in the literature, although sometimes exaggerated, is real. Despite the high level of enthusiasm and satisfaction, it seems that few were prepared to use the feedback from their peers wholeheartedly. They remain very ambivalent about and mistrustful of it. Besides, negative and harsh comments may have had an inhibiting effect.

One of the reasons for the continued dominance of teacher feedback is, I suggest, the ability of the teacher (at least the discerning and experienced one) to adapt the style or tone, modality, and form of his/her feedback to the genres, levels of language ability of the students, and writing requirements.

However, it appears that some students may still be reluctant or unable to utilise tutor's feedback in the revision process. Indeed, sibylline commentary, unclear and/or confusing remarks, inconsistent conventional signs or symbols, and perhaps overly negative comments may be unproductive, counterproductive, and even inhibiting. There seems to be a need for further research both quantitative—along the lines of that by Ferris, Pezone, Tade and Tinti (1997)—and ethnographic, to respectively identify all the types of written teacher feedback and written and oral peer feedback that work and those which do not, and to identify, by asking the student-writers to reflect on, the reasons why the feedback was not helpful.

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Appendices

Note: Circling in the first draft is represented in the appendices by <u>double underlining</u>. ¶ stands for recommended "new paragraph" and any sign or symbol (such as an arrow) used by the tutor to suggest the end or the move of a portion of a paragraph to the preceding or next paragraph. [t] next to an underlined verb phrase or part thereof indicates misuse of tense. Cryptic questions were indicated in the drafts by a question mark [?]. Explicit corrections and comments in or at the end of the text by the tutor are highlighted in the draft by the use of a special font.

Appendix A

First draft

The woman who gave birth to a child on the outskirts of a remote village died during the night but the child was still alive.

Revised

A Masarwa woman who gave birth to a child on the outskirts of a remote village died during the night but the child was still alive.

Appendix B

First draft

Gideon has worked [*t*] for Mrs Farquars for several years.

Revised

Gideon had worked for Mrs Farquars for several years.

Appendix C

First draft

One day, Philemon arrived at the bus stop and he thought he will [*t*] find Mr Maphikela unfortunately he [*who?*] was in a bush ahead of him [*whom?*]. When he was still confused the old Maphikela shouted back at him, saying that he would wait for him at the terminus in town.

Revised

One day, Philemon arrived at the bus stop, unfortunately he found that Mr Maphikela has gone by bus ahead of him. When he was still confused the old Maphikela shouted back at him, saying that he would wait for him at the terminus in town.

Appendix D

First Draft

The child was also taken *in* by the missionaries.

[She was raised by them.] [¶] Margaret Cadmore was the <u>wife</u> and his husband was George.

Revised

The child was also taken in by the missionaries and raised by the missionaries.

Margaret Cadmore was George's wife.

Appendix E

First draft

After all people have*d* given their gifts to the couple and certain a girl who was sitting with other people calling herself ~~by the name of~~ meisie.[*... incomplete sentence!*] This girl was one of the kid's girlfriends who had a child with kid and Kid had refused to accept that he was the father of the child.

Meisie stands [*t*] up and walk*ed* to the minister of ceremony and dumped the child and walk up by saying kid play boy's the pop of the child.

Revised

<u>Many people came with</u> their gifts to give to the couple. <u>Amongst all these people there was a girl</u> called Meisie whom according to me it seems if she was one of Kid's girlfriends who became pregnant and Kid refused to accept that he is the one who made the girl to be pregnant.

After all people had given their gifts to the couple, Meisie stood up and walked to the table were the couple was sitted. When she arrived there, Meisie dumped the child and walked up saying that Kid had fathered the child.

Appendix F

First draft

The Farquars were good people and they believed in God. They know how to treat their servants. They didn't treat their servants as servant but as human beings and they trusted their servant. Gideon was also a good servant. He loved children.

[*This is a summary of the summary, <u>not a message!</u>*]

Revised

As you are rich you must not undermine the poor. You must take their advices into consideration because their advice will one day help you to escape from a bid trouble.

Appendix G

First draft

The main reason to admire to write with her is that she was not afraid to tell them that she is Masarwa. [*unintelligible!*]

Revised (added paragraphs)

One of the thing which Margaret had been encouraged to do was to be honest and it was that honesty which not allow her to admit that she was a coloured. Margaret was a person of considerable moral strength. It would be easy for het to burst into tears whenever she was upset, that is all she allows people to see. She was convinced that a child educated correctly would be able to make her away in the world no matter what her heritage.

The net result was a period of unhappiness followed by the happiness that she gained through her painting which she has learned from her adopted mother.

Appendix H

Tutor's comment

You ought to either explain the point of view/message in the short story (question a) or show similarities or differences with your own life/history (question b). I hope you do this in the final essay to be handed in for marking!

Revised

According to my point of view the teacher he didn't look...

Appendix I

First draft

Initially, the writer is trying to show us how people view others in the case where there is danger to their life.

Revised

Firstly, the writer tries to teach us that people should think before they judge how others in the face of danger.

Appendix J

First draft

The story (...) is Music of the Violin by Njabulo Ndebele. The story is about Vukan which is the main character. That is doing sometimes he is writing [t] (...) and he plays [t] the violin which is a most wonderful instrument.

Revised

The story (...) is "music of the Violin by Njabulo Ndebele. The story is about Vukan which is the main character. That is doing his work in the bedroom when the voice (...) filtered into (...) he writes homework and he plays the violin which is a most wonderful instrument.

Appendix K

First draft

He wanted to tell him about a man who visited his wife after he is [t] gone to work.

Revised

He wanted to tell him about a man who visited his wife after he has gone to work.

