TESL REPORTER

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Manuscripts should be typed and double spaced throughout, generally not exceeding ten 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.

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Imposing "English Only" Rules in the EFL Classroom
by Greta J. Gorsuch, Kanto Junior College

"Mr. Suzuki, English only, remember?"

"Maria, Antonio, why aren't you using English?"

"Every time you speak Japanese, you have to put ¥10 into the class party fund."

Depending on your language teaching/learning experiences and pedagogical beliefs, you may find yourself saying these things to your EFL students. Your success in imposing English-only rules in the EFL classroom depends on several factors: what size class you are teaching, what type class you are teaching, how conscious and deliberate your decision is to impose English-only rules, and whether or not your English-only rules are objectively and consistently applied.

Class Size and Type

Common sense tells us that smaller groups containing less than twenty students are easier to control, in terms of imposing English-only rules, than larger groups containing twenty or more students. Teachers dealing with large classes may have to give up the expectation of students using English during the entirety of class, and instead impose English-only rules in connection with specific class tasks. For a class of twenty to thirty students, for example, discussion groups of five students each could be formed by placing five chairs in a circle for each group, and designating the interior of the circle as an English-only area. Or, a specific period of English-only time, say, ten minutes, can be established in connection with a pair work activity class members are working on.

"Intensive" type classes, and classes where the students have expectations of using English in the future for homestays, business, etc., are better English-only class candidates than EFL classes where students have no particular use for English, other than getting college credit, or making the boss happy. You can always make use of students' expected future use of English in getting them to increase their motivation to use only English during class. In classes where this is not possible, you may once again have to give up the expectation of students using only English and concentrate on specific classroom tasks in which the use of English can be required, and enforced with a minimum of headache.

A Conscious or Unconscious Decision?

Thoroughly examine your feelings and experiences about imposing English-only rules in your EFL classes, and make a conscious decision through this self examination.

Do you feel irritation or loss of control when students chatter in their native language ignoring your explanations, directions, and entreaties to listen? While there's nothing wrong with feeling frustration, frustrated teachers are more likely to make snap decisions about imposing English-only rules in their

classrooms, and are more likely to be inconsistent in following through with whatever decision they've made. You will not only be short-circuiting an effective route to treating your own frustration in a positive manner, you will probably drive your students crazy, because they won't know what you expect from them.

The next time you're feeling irritated in class because students are conversing in their native language, pay attention to how long the emotion lasts. Note what you are tempted to say, or do, in response to the students' behavior. After class, think back about the emotion. Would it have been worth it, in terms of the students, their feelings for you, their learning, and your feelings for them, to have acted out on your feelings of frustration and loss of control? Probably not. You can defuse these negative emotions by making across-the-board, conscious decisions about the use of English-only rules in class: to use or not to use them, and when to use them. Once you have decided what the rules are, impose them, and most importantly, stick to them.

Examine your language teaching experiences in order to help you reach a conscious decision about English-only rules. Do students really learn more in an English-only class? How do you know? Are their test scores higher? Do students say they note more improvement during feedback sessions? If you have the opportunity, conduct your own classroom research by focusing on two classes—one where only English is allowed and the other where native language use is allowed—over a period of two weeks, or whatever you decide. Choose some objective measure such as a test, or a

verbal interview, apply it to students in both classes, and see what differences, if any, exist. While such research is crude, you will at least be able to objectively apply it to your situation, and your decision.

Your own language learning experiences can be gleaned for insights which can be used to determine what English-only rules should be imposed in your EFL classes and when. If you had a positive learning experience in an Italian-only class, for example, think back about the elements of that class that made it a positive one, in terms of your learning. How did the teacher enforce the L2-only rules? With a humorous remark? With a "√" next to your name and after ten of them, you had to sing an Italian aria? Were you given time to "blow off steam" in your mother tongue in a native-language "corner" of the room? Did the teacher offer feedback sessions at the end of class in your first language? Conversely, if you had a negative language learning experience in an target language-only class, note precisely what was negative about it. Did the teacher yell at you some days, and not at all on others, when you used your native tongue? Were you shamed in front of the other students? Even from your negative experiences, you can learn what to avoid, or how to change negative strategies of enforcing use of the target language.

Being Objective and Consistent

When you decide to impose English-only rules in your classes, create a model for the rules. This will help you maintain an objectivity and consistency that will greatly enhance your success in enforcing the rules. The model should

include, of course, what rules you intend to impose (one EFL teacher I know of in Japan not only forbids the use of Japanese, but also of *katakana* English, which is English pronounced according to one of the Japanese scripts), when you intend to impose them (for the entirety of the class, or only during certain times or activities), and how you intend to impose them.

Creating a self-proposal of how you intend to impose English-only rules (and later, records of what strategies worked and other strategies you can try in the future), should always include planning the use of classroom structures that will allow students to understand clearly what is expected of them. One good place to begin is a syllabus that clearly states what your policy is, in terms of use of L1 and L2. Hand it out to the students at the beginning of the school term, and quiz students on it, or review it periodically throughout the term. If you don't have "terms" *per se* in your teaching situations, create terms of four or more weeks, and inform the students what you are doing.

Also let students know what you expect of them through consistent enforcement of whatever English-only rules you have chosen for the class. When enforcing the rules, use a neutral tone of voice, and refer to the rule itself, not what the students are doing to break it.

About the Author

Greta J. Gorsuch, an instructor at Kanto Junior College, Gunma, Japan, has taught in conversation schools, companies, technical schools, and at an intensive English language program in Japan for seven years.

Journal of Language for International Business

The Journal of Language for International Business—a refereed periodical devoted to the teaching and study of foreign languages, English as a Second Language, and cross-cultural communication for international business—is now reviewing pertinent articles and book reviews. Some articles that have been published recently in JOLIB are "The New Management Jobs: Foreign Language Proficiency Required," "On the Englishes Used in Written Business Communication," and "Perceptions toward Language Learning among Business Students in the Northwest."

JOLIB accepts articles in Arabic, Chinese, English, French, German, Japanese, Portuguese, Russian, and Spanish. However, only one article in a language other than English can appear in a given issue. Articles submitted for consideration must be previously unpublished, approximately ten to fifteen typewritten, double-spaced pages long, submitted in duplicate, and prepared in accordance with APA style. Book reviews are approximately 1,000 words in length.

All contributions should be addressed to the editor: Robert M. Ramsey, *The Journal of Language for International Business*, Department of Modern Languages, American Graduate School of International Business, Thunderbird Campus, Glendale, AZ 85306.

Designing and Maintaining an ESL Program for Intermediate Adults in an Open-Enrollment Program

by David Wardell, Mt. Hood Community College

During the fall quarter of 1991, I was assigned to an intermediate ESL class for adults at a satellite campus of Mt. Hood Community College in Portland, Oregon. Although this language program operated under conditions that were less than optimum, these circumstances may, in fact, be common to a great many ESL training projects which serve adult learners. Because some very satisfactory outcomes were reached despite these difficult conditions, I would like to share some observations about this local teaching and learning experience with the general ESL community.

Negative Factors

Strict time constraints set for this language training limited the hours of instruction and interaction with the students. These classes were held between 8:00 and 9:30 a.m. Monday through Thursday over a ten-week period. Child care and transportation problems arose frequently because of this early time frame. Furthermore, because other training programs followed closely on our heels, the ESL classrooms had to be vacated promptly. As a result, these rigid class periods reduced opportunities for informal discussions between teachers and students—not to mention time for socialization among the students themselves.

Moreover, the student body in these classes was rarely stable because of the college's open-enrollment policy. At any time during the term any person who appeared at the MHCC registration desk seeking ESL instruction and who held satisfactory immigration credentials, was slotted into one of our three morning ESL classes.[1] Even in the next to last week of the term one new student was introduced into my section. While placement did take into consideration a learner's general English proficiency (Beginning, Lower Intermediate, Higher Intermediate), new students sometimes struggled because they had not been exposed to earlier lessons or because they lacked familiarity with their teacher's expectations and strategies.

At the same time, attrition in these classes was generally higher than that which I have experienced in most of my other teaching assignments. Some students who attended regularly for several weeks simply disappeared never to be seen again. The reasons for these losses were never easy to determine; however, the pressures of full-time employment, family obligations, and ill health were probably the leading causes for students dropping out. Other students may have left because they lacked the sustained commitment needed for successful language development.

Meanwhile, it was not always easy to identify the long term goals of the participants in this language project. While several students voiced a desire to continue in specific college programs (e.g.

computer science) and others clearly demonstrated the potential to become assimilated into the regular community college community, other students openly dismissed any interest in further academic work. Few had any definite course charted for the immediate future which a language project could support. Nevertheless, one common belief among these students was the idea that acquiring a good command of English would ultimately improve their chances for success in this land where they had started new lives.

Positive Factors

Cultural diversity was the hallmark of my high intermediate ESL group, and this—perhaps more than anything else—served to strengthen the students' language learning experience. Within this single class were students from China, Japan, Korea, Cambodia, Vietnam, Romania, Poland, the Soviet Union, Egypt, Syria and Lebanon. In all of my prior English teaching experiences, homogeneous student populations had been the rule—all Thai, all Iranian, all Chinese or all Japanese. Here for the first time in my career there was no "buzz" of first language chatter invading the English learning environment. Not only did my MHCC students need to manipulate the teaching materials in English, but they also had to initiate their preliminary negotiations about how to perform these activities solely in the target language. For example, determining who was to ask questions first, who was to write the answers, who was to direct the role play, and so forth took place exclusively in English. True, this process was occasionally cumbersome, yet the extra effort these students made in

communicating with one another in English contributed substantially to their overall linguistic growth. Furthermore, our success in maintaining the target language as the dominant mode of communication throughout our lessons undercuts the common notion in EFL classrooms[2] that students cannot perform language learning tasks satisfactorily until they first have an opportunity to "set the tasks" in their own language.

The nature of this course made it impossible for the college to enforce attendance, yet—despite an attrition rate that may have surpassed that of a traditional ESL college course—a core of ten or twelve students remained loyal from beginning to end. Their dedication provided an internal stability which helped maintain the pace and spirit of the training.

At the same time, the maturity level of this group helped these students progress linguistically. The ages within this intermediate class ranged from late teens and early twenties to several elderly students who had entered retirement. Thus, the average age must have fallen somewhere in the mid-thirties. These adults attended English classes because they chose to come for this training—not because they were compelled to do so by parents or some other authority. This self-motivation and commitment to self-improvement was doubtless a significant factor which contributed to their language development. Though most of these adults were gainfully employed (at least on a part-time basis), some were housewives and a few were between jobs. Distractions that sometimes occur with adolescents never arose during this class; the students kept their attention focused on

the lessons, and this devotion ultimately had its rewards.

Instructional Approach

The lessons throughout the fall term were "contextual." Specifically, the classes during this ten-week period included units on gardening, Halloween, fire safety, Thanksgiving, and salmon.

The unit on gardening dealt with general details about how to create and maintain a home garden and concluded with a "treasure hunt" at a nearby nursery where students had to identify bulbs, gardening equipment, and other supplies that had been discussed in class. The unit on Halloween, which examined the history of this celebration from its pagan origins to the modern day, tried to introduce newcomers to the U.S. to some of the local madness stimulated by this October 31 festival. The fire safety unit was based on a brochure produced by the United States Fire Administration and distributed through the McDonald's restaurant chain. The unit on Thanksgiving covered colonial history of the United States as well as the traditions associated with this national holiday. And the unit on salmon, which contained a series of lessons developed from an article in a Portland newspaper, promoted concern for ecology.

This topical approach was an attempt to make the language learning interesting and meaningful to a diverse adult audience. Rather than "bottom up" learning this class was "top down." In other words, rather than dwelling on specific grammar points and other discrete linguistic skills, the training attempted to frame the lessons around general themes with general relevance to the students' lives. As each of these themes was explore, attention was given to specific linguistic problems as the need arose.

The instructional techniques for each non-stop, ninety-minute period were deliberately varied so as to address the four language skill areas (listening, speaking, reading and writing) as well as to ensure that student attention remained high. These activities, which used teacher-generated materials, included vocabulary exercises (such as odd-man-out), listening cloze passages, short dictations, and scrambled sentences. Pair and group work were essential features of these learning experiences.

Each lesson for this class began with a brief five point quiz based on the material presented during the previous day. The rationale for this testing was: a) to encourage students to attend to and reflect on the content of their lessons; b) to offer regular feedback on individual linguistic progress; and c) to encourage prompt and regular attendance. A review of these daily quiz scores reveals a steady growth in student performance (see table 1).

Table 1. Daily Quiz Averages

Quiz#	Average Score	Participants
1	1.42	9
5	2.38	15
10	3.11	17
15	3.44	18
20	3.50	14
25	3.56	18
30	3.75	20
35	3.13	16

Results of this daily monitoring suggest that: (1) regular exposure to guided

language training facilitates learning in adult learners of English as a second language and (2) the MHCC ESL Program had a positive effect on the language competency of non-native speakers within the community.

Conclusion

Although many language programs operate under conditions that are less favorable than instructors and administrators might hope for, linguistic progress may still be achieved. Even though personal and professional obligations of adult learners sometimes intrude and interfere with language instruction, the cultural diversity, maturity and dedication of these adult learners can play an important role in promoting their linguistic progress. Contextual materials with immediate relevance to students' lives and a variety of instructional techniques help maintain the interest of adult learners. Finally, regular feedback on individual progress has a positive effect in stimulating student progress.

Notes

1. The college also offered ESL training in the evenings, but because I was not a member of that teaching team, my observations are limited to the morning sections.

2. For a much fuller discussion of the distinction between ESL and EFL, see the following sources:

Helgesen, M. (1978). "The EFL/ESL Distinction," *The Language Teacher, 11* (9), 13-16.

Helgesen, M. and S. Brown (1987). "The EFL/ESL Distinction: Three Opinions—Christina Bratt-Paulston, JoAnn Crandall and Mario Rinvolucri," *The Language Teacher, 11* (9), 19-21.

LoCastro, V. (1987). "Teaching ESL Internationally?" *The Language Teacher, 11* (9), 10-13.

Maple, R. (1987). "TESL Versus TEFL: What's the Difference?" *TESOL Newsletter, 21* (2), 35-36.

Martin, A.V. (1986). "Expectations and Reality: Teaching ESL Internationally," *TESOL Newsletter, 20* (2), 1, 4.

Wardell, D. (1988). "English as a Foreign Language/English as a Second Language," *Silver Jubilee Souvenir, Regional Institute of English at Bangalore, India,* 10-12.

About the Author

David Wardell, a part-time ESL instructor at Mt. Hood Community College, previously held full-time EFL positions in Thailand, Iran, China, and Japan.

HCTE Convenes in Laie

Chris Crowe, BYU-Hawaii

Seventy-five teachers traveled to Laie in November to attend the annual convention of the Hawaii Council of Teachers of English, held on the campus of Brigham Young University—Hawaii on the windward coast of Oahu. Most agreed that the convention events were well worth the trip.

The theme of the convention was "One language, many voices." Noting the great cultural and linguistic variety found in Hawaii, Dr. Margaret Baker, incoming HCTE president, challenged members "not to submerge our 'many voices' in drab conformity, but to speak in harmony, with 'one language' in order to better serve s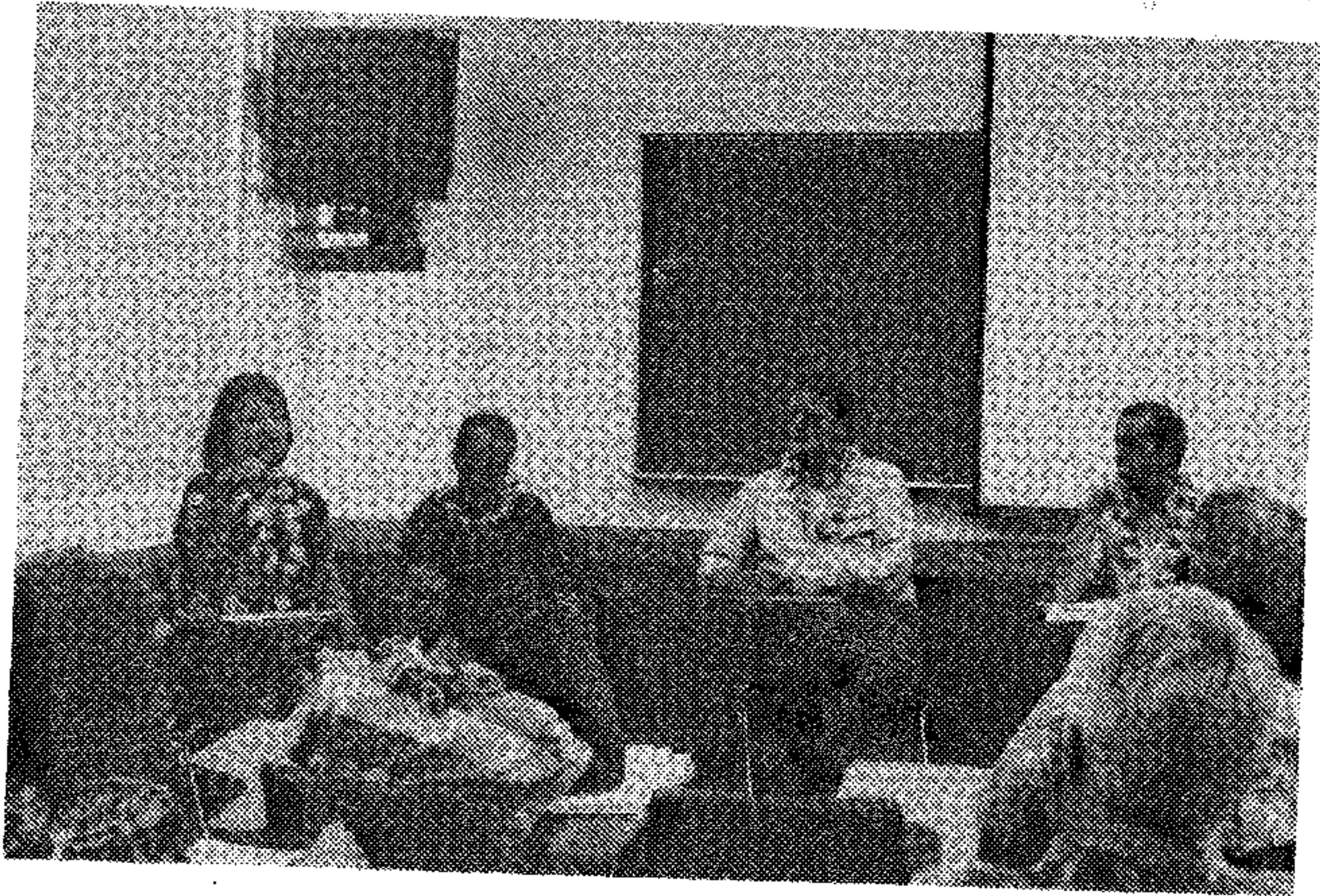tudents, parents, society, and each other." She added, "Should we not speak with one voice to help our students understand the importance of reading, writing, listening, and speaking skills? Should we not be united in understanding each other, in creating a seamless web of learning from kindergarten through university, in working together harmoniously?"

Participants in the Hawaii Writing Project presented four sessions. HCTE members and other professionals made presentations covering "Whole Language Strategies," "Collaborative Learning," "Analytical Reading Skills," "SGID: Small Group Instructional Diagnosis," the "Writing Workshop Approach," "The Poetry of Charles Darwin," and many other topics of interest to teachers

Dr. Joy Marsella of the University of Hawaii and Dr. Ned Williams of BYU-Hawaii delivered the morning plenary addresses. Dr. Norman Kaluhioka-

lani, a professor of Physical Education at BYU-Hawaii gave an entertaining and encouraging luncheon address describing how various English teachers helped him develop from a pidgin speaker who hated standard English and writing to a graduate student who wrote a dissertation and authored a chapter in a book.

At the annual business meeting, members voted to incorporate the ESL Caucus as a special interest group of HCTE.

Convention goers who still had energy left after the many sessions spent the afternoon at the neighboring Polynesian Cultural Center.

Foreign Student Enrollment in U.S. Exceeds 400,000 for First Time

The number of foreign students at U.S. colleges and universities reached an all-time high of 407,500* in the 1990/91 academic year. This was a 5.3% increase over the previous year's total of 386,900, according to the Institute of International Education (IIE).

The data, published in *Open Doors 1990/91*, is based on a survey of 2,879 accredited U.S. postsecondary institutions, which IIE conducts each year with grant support from the USIA. Business was the most popular field of study for the second consecutive year, replacing engineering, which had ranked first for forty years.

"Our higher education system is, in many respects, the best in the world," said Dr. Richard Krasno, president and CEO of IIE. "It's a national resource that attracts students from all over the world. The U.S. higher education system continues to perform well as an export, materially adding to our balance of payments. Also, foreign students help to 'internationalize' our campuses, exposing our students to different cultures, and establishing international links among future business leaders of the U.S. and their international counterparts."

The number of foreign business and management students studying in the U.S. in 1990/91 was 79,700, up 5% from last year. Numbers in engineering were essentially flat at 73,600. The next most popular fields were math/computer sciences (36,800) and physical and life sciences (35,300).

China is Leading Place of Origin

Despite restrictions instituted by China in 1989 on degree study abroad, enrollment by Chinese students increased by almost 19% over last year's figure, making China the leading place of origin for the third year in a row. Japan is the second leading sender, and the country with the highest percentage increase (nearly 23%).

Large Increase in Students from East Asia

Asian students (229,800) account for 56% of the total number of foreign students in the United States. Nine of the top ten places of origin were in Asia. The top five places, China (39,600), Japan (36,600), Taiwan (33,500), India (28,900) and Korea (23,400), alone accounted for 40% of the world total.

Substantial Increase in Students from Europe and Oceania

There were also substantial increases in the number of students from Europe and Oceania (western Pacific). Europe is now the home region of the second largest group of foreign students (49,600), surpassing Latin America (47,580). The number of students from Latin America, Africa and the Middle East declined in 1990/91.

Recent developments in Eastern Europe spurred growth in the heretofore limited number of students from that region, up

42% to 4,8900 from the previous year's 3,400. Most Eastern European growth has been from the Soviet Union, with significant increases from Poland and Hungary as well. By comparison, Western European totals were up over 5% to 44,800.

"It is encouraging that the number of students from countries making the transition to democratic pluralism and market-oriented economies is rising," Dr. Krasno said. "Their experience at U.S. colleges and universities will help to provide them with the knowledge they need to manage the profound changes taking place. Increased exchanges will contribute to building the scholarly, institutional and economic linkages that can help support the development of a civil society."

African and Middle Eastern Students are a Smaller Proportion of Total

Middddle Eastern students were 30% of the total as the eighties began, and were just 8% of students in 1990/91. African students were 12% of foreign students in the U.S. at the beginning of the eighties, and 6% today. Declines from virtually all Arab states, Iran, and Nigeria account for much of the decrease.

Foreign Graduate Students Now 45% of Total

The number of graduate students increased 7% to 182,100, with over one-third (65,600) pursuing doctorates. East Asians are the major engine of growth in graduate study. Graduate enrollment has almost caught up to slower-growing undergraduate enrollment,

which totalled 189,900 (47%) In 1990/91, 48,900 foreign undedrgraduates studied for a 2-year associate's degree and 141,000 worked toward a bachelor's degree. The remaining 8% of foreign students were enrolled in pre-academic English language programs, practical training, or other non-degree study.

Foreign Students Choose Private Institutions at Higher Rate than U.S. Students

By way of comparison, over 34% of foreign students, but only 20% of U.S. students, enrolled in private institutions. Foreign students do not fit the U.S. student norm in another respect—only 14% of foreign students study at 2-year institutions, while 42% of U.S. students enroll at 2-year schools.

Women Foreign Students Continue to Increase in Number

In 1990/91, 36% of all foreign students were women, the highest percentage ever and a continuation in a trend of steady growth throughout the eighties.

Open Doors 1990/91 Available from IIE Books

The new *Open Doors* study is available at $36.95 plus $3 handling from IIE BOOKS, 809 United Nations Plaza, New York, NY 10017-3580. The book is a 200-page statistical report on the annual IIE international student census with extensive explanatory text and over 100 supporting statistical tables and charts.

* Numbers have been rounded.

Learn to Listen, