TESL REPORTER

TESL Reporter

A Forum for and by Teachers of English to Speakers of Other Languages

Letters from the Past; Letters to the Future

Lucie Germer,
Keene Schools, New Hampshire

Keene, New Hampshire is a small town with a relatively homogeneous population. When international students come to the high school, it is easy for them to feel lonely, isolated and lost. Often, because of the job situation or the exchange programs they belong to, they are only here for one year. In such a short time it is hard for them to feel that they have made a difference or contributed to society. I began the letters project because I wanted to address this double problem. I wanted the arriving students to be welcomed by people from their countries who could answer their particular concerns and smooth the way for them, and, I wanted the students who had been here and learned the culture to have the opportunity to share their expertise. What made this difficult, of course, was that the experts and the newcomers might be separated by several years.

In May, just before the end of the school year, I ask the students who have been in Keene for all or most of the year to write letters in their own languages to any student who may come here from their country in the future. I tell them that this is their chance to pass on everything they've learned while they were here to someone who will be vitally interested. I promise them that only another student from their country will read the letter; I won't, and I won't show the letter to other teachers, host families, or American students, though I warn that after some unspecified length of time I'm going to open the letters, translate them, delete anything personal or embarrassing, and publish them.

Beyond the requirement that the letters be in the native language there are no rules. I want the letters in the native language for two reasons: first, because I want the students to feel completely free to write whatever they think is important, and second, because we have no idea of the English ability of those who will read them. Because I want the letters to reflect the confusions and adjustments of the first year, students who have been here longer do not have to write new letters, though some choose to do so. In these cases, the students number the letters in sequence, and the recipient has more to read!

The students take these letters seriously. I have overheard discussions ("I'm telling him don't spend all your money the first month." "I want to say that Keene looks boring at first, then you get used to it." "You mean you get used to Keene being boring?"). Some students include their home addresses.

When they hand in the letters we ceremoniously seal them and mark them with the nationality (not the language—a letter from a Spaniard to a Colombian isn't necessarily going to be useful just because it's in a familiar language). A couple of the girls have also wanted to send the letter specifically to another girl, so this is marked on the envelope as well. I put the letters away, and wait to see who I'll have for students the next year.

At the beginning of the year, I hand out the letters to the new students. A student who is here for the second year doesn't get one, nor, of course does the first student in Keene from any country. Some students get more than one. I have a stockpile of several Spanish letters now, so a student from Spain next year will have a lot to read—and, from what I know of those past students, a wide variety of points of view. (If the ESL program were larger, I might give each new student only one letter.) Everyone has plenty of time to read and think about the letters, and I encourage them to share the contents with each other, though I don't join in the discussions myself or in any way try to break the confidentiality I promised the writers. Depending on the class dynamics, I either sit at my desk looking busy or leave the room for a few minutes after designating a moderator for the discussion so that the class doesn't feel inhibited. As the students discuss the advice, they begin to open up with each other and admit their confusion and nervousness about being here. This gives students who have been here longer the chance to share what they know about Keene, the school, and Americans. Without my having to set up artificial "getting to know you" activities, the old and new students begin to interact.

The students agree with me that while it's worth while getting the letters, the real value of the exercise is in writing them. One girl told me as she handed hers in, "I didn't realize until I started writing how much I've changed this year." Another told me, "I know when I go back, everyone will be interested in my life here, but it will just be casual. If someone ever comes to Keene High School from my country, though, what I wrote will really make a difference to them."

As for me, I can't wait till that "unspecified time in the future" to read them.

About the Author

Lucie Germer is the ESL Specialist for the Keene (NH) school district, teaching K-12. She has taught ESL/EFL extensively in the US, the Middle East, and Africa. Her PhD is in Anthropology with a specialization in cross-cultural adjustment and adaptation.

In Praise of Praise: A Personal Perspective

Zhou Qingjin,
Huizhou Educational College, China

According to Stephen D. Krashen, factors that affect second language learning can be boiled down to whether or not there is sufficient comprehensible input and whether or not such input lowers the affective filter (a form of mental block). Mental blocks keep the language input out of the language acquisition device. He points out, "A very interesting hypothesis is that we acquire best only when the pressure is completely off, when anxiety is zero, when the acquirer's focus is entirely on communication; in short, when the interchange or input is so interesting that the acquirer 'forgets' that it is in a second language" (Krashen, 1983, p. 298).

Leaving input aside, I would like to discuss the problem of mental blocks, which has been a significant problem in foreign language learning, affecting the hopes and ambitions of learners for generations. And owing to it, many never obtain fluency; still more never reach the threshold, remaining "outsiders" all their lives.

What then, should a teacher do to help students overcome these psychological barriers so that the input becomes "so interesting that the acquirer 'forgets' that it is in a second language?" Before answering this question, let us recall a baby's mother-tongue learning and compare it with examples of traditional language instruction.

It is almost without exception that babies are all successful in learning their mother tongues. In addition to other reasons, infinite patience, tireless, smiling faces, enthusiastic encouragement, and generous praise from their parents, grandparents, relatives and neighbours obviously play a very important role. Human beings instinctly seek agreeable things and try their best to avoid unhappy ones. After endless patient demonstrations and a long, long period of time, the baby involuntarily utters something like "Papa" one day. This magic-like sound makes his parents and grandparents as happy as anything. The first attempt at speaking immediately meets so warm a welcome that he must feel it more interesting than crying. This, of course, greatly arouses his activity to learn to speak better. Otto Jespersen talked about this early in 1922 in his "Language, Its Nature, Development and Origin":

"A child's 'teachers' are greatly pleased at every little advance the child makes. Every awkward attempt meets with sympathy and encouragement, and the most difficult step on the path of language becomes the merriest game." (as quoted in Jespersen, 1983)

School children and adult students learning English are not half as lucky as babies. Second language learners find themselves no longer the center of nurturing attention, as was the case when they were babies. The teacher's patience becomes limited; smiling faces are not found everywhere; encouragement and praise are rare. Learning a language is no longer an agreeable aspect of life. In the long, miserable process of fighting against their deep-rooted mother-tongue tendencies, compulsory learning takes the place of agreeable, unconscious acquisition. Six years' hard work in school does not guarantee them an ability to communicate in English. For most of them, to speak fluent English is forever an extravagant hope.

School teachers in China provide us with a case in point. Affecting students' futures most are those in charge of junior 3 and senior 3. These students will graduate from schools soon. With the same conditions, students under a teacher who is good at encouraging and praising them are more confident in class and in exams, enabling more of them to qualify for key schools or universities. Most affected are those who are not initially considered up to the desired level, but who work twice as hard and succeed. Some of them with a chance for better education have become professionals.

Many teachers have had this kind of experience: They occasionally praise or encourage a student whose work habits, attitude or proficiency they do not appreciate very much, and it turns out that the student's enthusiasm of learning is thus aroused and in the end, to everybody's surprise, this very student chooses that subject area as his/her profession and succeeds! It is just as J.M. Eckersley has said, "By judicious praise the brighter students can be made aware of their progress, and by patience and encouragement even the dullest 'Hob' can be made to feel that he is getting on" (Eckersley, 1970, p.16).

On the contrary, things for students under a poor teacher are quite different. This kind of teacher never likes to praise the students. He often acts like a know-all fortune-teller. Instead of encouraging, he publicly predicts before a class of 50 students: "According to my experience, I am sure only three in this class can pass the entrance exam. For the rest, no way!" Like a bucket of cold water on the students' heads, this kind of discouraging remark instantly extinguishes the enthusiasm of the whole class, causing many of those who may have passed if encouraged, to resign themselves to failure, truly as the sinister fortune-teller predicted.

In Britain, though language teachers' levels of training are varied, it was my experience that they all seemed to understand clearly and implement resolutely the principle of encouraging foreign students to communicate. The local people, I might add, were also cooperative. During the year I stayed there, I never saw a teacher showing impatience when hearing foreign students' broken English. To ordinary people, this might seem to be a typical case of British good manners; to language teachers, it shows that these teachers know well enough how important it is to affirm

and encourage a student, and how natural the process of learning is from error to accuracy, and from hesitation to fluency.

Back to the issue of mental blocks. From the above examples and analysis, we can see that one of the methods to lower a student's affective filter or eliminate a mental block, is to use more encouraging and praising words, warmly, patiently helping students clear away one barrier after another on their way to learning.

Learning a second language is hard labor, and labor deserves reward. For second language learners, the reward is in the affirmation and praise of other speakers. It is a pity that there is not much chance for English learners in their own countries to be affirmed and praised by speakers of the target language. As a result, they pin their hopes consciously or unconsciously on their teachers. If the teacher fails in this regard, there is a direct effect on learning. Without students' efforts, without their cooperation, teaching can never be successful. Of course, praise can not be abused, that is common knowledge. Nevertheless, the present situation in China's schools is: many English teachers are too miserly in encouraging and praising students. They either are not aware of its importance, or never have this liking. But one thing is certain: both are harmful to second language learning.

To yearn for praise is man's instinct. Proper praise and sincere encouragement helps people feel their success, strengthens their confidence to overcome difficulties conscientiously, and costs nothing to the praisers. So if we really want our students to learn English well, we should not hesitate to encourage and praise them! It is indeed a cheap, easy, but effective method to solve the problem of mental blocks in language learning, encouraging good users to improve and poor users to try.

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About the Author

Zhou Qingjin has taught at Huizhou Educational College, Guandong, China, for more than 10 years and has been vice-chairman of the Dept. of English and the English Teaching & Researching Association of Huizhou. He has also had 12 years of experience teaching in high schools. His works include the translation of L .G. Alexander's Longman English Grammar.

Program Self-Study: The Product is in the Process

Norman W. Evans,
Brigham Young University—Hawaii

The mere mention of "self-study" can strike fear in the hearts of people who have gone through the institutional accreditation process. To many, self-study is a "tedious, unproductive task of answering questions handed down from above. A report is produced and handed back up. Little if any change results; little if any reward is given for the effort." (Byrd & Constantinides, 1991). Those who have gone through a self-study sanctioned by TESOL, however, have a very different view of the process than that typically associated with accreditation. The major difference being that the TESOL self-study is initiated by ESL programs on their own terms and time-tables. The English Language Institute at BYU—Hawaii is currently involved in a self-study following TESOL guidelines. It has been rigorous, to be sure, but at the same time, it has been professionally rewarding and enriching for both the individuals and the program.

While the models and the extent of a self-study will and should vary from program to program depending on needs and resources available, BYU—Hawaii opted to 1) conduct a full-scale, general self-study and 2) follow the guidelines available through the TESOL Field Service Office. We did this for several reasons. First, this was to be the first self-study ever conducted in the thirty-year history of our ELI. We also wanted to be thorough and professional. The guidelines offered by TESOL were developed by well-qualified TESOL professionals—they provided a standard by which we wanted to be measured. In addition, a program has much to gain, internally and externally, once it has met the requirements of an organization with the size and influence of TESOL. The extensive nature of the guidelines provides a structure for the study and ensures that once a study is complete, it is a complete study. And yet, the TESOL guidelines are flexible enough to allow a program to set its own timetable and adjust the structure of the study to meet its size, purpose and unique features.

The self-study is without a doubt one of the most progressive steps our program has taken. But progress does not come without a price. The highest price exacted by our self-study has been time. The first three phases have taken almost two years to complete.

The data collecting phase took nearly eight months. During this phase we held fourteen open meetings on campus to discuss the TESOL core standards as they applied to our program and institution. These meetings were advertised in the school newspapers and bulletins, and personal invitations were issued to people in

key positions. Open meetings were vital to our success because they created a wide-base of ownership and awareness of the ELI and its self-study.

Once the data were collected we were ready to begin the review phase of our study. We sought reviews from many sources both internal and external. The two most significant reviews came from the University faculty and external consultants. At the request of our vice president for academics, each departmenton campus sent a faculty member to a two-day retreat to read and respond to the reports from our open meetings. This review did more to raise campus awareness of our program than any orchestrated public relations campaign could ever hope to accomplish.

At our request, two "outside" consultants were secured to read the reports and then come to campus for a three-day visit. Susan Carkin, of Utah State University, and Edward Klein, of Hawaii Pacific University, came on campus to meet with students, program and school administrators and faculty. This "outside" perspective helped us see our program as we have never seen it, and offered suggestions that might never have been made. Their visit was invaluable to our study.

The final and most important phase of the study was to extract the many recommendations from our reports and develop an implementation calendar. It should be noted that change and implementation were on going during the earlier phases of our study as well, but many recommendations had to be worked into a master calendar. This phase will remain open-ended. It is becoming clear that self-study is and should be an on-going process.

The total process has taken nearly two years to date. The meetings required have been numerous; the recommendations, commendations, and findings fill hundreds of pages of reports. The hours spent are almost incalculable, and the questions asked about our program range into the thousands. The obvious question now is what has been gained? The gains have been significant:

• Our program's goals and purposes have been brought more clearly into focus than ever before. Not only do teachers and administrators have a much better sense of the program's direction, but the students do too. It is refreshing to be in the driver's seat and be in charge of our destination.

• Curricular needs and possible solutions have surfaced as a result of the study. We are already making major adjustments to the curriculum. The final product will be a much more effective curriculum based on student and institutional needs.

• The level of awareness of the ELI program has increased tremendously as a result of the study. Faculty members who had no concept of the program and its impact on them are now informed and actively involved. Administrators have a better understanding of the program and how it is helping the University meet its mission objectives. ELI faculty are much more aware of options, and there is a spirit of willingness to share and openly discuss options.

• The level of commitment and ownership to the program has increased significantly. There is a sense among the teachers that the program belongs to them; it does. When TESOL established its guidelines for a self-study, it was hoped that a substantial spirit of ownership would develop within a program during the self-study process; it certainly has with us.

BYU-H will file a final self-study report with TESOL in May of 1993. And while it was once perceived that this report would mark the end of our self-study, in reality, it is only the beginning. It is true the product of a self-study is in the process—a process that should never be finished. Self-study is an "attitude of continual improvement" (Henrichsen, 1991). The final question that we need to ask ourselves after two long years of probing and inquiry is: Has it been worth all the effort? Without question!

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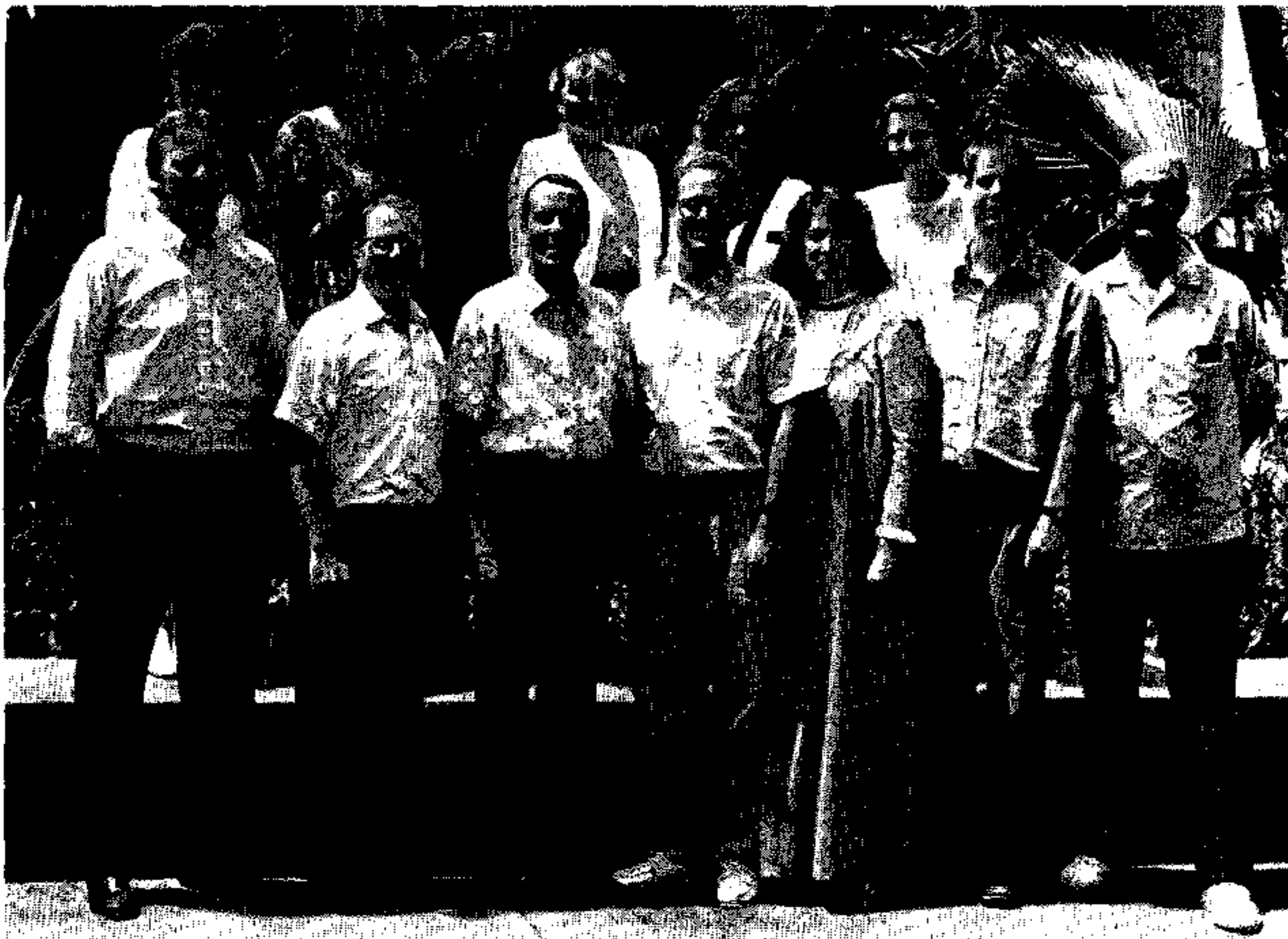
Pictured are self-study committee members (top): Maureen Snow, Ellen Bunker, Fawn Whittaker, Pamela Slack, Karen Smith, and Debbie Yang; (bottom): Norm Evans, Earl Wyman, Lynn Henrichsen, Kory Collier, Marge Stanton, Perry Christiansen, and Thad Draper.

25 Years Ago... On the Way to Class: Birth of the *TESL Reporter*

Mark O. James, Editor

Like many good ideas which are conceived on the way to or from somewhere, the *TESL Reporter* was born out of a conversation between two ESL practitioners on their way to a class at the University of Hawaii in 1967. As William Conway and Alice Pack were on their way to Honolulu, they began to talk about the possibility of starting up a periodical for teachers concerned with ESL issues in the Pacific and Asian Rim areas. They noted at the time that there was very little in the way of ESL-related periodicals for teachers in our field. (Interestingly, the *TESOL Quarterly* was also to enter its first year of publication in 1967). It seemed only natural at the time. The Church College of Hawaii (as Brigham Young University—Hawaii Campus was known back then) already had a fully-developed ELI program and was to initiate an undergraduate BATESL program—one of the first in the United States—within months. (See following pages for reprint of articles on the creation of the BATESL program from the *TESL Reporter* Volume 1,1.)

Serving the Pacific Basin, the *TESL Reporter* began with a circulation of 500, with early articles mainly contributed by Church College of Hawaii and University of Hawaii faculty members, including, William Conway, Alice Pack, Eric Shumway, Gerald Dykstra, Ted Plaister, and Yao Shen. Several early articles were also submitted by staff members of the Hawaii State Curriculum Center and local public school teachers.

Like the BATESL program, which has evolved considerably since those early years, the nature and quality of the *TESL Reporter* has steadily improved, under the able direction of previous editors: William Conway, Alice Pack and Lynn Henrichsen. Today, circulation hovers around 2,500 and serves TESOL professionals in over 70 territories and countries around the world. In one aspect, however, the *TESL Reporter* has remained steadfast: it remains a practical-oriented publication for the benefit of classroom teachers. As such, it has remained a major reviewer of classroom texts and teacher aids, and has remained an outlet for ESL practitioners to share on a wider scale those methods, techniques and procedures which have proven successful to them. Likewise there have been many a contribution on aspects of applied linguistics, second language acquisition, intercultural communication and bilingual education. In addition, the *Reporter* staff has long been proud of the fact that many of its published articles (nearly 50% over the past 5 years) have been submitted by authors outside the United States and Great Britain.

The first two pages of the very first issue of the *TESL Reporter* are reproduced on the following pages.

Vol. 1 No.1   Laie, Hawaii   Autumn, 1967

Reporter Focuses On Hawaii, Pacific

TESL Reporter is a publication of the English Language Institute and the Bachelor of Arts in Teaching English as a Second Language (BATESL) program of The Church College of Hawaii located in the windward community of Laie. The central focus of this publication is upon the methods and problems of TESL, mostly in Hawaii and in the Pacific Basin. Subsequent issues will contain practical lesson plans,

CCH Purchases $15,500 Laboratory

A new thirty position language laboratory has been purchased from Harkan Hawaii, Inc. at a total cost of $15,500 for use of the Modern Language and English Language Institute programs at The Church College of Hawaii.

The former laboratory equipment is to be installed near its former site as an information retrieval center.

One of some fourteen such labs in Hawaii, The Church College laboratory will feature dual-channel magazine recorders which are audio-active, providing students with respond and compare features while eliminating the usual "reel" problems so characteristic of open tape recorders.

news of the ELI and BATESL programs of Church College and of other institutions, articles on language and pedagogy, short papers by BATESL candidates, language news of Hawaii and the South Pacific, and other relevant articles of general interest.

It is intended that this publication will circulate throughout the Educational System of the Church of Jesus Christ of Latter-day Saints and among English teachers in the Hawaiian islands and elsewhere.

Articles revelant to language teaching and TESL may be sent to William Conway, Box 25, The Church College of Hawaii, Laie, Hawaii, 96762. Manuscripts should be double spaced and typed, not exceeding three pages.

New Degree In TESL

Recognizing that the teaching of English to foreign students requires special training, the Church College of Hawaii has developed what is believed to be the first undergraduate program leading to a degree in teaching English as a second language. Beginning this fall semester the first candidates for this degree will enroll in the program.

The proposed curriculum for the BATESL degree includes a composite of emphasis on English, speech, linguistics, and history.

Proposed BATESL Curriculum

(Continued from page 1)

Eng. 215	Factual & Creative Writing	2
Eng. 221	English Grammar	3
Eng. 251	Critical Intro. to Lit.	3
271/272	Masterpieces of Eng. Lit.	3
355/356	World Classics	3
361/362	Masterpieces of Amer. Lit.	3
Sp. 360	Phonetics	2
Lin. 300	Intro. to Linguistic Sci.	3
Lin. 400	Descriptive Linguistics	3

Hist. 350	Oceania	
	(Student must take an anthropology or history course that will	
Hist. 341	Asia II	give cultural background to the intended teaching area.)	3

Eng. 490B	Seminar--Extended reading in TESL	2
Electives	(In English, Speech, History and Anthropology)	4

Total 34

Students will also take two spec-
ialized TESL courses while com-
pleting the requirements of the ed-
ucation department: Education 346,
Observation and Participation; and
Education 466, TESL Methods and
Materials.

It is expected that many teachers
who have previously graduated will
want to take advantage of individual
classes to further develop their pro-
ficiency in this key area in Pacific
and Hawaiian education.

Noted Linguists To Visit CCH

Distinguishèd linguists from the
Mainland and abroad attending the
National Council of Teachers Of
English pre-convention workshop in
teaching English as a second lan-
guage will spend the final day of
the three day conference, Novem-
ber 22, at The Church College of
Hawaii and the Polynesian Cultural
Center. One of the main purposes
of their visit will be to discuss and
evaluate the new BATESL program.

According to Dr. Gerald Dkystra
of Columbia University and the Uni-
versity of Hawaii, chairman of the
workshop , the BATESL program
and the college will be used as
a laboratory situation in which the
visiting linguists will attempt to set
up what they believe would be an
ideal program for the Church Col-
lege and other institutions interes-
ted in training teachers of English as
a second language. Recommenda-
tions are expected as to the con-
tent, materials, and the overall
conception of such a program.

Among those visiting Laie will
be Dr. Robert Lado, Dean of the
School of Language and Linguis-
tics at Georgetown; Dr. Edward
M. Anthony, Chairman of the Ling-
uistics Department at the Univer-
sity of Pittsburg; James Atatis,
Chairman of the newly formed TESL
Society; and Dr. Sittler, Chairman
of MATESL and, Director of the
English Language Institute at the
University of Hawaii. Over thirty
delegates are expected to attend the
meetings.

In the late afternoon and evening
following the CCH sessions, the en-
tire group as guests of The Church
College of Hawaii will tour the Poly-
nesian Cultural Center and attend
the evening show.

Terminal Behavior & Language Teaching

J. Donald Bowen,
University of California at Los Angeles

In modern education one often hears of the concept 'terminal behavior.' This is a term supplied from the field of psychology, a term which reflects the belief that the measure of any successful educational activity is the degree to which the student's behavior is modified. To what extent does he do or can he do things he did not or could not before the lessons were presented.

The term fits comfortably in second-language teaching, where we wish to influence the behavior of students by enabling them to communicate effectively in a medium other than their native language. The extent to which they can do this can be measured and evaluated as a reflection of the effectiveness of the teaching (plus whatever aptitude and motivation the student brings to the classroom).

Knowing what terminal behavior we seek should be useful in the design of our teaching. We should select and arrange activities that lead directly to the acquisition of the required behavior. The trouble is we do not know explicitly what sequence of activities does lead to the skill of communicating effectively in a new language.

We observe that all normal human infants in a socially typical environment do learn their mother tongue, but we also know that this experience cannot be recreated for a teenager or an adult. Natural language learning seems to be possible only with the optimum combination of age and circumstance.

The desired terminal behavior in a second language is communication within a relevant range of experience, ideally the same range the student commands in his first language. But obviously for a non-infant this is a highly developed and complex pattern of behavior involving physiological and neurological coordinations that can be controlled only with extensive practice. It is an activity never yet successfully described in all its specific detail nor yet imitated by any machine.

One Can't Practice by Simply Imitating

We know as teachers that we can't ask beginning students to practice by simply imitating what we desire as their terminal behavior. They are not capable of doing so. Rather we substitute various types of intermediate behavior which we hope will lead to the desired terminal behavior. We cannot, in other words, ask them to communicate in a language they have just begun to study, so we employ various repetition exercises, substitution drills, etc., postponing communication for the more advance levels of training.

This is necessary; we have no choice. But teachers must assume two important responsibilities: 1) to understand how intermediate-type activities can be meaningfully related (in pedagogical terms) to terminal behavior and 2) to move steadily toward communication in the selection and design of activities in the classroom.

Teachers will usually accept this view, especially on an intellectual plane, as a reasonable picture of what they must accomplish. But how is it implemented in the classroom? How do we move from manipulation to communication? How do we get students to a point where they can operate in the realm of the desired terminal behavior?

Manipulative activities are characterized by predictability—the teacher knows all the answers and his corrections are based on this knowledge. But communicative activities presume that the listener does not know all the answers—only the limitations within which the answers must fall. Choices are left to the speaker—otherwise there is no point to the communication, and it would never normally occur.

The application to language teaching, then, seems to be the use of activities (questions, answers, rejoinders, reactions, etc.) which are not predictable. The skill with which a teacher can direct such activities is a measure of his professional competence and, incidentally, the teacher's best guarantee that his job will not soon be taken over by a machine.

Use Communication Activities

Every teacher should ask himself whether he is using all the communication activities his students are capable of participating in. He should be able to analyze each classroom activity (usually each drill or exercise) to know whether it involves communication and to what extent. He should utilize communication-type activities as early as possible and increase the percentage of their use as his students increase their capability.

Terminal Behavior is the Touchstone

A consideration of terminal behavior is the touchstone to identify the elements of communication that are available in the classroom. For each activity a teacher should ask two questions: 1) Does the response to this stimulus represent a skill the student will need when he is on his own? and 2) Does this activity stretch the student's capacity by requiring that he express a thought of his own, one that the teacher cannot fully predict? Then, of course, the teacher must know if he is offering enough of these activities that require independent student action, enough so that the student can operate effectively when eventually he is left to his own resources.

In short, manipulation activities such as repetition, substitution, and transformation are useful, even necessary, to the beginner. But he must go beyond these if he is ever to achieve a useful control of his second language in situations that demand real and authentic communication. And it is the teacher's responsibility to see that he does.

About the Author

The late J. Don Bowen was a force in ESL and Spanish instruction for several decades, many years of which while at UCLA. In addition to numerous articles and presentations, he is most often remembered in our profession for Adaptation in Language Teaching *(co-authored with Harold Madsen) and more recently,* TESOL: Techniques and Procedures *(with Harold Madsen and Ann Hilferty).*

Conference Announcements . . .

1993 Internationalization Forum of the East-West Center

From Aug. 4-13, 1993, at the East-West Center in Honolulu. The purpose of the Forum is to establish a global network of individuals who are concerned with the process and problems of communicating across national boundaries. The Forum will offer opportunities to meet, exchange information, and discuss issues related to itnernational relations in local government, education, business, and voluntary organizations. Participants will attempt to develop an operational definition of internationalization and determine how nationalism relates to it. The objective is to work towards a model for a global future at the grass roots level. The working language is English. The fee for the Forum is US $700 (housing not included). Registration deadline is June 1, 1993. For more info. contact: Larry E. Smith, IF Coordinator, East-West Center, 1777 East-West Rd., Honolulu, HI, USA 96848.

Seventh Summer Workshop for the Development of Intercultural Coursework at Colleges and Universities

From July 14 to 23, 1993, the Program on Cultural Studies at the East-West Center will offer a workshop for college and university faculty who wish to develop courses in intercultural and international topics. Participants will examine possible texts, interact with East-West Center staff, discuss issues with text authors, share ideas with each other, and become familiar with concepts that can be integrated into various courses. General areas of discussion include the behavioral and social sciences, language and culture, and international management. Housing is available on the E-W Center campus. For more info write: Dr. Richard Brislin, East-West Center, Program on Cultural Studies, 1777 East-West Road, Honolulu, HI 96848.

Trends in the Teaching of Reading
Virginia French Allen

Some thirty years have passed since Michael West developed his *New Method Readers*, primarily for schoolboys in India. For many years thereafter, the main thrust of reading instruction was toward smoothing the road for non-English speaking students, first by limiting the vocabulary and then by controlling the grammatical constructions used int he materials. the aim was to enable learners to read English without encountering discouraging difficulties.

Today this effort persists, and it is still needed—in order to encourage students and give them the satisfaction of readily grasping ideas through the medium of print. In recent times, however, teachers have become increasingly aware of the need to train students to cope with unsimplified prose, the kind of prose found in materials for native speakers.

There are several reasons for this shift in emphasis. One reason is related to contemporary recognition of the fact that the reading of written English requires special skills beyond the skills needed for understanding the spoken language, because most conversational speech is different from most written prose.

In the history of TESOL, there used to be a time when it was assumed that writing was simply talk written down—give or take a few features of intonation and punctuation used by one medium and not by the other. It was further assumed that any second-language learner who had mastered the rudiments of oral English could easily learn to read English since writing was merely a "record" of what is spoken. One seldom hears such claims nowadays. As David Eskey pointed out in a recent issue of *TESOL Quarterly*, "Anything that can be written can in theory be said, but the kinds of sentences that actually get said and the kinds that actually get written are by no means identical." (Eskey, 1970)

Consequently, there has been a significant shift of attention toward sentence types and grammatical constructions commonly written and read, but seldom heard. Some types of constructions that are never learned by TESOL students for conversational purposes have to be taught for reading. These include patterns with transposed elements, such as adverbial clauses in initial position (e.g., "Although most people deplore it, graffiti is widespread."), and prepositional phrases in initial position—often accompanied by inversion of subject and verb (e.g., "Of special interest to teachers is the Language Methodology Center."). Participial constructions of various kinds also present great difficulties, since they are rarely taught for oral communication yet frequently occur in written English. Furthermore, they may turn up anywhere in the sentence.

Examples:

Funded by the Office of Education, the project will begin on March 1.

It occurred at a meeting *called by the district superintendent.*

Included in the discussions were comments by teachers *planning to attend the meeting scheduled for January 3.*

Since such patterns occur repeatedly in written discourse, there is currently much stress on these patterns in classes for intermediate and advanced TESOL students.

For more precise identification of grammatical constructions commonly found in expository prose, teachers are indebted to a number of linguistic studies. Jean McConochie (1969), in a computer study of engineering textbooks, discovered many instances of postponed subjects after *it* and *there*. She also found an extensive use of nominalization, as well as many prepositional phrases used as noun modifiers. Most of all, she found much use of passive constructions. An interesting sidelight upon this last point is provided by an article by Louis B. Trimble, in the current issue of the *English Teaching Forum* (1972). The article maintains that "it is inaccurate to say that passive constructions occur more frequently in technical writing than elsewhere, "because many of the so-called passive constructions found in scientific prose are actually *stative* constructions. A stative construction, like a passive, consists of a form of BE plus the past participle form of a verb, but statives differ from passives in at least three ways. First, they express states or conditions rather than actions of processes; second, they may not occur with an optional agent or instrument; and third, they may not co-occur with adverbs like *slowly*. Hence the following is an example of a stative construction:

The wells are located near the perimeter.

Whereas the following illustrates the passive construction:

The heat is recirculated in the fuel-vapor zone.

Though this distinction between passive and stative constructions should doubtless be made, the implications of the McConochie study for the teaching of reading remain valid. She concluded that TESOL students need not only to learn how to form the passive, but also to attach meaning to many irregular past participle forms which are often touched very lightly in TESOL classes. All too frequently, students are sent off to memorize long lists of irregular past participle forms, without much chance to master them. What advanced students need is guided practice in reading material comparable in difficulty to what is read by their English-speaking counterparts. If the reading component of the course deals exclusively with simplified material from which troublesome patterns have been eliminated, students will forever find textbooks outside the TESOL class almost impossible to read.

Another recent study designed to help teachers train students to cope with unsimplified prose is a Ph.D. dissertation by Mary Eleanor Pierce (1972), who was teaching in Egypt when she first perceived the special problems TESOL students encounter while reading textbooks intended for native speakers of English.

Gradually she came to realize that TESOL students need to be trained to make speedy predictions about what to expect from each succeeding sentence in a passage of connected discourse. Without reading the entire sentence, students need to decide instantly whether or not the sentence advances the theme to any significant degree, whether the sentence merely offers illustrative detail, or whether in fact the sentence just restates an idea previously presented—in which case it can safely be left unread.

The Pierce study stresses the need for teaching TESOL students how to "take advantage of the high redundancy in written English by following procedures which the native speaker uses automatically." In particular, as the writer points out, students need help in: (a) distinguishing between main ideas and supporting details, (b) recognizing repetitive statements, (c) identifying the subject of a complex sentence, and (d) developing expectancy for the type of predication such as a subject might require. In a related vein, Thomas Buckingham (1971) urged teachers to give students practice in "guessing what might come next."

In effect, both statements emphasize the importance of increasing the student's awareness of the specific roles played by individual sentences within a passage of prose. Both also call attention to the able reader's habit of predicting from the subject of a sentence how the rest of a sentence will probably go.

What classroom activities might be suggested by these observations? To illustrate, let us look at a passage constructed for the purpose by Mary Eleanor Pierce, and then decide how it might be used.:

(1) A college is not just a place for studying. (2) Most colleges offer many other things. (3) Students can meet people from different places. (4) They can learn from these people as well as from class work. (5) A student's most valuable and useful information is sometimes gained from such informal conversations. (6) Many opportunities for cultural activities are also present on the campus. (7) The theatre workshop, or drama group, is always popular. (8) Students who are interested in music can join the band or the orchestra. (9) Those wishing to develop their ability in painting can join art classes. (10) There are many additional pursuits for those who are interested. (11) It is possible to find something for every taste.

If a passage like the Pierce paragraph is used, students might:
1. identify the subject of each sentence (separating it from the predicate by a /);
2. discuss the kind of predication they would expect for each subject;
3. discuss the degree to which each sentence either introduces a main idea or repeats an idea previously presented;

4. discover the words that link one idea to another (e.g. *other, they, these, as well as, such, also, additional...*)

In short, exercises related to such a passage ought to train students to react to written discourse as experienced English-speaking readers do.

Now that we have looked at some reading material and considered some procedures for using it in class, we might ask how these procedures relate to current trends in reading. One of the most obvious is the emphasis upon expectancy. TESOL specialists are devising techniques which specifically train second-language students to form expectations about forthcoming sentences on the basis of specifically identified linguistic clues.

A second, related trend has to do with redundancy. Students are being trained to make use of the redundancy found in language. Their natural tendency is to treat each sentence as though it imparted an important new idea. This is a habit they must learn to overcome, through exercises in discerning and assessing the relative significance of succeeding sentences—and of becoming aware of the redundant nature by language.

A third emphasis today is the emphasis upon connected discourse—upon paragraphs and whole essays. While isolated sentences are, and perhaps always will be, the subject of much analysis, there is now a growing concern with the problems which arise when sentences are woven together into the fabric of a paragraph. Hence we find evidence of a third development in TESOL reading obviously related to expectancy and redundancy. This is the current concern with sequence signals. Special attention is being paid to sequence signals like *moreover, however, nevertheless, under such circumstances, then, too,* etc. These are elements which do not enter into the construction of a sentence uttered in isolation; each of them presupposes the existence of other sentences, in an utterance larger than a single sentence.

A fourth emphasis in present-day reading instruction is clearly related to all of these. It has to do with a means of developing expectancy, with regard to certain types of sentences, a means of interpreting the grammatical constructions commonly found in written prose. I refer to an instructional policy which is not new, but which has taken on added significance in recent years. This is the policy of having students practice writing the kinds of English prose which they will need to read. In composition courses for native speakers of English, most teachers have traditionally stressed the "reader-writer contract" and the close relationship between the way something is written and the way it is to be read. But it seems to me that today, we are finding renewed emphasis on composition as training for reading. This may be due in part to the generative grammarian's concern with deep structure vis-a-vis surface structure. It may also arise out of the fact that, in many schools today, TESOL is taught by elementary school teachers for whom the "experience chart" has

long been a standard instructional device. Such teachers have commonly encouraged students to compose orally a story or essay, which is then written down and edited into a form appropriate to connected discourse. It is during the "editing" stage that students learn to apply processes of deletion, embedding and transposition. In the process, students become engaged in what H. Douglas Brown calls "creatively struggling with the language." (Brown, 1972)

Through such cooperative ventures in constructing written prose, students may note how constructions like participial modifiers relate to simpler constructions. They also learn to recognize synonymous sentences, to detect potential ambiguities, to appreciate the function and force of various sequence signals. We might say, then, that a fourth trend in present-day TESOL reading instruction is toward increased attention to writing as training for reading.

Ventures in cooperative composition writing can begin well before the advanced stage of instruction, and the students may be either children or adults. For younger learners, the exercise in prose writing may evolve from something as simple as a passage of "Tarzan Talk." Suppose the following is written on the chalkboard:

> *"Big crocodile swim river. Pretty girl swim river. Girl see crocodile.*
> *Crocodile see girl. Crocodile hungry. Crocodile open mouth. Eat girl?"*

Using this as raw material for a story, the class decides what to do about the first sentence. What other words should be added in order to convert this "Tarzan Talk" into the kind of writing normally found in books? Someone may suggest: "A big crocodile is swimming in a river." Another may propose: "A big crocodile was swimming in the river." A third may choose to combine the first two sentences: "A big crocodile and a pretty girl were swimming in the river." A fourth may think the story would be improved by writing, "While a pretty girl was swimming in a river, a big crocodile was swimming there, too."

Guided by the teacher, the class discusses the possibilities, and the effects of the various arrangements are considered. Thus the students learn that a single idea may be expressed in two or more different ways, and that various effects are produced by choosing from among various grammatical constructions.

Teachers who engage their students in such exercises avoid the misuse of linguistics that Dwight Bolinger (1972) must have had in mind when he deplored the fact that, in his view, "Both structuralism and transformationalism concentrate on the form of sentences and their parts, and neglect meaning, which is the part of language that most eludes the student's grasp." The group-composition session, in which students work from idea to surface structure, can show how writers arrive at the forms of sentences found in written prose.

Another exercise leading to a meaningful grasp of surface structures is suitable for junior or senior high school. Classified ads clipped from a newspaper are

distributed among the students, and each student interprets his ad to the class. For instance, "LOST: Child's glasses, brown rims" may be interpreted as "Some child has lost his glasses. They have brown rims," or "Glasses with brown rims have been lost by a child," or "A pair of child's glasses with brown rims has been lost." The student is encouraged to explain the ad in as many different ways as possible. This sort of exercise develops versatility with regard to surface structures. It prepares the student to recognize synonymous sentences when he meets them in his reading. Practice in comparing various types of sentences is excellent preparation for the reading of textbooks in the subject-matter fields.

All too often, the development of skill in recognizing synonymous sentences is left to chance. Teachers have traditionally called attention to synonyms for individual words, but less has been done with alternative ways of handling larger units. Hence, in many classes, students need to practice in deciding which two sentences from a set of three have approximately the same meaning. Sets like the following may be considered and discussed.

1. (a) The boys did not mention their suspicions to the mechanic.

   (b) The boys did not say anything to the suspicious mechanic.

   (c) The boys did not tell the mechanic that they were suspicious.

2. (a) Reaching out desperately, Frank grasped Ken's shirt.

   (b) Desperately, Frank reached out and grasped Ken's shirt.

   (c) Frank desperately reached Ken; who grasped his shirt.

3. (a) Ed had to stop running long enough to catch his breath.

   (b) Although Ed longed to stop and catch his breath, he had to keep running.

   (c) Ed longed to stop and catch his breath, but he had to keep running.

Thus we might sum up this fifth trend by noting that there is growing emphasis upon the comprehension of the very complex network of linguistic features found in written discourse.

Another fifth tendency in present-day reading instruction is suggested by the foregoing four. Today there appears to be a trend away from simplifying the language learning process, a trend toward acknowledging its complexity. In an earlier day, the emphasis was upon streamlining the process, on identifying the smallest number of language features and elements essential to the expression of ideas. Teachers in my generation were brought up on the Fries dictum that "language is learned when, within a limited vocabulary, the student has mastered the sound system and the basic structural devices." In those days—and even today in elementary courses—the stress was on supplying a limited set of signaling devices for the

student's use in—production of English sentences. Today, attention has shifted—particularly in more advanced classes—to comprehension of a vastly expanded repertoire of patterns.

All of these efforts and emphases are related to a sixth over-arching phenomenon in TESOL which becomes apparent as we move forward through the 1970's. I have saved it for last, since it is in many ways the most significant of all those mentioned. Furthermore, it is implicit in most of the other tendencies I have touched upon. This is the move to restore reading to a position of high priority in the process of learning a second language. In the not-too-distant past, it was fashionable to assume that reading instruction could and should be postponed until after several more important matters had been attended to. In many programs, in fact, there was an attempt to "protect" students from the damaging effects of contact with the written language. It was often said that an oral command was a necessary prerequisite to reading, and that even if reading skills were the air of the program, oral/ aural work provided the only defensible means of reaching that goal.

After three decades in which reading was thus down-graded, I find impressive significance in the title of a 1972 article by Robert Lado (1972) "Evidence for an Expanded Role for Reading in Foreign Language Learning." Lado cites data derived from several studies, one of which involved Japanese junior high school students studying English at the beginning level. The experimental group was not presented with the written language until after the first month of instruction. The control group learned the written form along with the spoken form, beginning with the first lessons. The control group demonstrated superior skill in tests of aural perception, and also in comprehension and integrative tests. On the basis of findings from such experiments, Lado arrived at the following conclusion: ". . . although it is possible to learn to speak without reading, it seems a more effective strategy to learn to read simultaneously with learning to speak."

Thus we find that reading instruction is back in style. Reading is even to be given an expanded role in beginners' classes. How much more vital, then, is efficient reading instruction in courses for intermediate and advanced students, many of whom are forced to cope with textbook prose during their non-TESOL hours, every school day. I hope ESL teachers will never lose sight of the need for oral practice, especially at the elementary levels. But the recently renewed appreciation of the role played by reading bodes well. It should improve our teaching of the more advanced classes.

Luckily this trend toward a greater sense of responsibility for the teaching of reading coincides with other current developments, as we have seen. It comes at a time when teachers are gaining new insights into the reading process, into redundancy, into the features that distinguish written connected discourse from conversational talk. Many of today's new insights are proving useful in helping TESOL students learn to read.

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About the Author

Virginia French Allen , like Don Bowen has been a pioneer in the field of teaching English as a second or foreign language. In addition to the many presentations and publications she has authored during her career, she gave this address at a TESL Conference at the University of Hawaii in 1973. It is reprinted here through the courtesy of the East-West Center, Larry Smith and Vernon Bickley, coordinators.

Learning to Teach—The Place of Self Evaluation

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Few would dispute the place of self-evaluation in the process of learning to teach. Acquiring the skills of self-criticism, however, is not an easy task. As a teacher trainer, I find that developing this skill in prospective teachers is one of the most challenging and frustrating, yet also rewarding areas of my work.

Self-Evaluation Skills Don't Come Easy

There are a number of factors in the 'learning to teach" conundrum that inhibit or militate against an easy acquiring of the skills of self-scrutiny. The most obvious is the simple fact that it takes beginning teachers quite some time to grasp the fundamental principles of lesson design and delivery. Without such criteria firmly in place, it is almost impossible to evaluate one's own teaching objectively and effectively.

Another factor relates to the affective domain: student teachers are often too anxious about the exigencies of practical teaching to be able to "let go" sufficiently so as to observe themselves and the effects of their actions and decisions in the classroom. (This ability to relax enough to allow oneself to deal fully with one's environment reminds me of the "ego permeability" factor of which we speak in relation to some language learners.1)

Thirdly, there is the more nebulous but very formidable factor of "learner resistance"—the brick wall that some teachers trainees (like learners of anything) erect between themselves and their learning experiences, such that effectively blocks much of the impact of these experiences and so inhibits (or even prevents) self-awareness and growth.

These, then, are some of the reasons that account for the difficulty experienced in acquiring the skills of self-evaluation. The rest of this article will be devoted to a description and analysis of a workshop session I recently conducted with a group of teacher trainees following their last "bout" of "practicals"—the practical teaching sessions that trainees go through.2 I was pleased with the session, and emerged from it feeling that they had gone some of the way towards developing the type of self-awareness that competent and effective teachers have.

Practical Teaching Follow-Up: An Account of a Workshop

The Context:

Twenty-five trainees have just finished their last session of practicals. They are quite drained because of the amount of energy they have invested in the practical (including preparation time and "stress" involvement). Those who feel things went well are elated and fulfilled by the experience; others are disappointed; some are merely relieved; still others are hostile, angry, resentful. They have each discussed their lessons with their trainer-assessor and have each read that person's report on the lesson. In addition, each has completed a self-evaluation report on their teaching experience which requires comprehensive detail about every aspect of the lesson and their performance.

The Need:

Now that all the trainees have finished their lessons and reports, there is a need to round off this period of the course which has expended such a lot of psychic and physical energy. There is a need for a neat and tidy end to a significant component of their formal training program. It is not enough that trainees may have learned something; they need to know and be able to talk about what it is they have learned. This, as I see it, is essential to the process of becoming a self-conscious (in the sense of self-aware) teacher.

The Problem:

A number of potential problems may arise. Firstly, as already implied, not all the trainees are content with their recent experiences. Some are dissatisfied with themselves, others with their assessors, or with their marks, or with "the system." Secondly, everyone is different: all the trainees' experiences are individual ones, and so it is difficult to cater effectively to everyone at the same time. Thirdly, there is my wish to avoid "imposing from above"—as I did this time last year when I rounded off the practicum by delivering a summary of all the lowest common denominators of the assessors' reports and then followed this up with a summary of the "golden rules" pertaining to the common areas of weakness! That didn't work, or at least, I emerged with a queasy feeling about the value it had and the implications it generated, not least about learning and training. I now feel a very strong urge to act as a facilitator and monitor in such contexts, and not to assume responsibility for the content of the session nor the interactions that develop. More and more, both as a language teacher and as a teacher trainer, I have become convinced that learners must assume responsibility for their own learning.

The Workshop:

I will describe the workshop in the three phases into which it fell:

1. The trainees were divided into five groups of five people each, and their seats were drawn around to form a closed circle. They were then asked to reflect on their

recent practical teaching experience and to try to compile a list of about five points of significance common to the group. These were to be problem areas that emerged from their teaching experience. They were then to rank the five points in order of importance. Consensus was to be encouraged, and it was pointed out that there would be opportunity for a more individual orientation later in the session.

2. In the second phase, the five closed circles opened up and the seating assumed an arc shape facing the board and trainer at the front. The lists of five points were then "pooled" onto a blackboard grid (see Fig. 1). Once this was done and was visible to all, I elicited from the trainees what they then deduced were the eight most problematic areas ("problematic" being measured by the times a point was featured on the grid). These emerged as the following (in random order): lesson preparation, choosing materials, language awareness, teacher-talking-time, classroom technique, creating an adequate production stage, drilling language, and dealing with mixed levels.3

	A	B	C	D	E
1					
2					
3					
4					
5					

A-E= Groups of trainee teachers

1-5=Areas in need of improvement

Figure 1. Second phase of the workshop

3. I then sub-divided the classroom into zones and labelled each accordingly, using large cardboard signs. So the room had a place marked "teacher-talking-time: and another marked "mixed levels" and so on. The trainees were then asked to go to

places where they personally felt they had room for improvement. Once there, they were encouraged to talk with the others they met, discussing the problem area and possibly devising some "golden rules" in the form of strategies or guidelines. They were encouraged to move on to another zone rather than spending all their time in the one.

The Outcome:

The session worked! Certainly it was far more enjoyable, relevant, effective, productive, and humane than my previous wind-up session where the focus had rested almost exclusively on the assessors' reports rather than, as this time, on the process of trainees' self-evaluation.

Evaluating the Success

It is worthwhile considering for a moment why this session worked so well. There are quite a few reasons, I think. Some of these overlap; others are quite disparate.

As already suggested, it worked because it was in fact self-directed, not imposed from without or above. By this I mean the responsibility for content, interaction and momentum rested with the trainees themselves.

It worked also because it blended the analytical/objective with the anecdotal/subjective, incorporating and giving value to both elements as fundamental to the process of professional self-awareness.

It worked because it generated the sense that learning was a process-oriented rather than product-orientated activity. This in turn helped to take the focus off "marks" and put it onto "areas in need of improvement." I grant that this does not totally remove the evaluative climate but it does ease it considerably.

It worked too because it re-structured the learning environment: it "carved up" and reoriented the physical context (into labeled zones), compelling people to think in terms of these zones, and then it necessitated physical movement to link the zones together.

It worked, as well, because it was personalized: you went to your areas of need, not anyone else's, and you decided what they were, as well as when to move on.

Paradoxically too, it worked because even while catering for individual differences, it still highlighted the "in-commoness" of trainee teachers' experiences and hence heightened the "solidarity" of the learning community. As one trainee put it, the session helped her to feel she was "not such a lonely pebble on the beach."

Notes

1. Ego permeability relates to the concept of language ego, which is a person's sense of his "language boundaries." Acquisition of a new language requires that the boundaries to a learner's language ego become less rigid so as to accommodate the characteristics of the new language. Second language learning has been seen by some writers as a process of taking on, at least temporarily, a new personality or identity or, at least, allowing one's identity to be sufficiently flexible or "permeable" that it can accommodate a different form of expression (using different sounds, words, syntax, suprasegmentals, and paralinguistics).

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2. Each trainee has to pass a minimum of two practicals in the course. In each practical the trainee teaches a 45-50 minute lesson on a specific topic. The classes are composed of adult language learners, usually about fifteen to a class, either migrants to Australia or overseas students on temporary visas. Classes are organized according to level: beginning, intermediate, and advanced. A trainer-assessor is present during the lesson and conducts a half-hour "feedback" session with the trainee after it is over. Subsequently, a written report of the lesson is given to the trainee, who must also submit a self-evaluation of the lesson.

3. A brief explanation of each of the "problematic areas" follows:

Lesson preparation refers to the quality of the lesson plan and its design (as opposed to its delivery or execution). Good lesson preparation entails adequate provision for the three main phases of the lesson: presentation, practice and production, as well as adequate allowance for the level of the class and predictable problems.

Choosing materials refers to the relevance and appropriateness of the teaching materials that the trainee chooses to accompany the lesson.

Language awareness is a broad term used to refer to the trainee's understanding of how the particular language structure or function that he/she is teaching actually operates in the language. For example, without sufficient research into the workings of "the future," trainees sometimes, in their ignorance, teach *going*

to and *will* as interchangeable forms. Language awareness also refers to the trainee's understanding of the complexities and nuances of meaning that pertain to the structure being taught.

Teacher-talking time (TTT) refers to the amount of time the teacher spends talking. Our aim is to encourage teachers to do less talking, and have them encourage their students to do more talking. We look at different techniques by which trainee teachers can reduce their TTT in the classroom.

Classroom technique is an umbrella term which embraces such factors as the ability to use hardware (e.g., cassette recorder, video recorder, overhead projector), management of learners in groups or pairs, lesson pace, smooth movement from one phase of the lesson to the next, giving clear and effective instructions, etc.

Creating an adequate production stage addresses one of the common mistakes of beginning teachers-to over-present (TTT) and under-produce. That is, they fail to allow adequate time for the students to produce (in a free and uncorrective context) the language that has been presented and practised. We feel that unless learners have the opportunity to use language for a communicative purpose, the value of what they have learned will be minimal.

Drilling refers to the actual teaching skill of leading a classroom drill. The teacher's role at this point is rather like a conductor and, to be effective, the drill has to be well-led, brisk, and democratic (that is, all learners have to be "drilled"). Because the drill requires the teacher to be up-front and very much in control, novice teachers often fear this skill and shy away from it.

Dealing with mixed levels refers to the teacher's ability to cater to a range of different levels in the class. This is determined in such areas as the selection of materials, organization of pair and group work, correction techniques, etc.

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The *TESL Reporter* is a semiannual publication of the Language, Literature, and Communictions Division 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.

Manuscripts relevant to teaching English as a second/foreign language, bilingual education, intercultural education and communication, and teacher preparation in these areas are welcomed and should be submitted (in duplicate) to the editor. Manuscripts dealing with classroom aspects of teaching are especially encouraged.

Manuscripts should be typed and double spaced throughout, generally not exceeding ten to twelve 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) bio-data 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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