Appendix L

First draft

He said the suit will eat every meal with them and share everything they do [t] and all they have [t].

Revised

He said the suit will eat every meal with them and share everything they are doing and all they had.

Appendix M

First draft

Matilda have suffered [*t*] a lot because of the suit. One day, they have [*t*] to go for a walk and Philemon told Matilda to hold the suit with her when they are [*t*] busy walking. When they eat [*t*] Matilda must [*t*] put it on the chair and serve it. One day Matilda made a party for her friends, when they are [*t*] busy eating. Philemon reminded her about the suit. She take [*t*] it and put it on a table and served it. It was a joke for the visitors but for Matilda it was painful. Suddenly Philemon found her on the bed dead.

Revised

Matilda suffers a lot because of the suit. One day, they have to go for a walk and Philemon told Matilda to hold the suit with her when they are busy walking. When they were eating Matilda must have put it on the chair and serve it. One day Matilda has had a party for her friends, when they were busy eating, she took it and putted it on a table and serve it. It was a joke for the visitors but for Matilda it was painful. After a few moment, Philemon found her on the bed dead.

Appendix N

First draft

There was a certain boy call Ikemefuna [?] and that boy was given to Okonkwo. Ikemefuna is a (...)

Revised

The was a boy called Ikemefuna and that boy was gived to Okonkwo. Ikemefuna is a (...)

Appendix O

First draft

Maru [*who is he in the story?*] is quite a young man, he is the paramount chief elect, for his father the chief has died and he is expected to take over [the] leadership of the village.

This is good, but please in your first sentence, say who Maru is in the story.

Revised

Maru who is he in the story, he is the paramount chief-elect, for his father the chief has died and he is expected to take over [*the*] leadership of the village.

Successfully Integrating Part-Time Faculty Into The Community College: Former Adjuncts Speak

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Many post-secondary and adult ESL programs in the United States rely on a growing contingent of part-time faculty to provide all levels of English instruction. According to a recent article in the *Chronicle of Higher Education,* adjunct instructors comprised 69% of the teaching faculty in two-year colleges in 1997, (Leatherman, 2000), and the trend has been to hire increasing numbers of adjuncts. The degree of training, mentoring, and evaluation of these faculty members, so important for maintaining instructional quality and continuity, varies across institutions. In fact, TESOL, one of the international organizations of ESL professionals, recently issued a policy resolution regarding the status of part-time faculty (Segota, 2000). As former adjunct, and now full-time ESL instructors, we offer a model for an ongoing supervisory program for an urban two-year college that has experienced explosive growth in ESL enrollment, thereby necessitating the hiring of numerous adjunct faculty.

ESL enrollment at this particular community college has skyrocketed in recent years. In 1991, total enrollment was 1,154 students across three semesters, spring, summer and fall, taught by two-full-time instructors and several adjuncts; by 2000, that number had grown to 4,214 students. Therefore, since 1997, eight full-time faculty members have been hired, seven of whom were former adjunct teachers in our program. As former part-time teachers ourselves, aware of the assimilation problems we had experienced, we were asked to create a program that would include orientation, training, and ongoing evaluation for adjunct faculty. The program now in place is still in progress as we experiment with what works and what doesn't. What follows is an attempt to share with others, in a spirit of dialog, efforts to meet the needs of part-time ESL faculty at our institution. The problem, we realize, is worldwide.

Formerly, there was a systematic training program. Prospective teachers were interviewed, hired and given samples of course outlines, syllabi, course objectives, tests and quizzes, and a booklet of rules of the institution, all by the Chairperson of the Department of International Languages. Instructors were encouraged to observe other classes and levels of ESL, as well as to tutor students for a nominal wage through the Tutorial program at the community college. Some time from the 8th to the 15th week

of classes, the instructors were observed by a full-time ESL instructor, usually a volunteer, and students were given course evaluations which they answered anonymously. The results of both evaluations and recommendations were discussed with the teacher. If the evaluations and observations revealed serious problems, the department chair met with the teacher. In most cases, the instructors were retained; in very few others, it was decided that the teacher did not and/or would not adhere to the goals of the ESL program, and these teachers were not rehired.

The move toward a more comprehensive supervisory program began when an ESL coordinator, one of the full-time faculty, was delegated additional program duties as a specialized workload assignment. The new position entails interviewing, hiring, scheduling, training and evaluating the adjuncts, who usually number about 20. The coordinator and volunteer assistants developed a comprehensive supervisory program that would function as both evaluation and staff development for the ESL part-time teachers.

The first phase of the program is a comprehensive orientation before classes begin. In a two-and-a-half-hour session, textbooks and other course materials are distributed as well as a booklet, containing samples of various forms the teachers are required to be familiar with. School and departmental procedures are discussed, such as finding a substitute in case of absence, room changes, assigning written homework, having materials printed, etc. Instructors also learn where they can find work spaces with telephones and computers, places to meet with students, and where to retrieve messages from students. Other aspects of the orientation include teaching guidelines (assigning written homework, adhering to the curriculum and finishing the book). Adjuncts are also given a one-on-one training session on how to use the computerized language lab and how to integrate the language lab into their curriculum.

After the formal orientation, teachers are assigned mentors from the full-time faculty, who volunteer because they want to maintain a high quality ESL program. Although "mentor" is not quite the right word since these faculty function as mentors and coaches, as well as evaluators, this is the term we have chosen to use. The mentors discuss issues such as curriculum, objectives and classroom management, and are encouraged to stay in contact with their adjuncts to answer any questions that the adjuncts may have. Mentors may also conduct a classroom observation four weeks after the semester begins. The evaluation focuses on the positive aspects of the instruction rather than on the negative as we realize that an efficient teaching program involves cooperation among all faculty (Chilton, 1999). The mentor may discuss recommendations with the teacher, such as using the blackboard more, soliciting answers from all class members as equally as possible, giving written homework assignments, controlling talkative groups, adhering to the curriculum guidelines and

semester schedule and, believe it or not, learning the students' names. The mentors strive to maintain consistency in the evaluation process while offering instructors candor in the evaluations since omitting constructive criticism over time will hurt the teacher's jobs prospects (Franke, 2000). Since some teachers need more guidance and explanations than others, the discussions are not regularly scheduled, but many of the mentors prefer to contact the adjuncts at least once every two weeks, especially if the new adjunct instructor appears to be having difficulties. This also provides feedback to full-time teachers and the department chair on special trouble areas that the ESL program could improve upon.

At four week intervals throughout the semester, informal Saturday afternoon meetings are held, and all adjuncts are encouraged to attend. The goal of these encounters is to share experiences, problems, materials, questions, and doubts. We believe these meetings are valuable tools for integrating adjunct instructors into the college environment for two reasons. First, it is an opportunity for the ESL coordinator to ensure that classes are progressing at an appropriate speed. Since everyone is under pressure to cover the textbook materials in order to meet course objectives and ensure course outcomes, it is essential that instructors stay focused and not fall behind. Second, such a meeting gives adjuncts an opportunity to meet each other and the full-time faculty in an informal setting. Adjuncts sometimes feel like second-class citizens, ignored by their departments, underpaid by the college, and generally unappreciated by the full-time faculty. When a department takes the time to interact with its adjuncts, the rewards can be great. Mentoring and meetings are an important step toward making adjuncts feel like part of a team, and the college as well as the students will benefit from this.

Four weeks before the end of the semester, the mentor conducts a final classroom observation to see if the recommendations have been followed and if the teachers have followed the curriculum, (so that students will have the skills necessary to advance to the next level of ESL instruction). At the risk of waxing poetic, the goal of the training program is to provide an anchor for instructors so that they don't feel abandoned within a system they don't understand and they can easily find people they can trust to discuss their challenges with. For example, some ESL classes, especially the lower-level, may have relatively high dropout rates of 50% or more. This has been especially pronounced when the college has offered free tuition twice during the past three years. The drop-out rate is the result of many factors from lack of student commitment to a change in work hours or family situation. However, instructors of these classes may feel discouraged and blame themselves until they realize that there may be mitigating circumstances for a low retention rate.

At the end of the semester, the adjuncts must also advise students about what classes to take next. That means they should be familiar with the levels and disciplines

within the ESL program so that students obtain the skills to advance from one level to the next or possibly skip courses. Most important is an understanding of the "bridge" writing course to freshman composition because students must obtain faculty referrals because they have advanced beyond the ESL program and can succeed in regular college classes, where there is a majority of native-English speakers. Adjuncts are counseled on how to evaluate their student's proficiency levels (i.e., not being fooled by a disparity between speaking, listening and writing abilities). For example, we have found that students who have attended a U.S. high school tend to have advanced speaking skills and knowledge of slang and idiomatic terms, but their writing ability lags far behind their conversational skills. Some teachers not familiar with this phenomenon may assume the student is at a more advanced English proficiency level.

Recommendations

Although the more formal training and evaluation program appears to be effective in seasoning and retaining good instructors, we are still adjusting the program on the basis of feedback we receive from the adjuncts and their students. We also have a wish list of what would enhance the program *if* we had the resources. Top priority is paying adjuncts for the workshops and adding two or three more paid sessions throughout the semester. This would give all full-time and adjunct faculty time to air problems and to make suggestions for improving the whole ESL program. Most important would be a series of staff development sessions focusing on using World-Wide-Web-based technology to enhance classroom instruction (Kamhi-Stein, 1999).

Since continuing education is important, sending adjuncts to conferences would make them feel a more integral part of the profession and expose them to a wider variety of teaching methods and materials. The community college used to have a grant program that paid the travel and conference fees for some of the adjuncts who applied. The participants would submit a report with information and handouts from the sessions they deemed most valuable, and the reports were then published in a booklet and distributed to the various post-secondary and adult education programs in the state. However, this grant program has been limited to include only those educators who work with adults who have not yet earned high school diplomas.

Whether or not we obtain resources to further develop this adjunct training program, the ESL faculty and administrators are committed to the continuation and enhancement of this cooperative mentoring/evaluation approach. As former adjunct faculty ourselves, we recognize the need for promoting two-way interaction and a cycle of feedback that can only enhance instruction.

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Conference Announcements

Australian Council of TESOL Associations (ACTA). January, 20-22, 2002. 2002 National Conference, "Learners from Diverse Cultures," Stamford Grand, Glenelg, Australia. Contact Conference Organizer. Tel. +61-8-8296-9610. Fax +61-8-8296-8188. E-mail:adevents@tpg.com.au. Http://www.tesol.org.au.

TESOL Ukraine. January 28-29, 2002. VII TESOL Ukraine Conference, Chernihiv, Ukraine. Contact Svitlana Bobyr, Prospekt zhovtnevoj, Revolutsiji 159, Apt. 21, Chernihiv, 14057, Ukraine. Te. +380-462-278812. Fax +380-462-126364. E-mail:chspu@mail.cn.ua.

The Role of ESL Professionals in the Promotion of Culturally Inclusive Universities

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The Challenges of a Borderless Society

The world in which we live is becoming increasingly global. Ever-evolving technological advancements have increased the speed and efficiency of international communication, bringing together diverse communities and cultures as never before. In a world in which distance no longer prevents instantaneous communication between nations, the ability to negotiate other cultural traditions, value systems, and languages has become a vital component of education. Accordingly, universities in the 21st century are constantly striving to discover ways in which they can best prepare their students for survival within the borderless world in which they must function. As Dr. Julius E. Coles of Morehouse College Atlanta has explained "If our students are to compete in a world market and in a world environment, they have to be prepared" (Morehouse College Aims, 2001).

At the same time, international mobility continues to increase, and the partial or full completion of tertiary study in a foreign country has become a popular option for university students. As such, many university campuses retain a significant international student presence. This important feature of university life is not merely a source of external income but also represents a unique opportunity for students to gain increased cultural competence. Australia's Minister for Education Dr. David Kemp recently suggested that "The presence of overseas students in Australia's university campuses and schools gives local students exposure to a wide range of cultures and helps prepare them for participation in our ever expanding world economy" (Commonwealth of Australia, 2000).

As universities and colleges worldwide continue to pursue overseas enrolments, the need for formal staff training in relation to international student education is becoming increasingly apparent in many institutions. Though the literature regarding overseas student intake discusses the advantages presented by international student participation in university life, the exact manner in which benefits may be maximised in the classroom is less defined. The central question to be addressed relates to the manner in

which the resource of international enrolments may be utilised in order to maximise learner outcomes for both domestic and overseas students. This is an important consideration for all tertiary institutions, which must be addressed if universities are to make the most of the enormous potential for meaningful cultural exchange that is associated with international student enrolments.

This paper argues that in order to promote optimal learner outcomes from this situation, all university staff must be aware of the advantages of international student participation at the tertiary level. This will require extensive efforts to promote a culture-conscious university environment that is appreciative and inclusive of all backgrounds. It is logical for ESL professionals, experienced in dealing with cultural diversity within an educational context, to play a central role in the overall promotion of a culturally inclusive university environment.

The Benefits of International Student Enrolments

The enormous benefits of international student enrolments are evident in the interactions of domestic and international classmates. These frequently represent meaningful and enriching educational experiences that give "real world" substance to the theoretical learning gained in tertiary institutions. This is particularly true for courses such as education, cultural studies, and history, but also applies to any area that requires interpersonal contact such as business, medicine and hospitality. Completing tertiary study overseas generally increases cultural tolerance and empathy, and allows student to examine their own cultural identity (Neff, 2001). Furthermore, the participation of international students in university courses provides a unique opportunity for the establishment of international professional links that may serve to assist graduates long after they have completed their formal studies (Jolley, 1997).

At a macro level, an understanding of diverse cultural traditions creates empathy for contrasting ways of life, which is an important pre-requisite for forging closer bilateral ties between countries (Jolley, 1997). As Irwin (1996) has pointed out, international student enrolment at the tertiary level inevitably leads to changes within the relationships between the sending and host nations as their inhabitants have the opportunity to interact. A properly trained educator can facilitate meaningful cross-cultural exchange in the university classroom, effectively providing domestic students with an "international experience" in the context of their own country.

Maximising International Student Input and Learner Outcomes

However, in order for universities and learners to gain the utmost benefit from the enrolment of international students, intercultural communication within the tutorial

classroom must be actively promoted. Although cultural inclusivity has become a pivotal feature of university policy statements, efforts to promote cultural sensitivity and exchange within the university environment will only be successful if educators are equipped with the necessary skills and insights to act as cultural mediators. The rhetoric of policy statements either becomes manifest or contravened in the everyday experiences of students at the "grass-roots" level. The process of reconciling differences between the familiar and the foreign and developing strategies to manage the transition between the two spheres, may be greatly assisted by the provision of support in the most basic of university structures—the classroom. Cultural awareness and sensitivity on the part of the educator can also assist with the "crossing of boundaries" between the international student's traditional culture and the foreign educational context (Au, 1993, p. 10). This acts to prevent the marginalisation of international students from the learning community and encourages their participation and contribution to classroom processes—a positive outcome for all. Cultural plurality cannot be something that is embraced only at the administrative level—it must permeate all structures within the university institution.

Meeting the Needs of University Educators

In order to meet the needs of educators working with international students, ongoing professional development is required. The task of negotiating unfamiliar cultural backgrounds and approaches to learning can be a difficult one, particularly for those lecturers and tutors who have little or no training in teaching methodology and minimal skills for dealing with classroom diversity. It is imperative that issues pertaining to culture be addressed with all university educators, as it is the underlying beliefs, values and perspectives that determine student expectations and behaviours in a learning environment (Brown, 1994). Failure to do so has the potential to lead to misunderstanding in the tutorial classroom and seriously limit the opportunity for student learning.

It is essential that lecturers and tutors are provided with information on facilitating cross-cultural discussions, stimulating meaningful exchanges, and encouraging the exploration of "otherness" with the aim of promoting awareness and appreciation (Jones, 1995, p. 1). Furthermore, critical issues relating to the manifestation of culture in the classroom must be addressed in order to inform educators on such topics as teacher/learner communication styles, assumptions about the acquisition of knowledge, and issues pertaining to plagiarism (Au, 1993). Of equal importance are the cultural implications of everyday situations that occur in tutorials such as arriving late to class, as well as learner characteristics such as willingness to guess, risk-taking behaviours,

participation in group discussions, and ability to cope with unstructured learning contexts (Au, 1993; Murray, 1992; Ruby & Ladd, 1999).

ESL Professionals Facilitating Staff Development

The underlying issue remains one of professional development. There is a need for tertiary educators to have access to on-going in-service training in order to gain an appreciation of the impact of culture on attitudes to learning and classroom processes. The essential factor in successfully establishing a culturally inclusive context for learning is the teacher's own cultural awareness (Stempleski & Tomalin, 1993). This requires the teacher to maintain an understanding of his/her own "cultural baggage" and the ramifications of cultural background on instructional practices and overall world view (Stempleski & Tomalin, 1993, p. 5). Damen (1987) suggests that the importance of training teachers to be "cultural guides" is not always recognised and further asserts that in order to "succeed in the goal of assisting world travellers to adjust to their new worlds to the degree and to the level they desire, we, as trainers, must first be trained" (p. 6).

For some time, the ESL profession has acknowledged and actively promoted cross-cultural awareness among teachers and students and has supported the establishment of culturally inclusive language classrooms. Therefore, who better to advise or facilitate university professional development programs on such topics than ESL or second language teachers? ESL professionals working in the university context are a valuable source of information regarding cultures of learning and have much to contribute to the intercultural competence of all university educators. As Clair-Adger and Temple (1999) suggest "effective professional development is embedded in the reality of schools' and teachers' work and is designed with teacher input. It fosters critical reflection and meaningful collaboration." ESL professionals can appreciate the experiences of those working at the "coal face," and therefore have a natural empathy for the needs of their colleagues. This is a vital pre-requisite for developing useful training initiatives that will provide lecturers with the necessary skills to cope with a culturally diverse classroom. Judging by the input of those in attendance at the Conference in February, Hawaii TESOL 2001, the work of ESL professionals in Hawaiian tertiary institutions to inform and instruct on the principles of multicultural educational practices is testimony to the benefits and breakthroughs that can result from cross-disciplinary training sessions.

It must be acknowledged that the current economic climate, with increasing moves toward a "user-pays" system for tertiary education, means that funding for staff development in universities is often minimal. However when ESL professionals are able to work closely with non-TESOL qualified university staff, the institutional

environment is enhanced, and this in itself has important financial ramifications. Learners who perceive the university to be an institution that actively seeks to meet the individual needs of its students are far more likely to return to that particular tertiary institution for later study and to encourage the enrolment of family and friends (Jolley, 1997). In today's competitive environment where educational institutions must actively work to secure enrolments, this gives the university an effective advantage over its rivals. This, combined with the potential for increased cultural exchange and understanding, is a significant incentive for implementing a program of staff training facilitated by ESL professionals. ESL lecturers can assist their colleagues in developing flexible, responsive teaching plans that incorporate many different learning approaches and styles. As Au (1993), asserts, "Culturally responsive instruction occurs when the diverse backgrounds of students are taken into account when deciding on instructional practices" (p. 13). The learning opportunities that result are enriching to all students and teachers involved.

Conclusions

It is vital that universities encourage international enrolments, however, simply placing the students into classes after they fulfil the English language entry requirement is not satisfactory. Internationalisation involves more than international student enrolments, but requires modification to teaching/learning approaches, the provision of support services for students, and the training of educators to facilitate learning within a multicultural environment (Jolley 1997). Merely encouraging international enrolments without looking to matters of staff training will fail to stimulate the type of intercultural exchange that is potentially available to all institutions.

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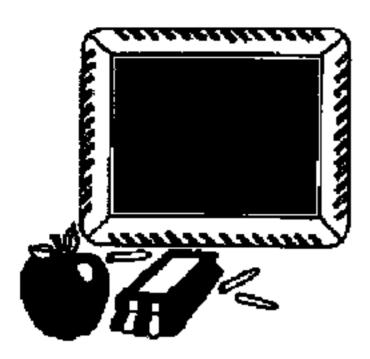
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Tips for Teachers

Autonomous Language Learning: Setting Up a Study Tour

Paul Cunningham, Rikkyo University, Japan

Language learning has often been systematically broken down into parts, most notably; reading, writing, listening and speaking. These so-called skill areas are sometimes grouped into passive and active skills. These parts have been further divided and categorized, but is this all necessary? What follows is a short report on a content-based course that was offered to a group of second-year tourism majors at Rikkyo University in Japan.

Each of the 15 students in this semester long, elective English course was assigned to one of four groups. Each group was asked to set up a study abroad/homestay program in the USA. Each group had one student with previous experience in this area who served as the leader. (Each of the leaders had set up and launched a real tour with the author earlier in the year).

Some of the general topics students were asked to look into were (October) selecting a region, university, or ELI program, and thematizing the tour; (November) working out the details of the program, accommodations, daily schedule, and creating a handbook; (December) deciding on airline reservations, travelers' insurance, and advertising campaign; (January) completing a group presentation, a completed program handbook, and a promotional flier. Rather than lead the students each step of the way, the instructor followed the students' interests and needs and provided information and advice as required.

Class met in an informal, workshop style for the beginning and the end of each 90-minute weekly period. Students then elected to leave the classroom and go to the computer lab or library when they were ready to do so. On occasion, some groups chose to remain in the classroom for the entire time working with materials they had brought into the class with them. Virtually all the information gathering and inquiries made took place on the internet. All student-initiated inquiries made via the internet or email were real. The students, for example, contacted the appropriate person at the hosting university in order to obtain the information they needed. (Students were

cautioned to make it clear that they were working on a research project that would not necessarily lead to a tour.)

Classroom management was a challenge—for the students, that is, most of them responded well to all of the freedom they were given by creating a schedule, setting deadlines, and meeting with group members outside of class. For one group of students, it was perhaps a bit too much freedom, which was reflected in the length of time it took for them to get started. In an effort to stay in touch with each of the students, they were required to keep a journal, which they would e-mail, the instructor at the beginning of each week. This information proved to be very helpful in directing the instructor's attention in the following class, as well as in keeping him abreast of how the projects were progressing. Here are some excerpts from the electronic journals.[1]

The first one is from Nozomi Ebata:

> *Hello! This is Nozomi Ebata. I sent you this email to tell you what I (my group) am doing.*
>
> *My group chosen Outdoor Field Studies program sponsored by Yeloow stone national park. maybe would would take up this as main study.*
>
> *In the last class,we also decided to conbine this Y.E.S program with University's ESL program. I search ESL or programs for international students at Montana state university because it is relatively close to the park. Then I couldn't check whether it has any programs for international student or not but later I could confirm it. So it is possible for us to put both together.*
>
> *But I have a problem about cost. Putting both together, we are inevitable to expensive fees. I think We have to also discuss the cost problem.*
>
> *That'all for today. I will send you e-mail again!*

Chong Fei Meng provides another example:

> *From our research, we found that the english language programs that University of California, Irvine provide are the most suitable program for us to plan a study tour to US. I have gone through the homepage related to the english language program, and I could only found the basic informations. To gain a deeper understanding and details about it, I have send e-mail to them for more informations. The following are the reply from them. I would like to ask Mr. Cunningham to give me advice on how to responce to this reply and also what's the next step. I could proceed in order to make our assigment a smooth and successful one.*

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[1]These journals entries are unedited and have been printed with the permission of the authors.

Three of the four finished projects were very well done, one of them was exceptionally impressive—nearly complete enough to launch as a tour. It was hoped that by giving these tourism majors an interesting and relevant project to work on, that they would develop some valuable skills related to tourism while learning English. Class was conducted exclusively in English, as was most of the research and all of the correspondence on the internet.

Overall, the students seemed to enjoy this research project and appeared to be genuinely surprised at how well they did. Here are a couple of samples[2] of what students thought about the course.

Satoshi Hirano writes:

> *I think I did my best on the work much more than other subjects . . . The main point of the tour was Tourism, and I was think to make it real . . . It was just a project but it had a lot more to me. I made a tour what I really what to participate. I really enjoyed the work on the project. I had to set up things from scratch and I realized that I had made progress at this kind of things through the OSP (another project).*

Another student, Akihide Takei, writes about the class in the following way:

> *Well, I think I learned that I can communicate with any institution using email. After taking Eigo Ensyu 2 (the name of the course), I feel like I can get and use varioius information from all over the world aggressively . . . I think the experience this class give us is worthwhile for Kanko (Tourism) students. Some of the Kanko students want to work for the travel agency. Those who what to work for such a place should have the experience like that, but other classes don't give us such an opportunity. It was the first time for almost all the students to create and organize a tour in Eugo Ensyu 2, I think. So, the class was worthwhile for most of the students.*

The instructor also found this style of working with students greatly rewarding and more in line with what learning is all about. The informal, exploration-oriented approach seemed to build confidence among the students.

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[2]These samples are unedited (except for the parenthetical information added for the sake of clarity) and have been printed with permission of the authors.

Language Learning Histories
Brad Deacon, Nanzan University, Japan

Until I finished writing this topic I did many things: making a mind map, editing, rewriting, reading, typing, etc. Thanks to this work I could improve my English ability. (Yuri)

If I am disappointed at learning English, once I read my LLH, I will be able to have power!! (Hisashi)

Introduction

One common topic to all students is language learning. So why not take advantage of students' rich English learning experiences in the classroom? In this paper, I will trace the development of a project on language learning histories (LLHs) that allowed my learners to re-examine their language learning in detail and develop their writing skills. I will also highlight student comments (using pseudonyms) to show the value they perceived in the various stages of the project. Finally, I will include suggestions for teachers to maximize the use of LLHs in their own classes.

Why LLHs?

Beginning with topics that are familiar to students builds confidence, motivation, and interest. LLHs in particular build confidence because students are experts on their LLH. They are motivated to share their personally meaningful stories and to listen to others. Furthermore, excitement and inspiration abound when students notice similarities, differences and uniqueness in each other's stories. My process in this project provides students with valuable opportunities to develop self-awareness, awareness of others, and the ability to notice valuable insights in language learning. These insights can then be reflected on, and serve as anchors for, future reference. The process below also builds in a variety of useful sub-skills which assist students in becoming more effective learners in general, and writers in particular.

The LLH Process

Below is an outline of the development of the LLH process. Each step is closely connected and can be applied to other topics too.

Starter Questions

First I provide students will consciousness raising questions on the LLH theme in order to activate schema. I encourage them to also ask their own questions during ten-

minute timed conversations (Deacon, 2001) that are held with various partners. In class, I say, "the following questions may help you to think generally about your English history":

- Talk about your experiences learning English in high school, other schools, and personal study.

- What impact did your teachers or other people have on your learning?

- What experiences have you had overseas?

- Why are you learning English?

- Have your attitudes, beliefs, thoughts, and feeling towards English changed? How? Why?

- What advice have you received that has helped you to learn?

- What advice would you give to other learners like yourself?

Mind Maps

Next, students write mind maps (Buzan, 1994) for homework (adding colors, pictures, and key words) to visually illustrate their LLHs. In the following lesson they share their mind maps with partners who provide cues such as: "Tell me about your mind map," "Tell me more about this part" and "What more do you want to add to your mind map?"

Then the students add and/or delete parts of their mind maps by taking into consideration their peers' feedback. They notice the common themes, highlight the main points, and number each point either chronologically or in order of importance. Students then discuss their mind maps with new partners and continue to help each other to further organize and clarify the visual and logical arrangement of their ideas. Some questions that help to structure the discussion and influence the arrangement of ideas at this stage include: "What's the most important point? Why?" and "What's the next most important point? Why?"

Mind mapping makes my thinking clear. (Yusuke)

Mind mapping was useful for me because I had never thought deeply about myself. I remembered my experience and knew myself. I thought it's a very important thing. (Yukiko)

Reading LLHs From Previous Years

I provide students with LLHs from their peers in former years in order to stimulate further discussion and expose them to various other insights on language learning. They also serve as wonderful linguistic models because these LLHs represent the final version of the project writing process.

> *I thought the text from last year's students was very useful because first, if I couldn't understand how I should write, I could learn a good idea from the text.* (Tae)

> *It was fun and helpful to read OG's (old girls) LLH.* (Makiko)

Writing the First LLH Draft

Students take their refined mind maps home and use them to write a first LLH draft. Then they read over the draft and reflect by asking: "What details best communicate what I want to say?" At this point the focus is on noticing whether or not the ideas are clear and arranged in a logical order. They are told that editing for grammar, spelling, punctuation, and other elements of style will come later.

Editing for Content

In the next lesson students share their writing with a few partners (peer editors) who write comments such as: "I really like the idea you mentioned about ____." or "Wow! I had a similar experience when I was in high school" or "What does this part mean?" They focus primarily on the content.

> *I think it is important to know other person's comments. They let me know what is lacking in my paper and what they want to know. Redrafting is also important because I remember more things that I want to write when I do redrafting.* (Mari)

> *I think that pair sharing with my peer is useful and interesting because when I wrote my LLH I thought it's perfect for me. However, when my peer read it, there was a part which she couldn't understand. So she helped me to write a better LLH.* (Miki)

Redrafting

Then students re-write their drafts using their partner's suggestions. Afterwards, they carefully self-edit for grammar, spelling, and punctuation first and later through

exchanging papers with a few peers. Finally, they prepare new drafts which I read, comment on, and return.

> *Redrafting was very useful for me. Once I write sentences I never read the sentences usually. But when I did redraft I had read my papers again. I think it made my writing ability improve.* (Yuka)

Publishing

On a suggestion from a colleague (Tim Murphey, personal correspondence) I now publish the final drafts of students' LLHs as a booklet. To reduce my workload, students send their histories as email attachments. I then print, organize, and create a volume for each contributing author.

Conclusion

The LLH project is a useful and interesting experience in learning to write and communicate about personally meaningful content for students. It is also a chance to develop writing skills by following a carefully structured writing process. The project becomes even more exciting in later years as students take advantage of the historically situated narratives of their predecessors. Allow me to conclude with a few insightful LLH author comments

> *I enjoyed writing the LLH because I could find that I had many experiences to learn English. In fact, I forgot my feeling when I learned English for the first time. But thanks to this LLH I remember this feeling.* (Natsu)

> *I read my writing again and again, then I corrected many mistakes by myself and my friends and also you. Redrafting made sentences clear and easy to read and understand. I had never thought about history like this. It was interesting. Thinking about my history made me think about my future.* (Norie)

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Powerhouse: An Upper Intermediate Business English Course

Review by Derek Otsuji
Japan-American Institute of Management Science (JAIMS), Hawaii

POWERHOUSE: AN UPPER INTERMEDIATE BUSINESS ENGLISH COURSE. Coursebook by David Evans and Study Book by Peter Strutt. Publisher: Longman. Coursebook $17.30, Study Book $8.00.

Powerhouse, by David Evans and Peter Strutt, is a lively interactive business English course designed for community college ESL students at the "upper intermediate" level of language competency. It comes in two parts: a coursebook and accompanying study book, both with an integrated component of cassette recordings for pronunciation practice and general listening skills development. There is also a teacher's manual for instructional support. The course covers ten chapters, each organized around a business or communications topic, and includes a supplementary grammatical reference section for students needing a quick review. In all, *Powerhouse* should provide sufficient material for a semester's worth of instruction in a moderately paced, discussion-intensive, two-credit course.

The main appeal of *Powerhouse* is that it teaches language in a real world context: chapter lessons draw upon examples of speech and professional writing taken from business, politics, sports, entertainment, and popular culture. Because lessons are organized around themes—e.g., "first impressions," "risk and reward," "persuasion," and "globalization"—students do not merely memorize vocabulary lists and grammar rules but learn to intuit the meaning of words from contextual clues and apply language skills in realistic business situations. The thematic organization also gives instructors the flexibility of teaching the course in chapter sequence or by topic. Business conversations, interviews, news reports, historical sketches, celebrity profiles, discussion questions, and directed role plays, as well as standard vocabulary and grammar skills building exercises, encourage students to develop their English ability in listening, speaking, reading, and (to a lesser extent) writing.

Powerhouse covers traditional business concepts and mentions some key historical figures, but also introduces students to the so-called "new economy" and its emerging leaders. Since all discussions are on the elementary level, students do not need any specific business knowledge or training to do well in the course. However, a general

awareness of recent developments in business technology and the global financial markets would certainly be helpful.

The physical design of the coursebook—a hybrid of traditional workbook and slick magazine layout—is attractive and visually engaging. And since the course makes a number of references to people, events, businesses, and cultures, the visuals are mostly purposeful in that they help students to link names with faces and to gain their general cultural and historical bearings. Yet the sheer abundance of visual material and the variety of page designs are also potentially distracting and even detracting. With so much space (not to mention printing costs!) set aside for pictures and fancy fonts, some language content has to be sacrificed. Nevertheless, for teachers striving to make their instruction as relevant to their students' lives as possible, *Powerhouse* can create a vital link between the classroom and the world of people, careers, and events.

About the Reviewer

Derek Otsuji is a business writing instructor at JAIMS (the Japan-American Institute of Management Science) where he teaches business professionals from all parts of Asia, including Japan, Taiwan, Hong Kong, Korea, Thailand, the Philippines, Cambodia, and Vietnam. He has a master's degree in American Literature from Brigham Young University in Provo, Utah.

Conference Announcements

TESOL-SPAIN. March 15-17, 2002. 25th National Convention, "Access Europe: Language as a Common Currency," Madrid, Spain. Proposal Deadline October 30, 2001. Contact Holly Vass, Convention Coordinator, CL. San Felipe, 11-2 Ctro. Madrid, Spain. E-mail:holly.vass@wanandoo.es. Http://www.eirelink.com/tesol-sp/.

TESOL Arabia. March 20-22, 2002. 8th Annual International Conference, "Critical Reflection and Practice," Abu Dhabi, United Arab Emirates. Proposal Deadline November 14, 2001. Contact Zafar Syed. Email:z.syed@mli.ac.ae. Http://tesolarabia.org.

IATEFL. March 24-27, 2002. 36th International IATEFL Conference, York, United Kingdom. Contact IATEFL, 3 Kingsdown Chambers, Whitstable, Kent, United Kingdom CT5 2FL. Email:iatefl@compuserve.com. Http://www.iatefl.org.

Venezuela TESOL (VenTESOL). May 17-19, 2002. Conference, Margarita, Venezuela. Contact Natalia McCarthy or Lucius Daniel. Email: natiamccarthy@cantv.net. Email:ldaniel@uimet.edu.ve.

Global Links Program: English for International Business

Review by Jeannette Fukuzawa
Brigham Young University—Hawaii

Global Links Program: English for International Business. Publisher: Addison Wesley Longman, Inc., a Pearson Education company, 2001.

Global Links 1: False Beginner (Student Book with Phrase Book and Audio CD) by Keith Adams and Rafael Dovale.

Global Links 2: Low Intermediate (Student Book with Phrase Book and Audio CD) by Angela Blackwell.

Student Book with Phrase Book and Audio CD $18.90; Tests $9.95; Teacher's Manual $22.25; Complete Audio Cassettes $25.20; Complete Audio CD $25.20.

Global Links Program: English for International Business is designed for busy business professionals whose study time is limited and irregular. This program stands out from other business English programs in its focus on business language likely to be used by executives and upper management. It is ideal for tutoring situations and small classes. Though the content includes sophisticated business language that management professionals encounter in the business world, the sentence structures and business situations are designed for beginners and low-intermediate language learners. Each level provides 40-45 hours of instruction, but course duration can be determined by the amount of attention given to the related skills and tasks provided in the text.

The student materials for this course include a student book, a student audio CD, and a phrase book. These are excellent materials for executives to study if they are unable to attend all class sessions. The convenient phrase book, containing vocabulary from each lesson, can be slipped into pocket or purse. A companion web site (www.longman.com/globallinks) provides exercises and quizzes with immediate feedback. Scores can be submitted to the teacher through this website, and the progress of each student can be tracked. The topics covered are appropriate for global business situations, including introductions, office routines, telephone arrangements, getting to meetings, socializing, describing processes, managing change, and challenges to management, to name just a few. Each unit contains conversation, listening, speaking, reading, and writing lessons that include culture information that is very useful to the

global business professional. The Activity Files, Summary Language, Glossary, and other provided materials facilitate class preparation.

It must be noted that the *Global Links Program* student materials cannot be used independently. The student audio CD provides the audio for only listen and repeat conversation exercises, pronunciation focus, and number practice exercises. The audio for the remaining exercises in the student book is only available on the Complete Audio Program CDs and Cassettes. The Teacher's Manual provides teaching suggestions, instructions, tapescripts, answer keys, and expansion activities. A Test Package provides TOEIC-type assessment for placement, for each unit, at mid-course, and at the end of the course.

The Global Links Program: English for International Business provides global business content from real companies and business situations that are appropriate for high level business professionals. It is a great accomplishment to meet the challenge of high professional content and low fluency language in a package that appeals to the business executive. *Global Links Program* materials will become available according to the following publication schedule:

Global Links Student Book - Now available

Complete CD - Now available

Complete Cassette - Now available

Teacher's Manual *Global Links 1* - Now available, *Global Links 2* - Fall 2001

Tests *Global Links 1* - Now available, *Global Links 2* - Spring 2002

About the Reviewer

Jeannette L. Fukuzawa teaches English as an International Language at Brigham Young University—Hawaii. She has taught Business English for 21 years at the Japan-America Institute of Management Science (JAIMS) and Cannon's Business College in Honolulu, Hawaii. She holds degrees from Brigham Young University—Hawaii (B.A.) and the University of Hawaii at Manoa (M. Ed). The focus of her studies has been the beneficial use of technology in language learning.

Notes to Contributors

The *TESL Reporter* is a semiannual publication of the Division of Languages and Linguistics of Brigham Young University–Hawaii, and is dedicated to the dissemination of ideas and issues of interest to teachers of English to speakers of other languages worldwide.

Articles: Manuscripts (fully refereed) should be typed and double spaced throughout, generally not exceeding twenty pages. Each manuscript should be accompanied by a cover sheet with the title; author's name, position, and address; and a short (less than 50 words) biodata statement. Identifying information should not appear elsewhere in the manuscript in order to insure an impartial review. Authors are encouraged to follow APA style and review past issues of the *TESL Reporter* for matters of style. Any tables, graphs, or illustrations should be sent in camera-ready form whenever possible.

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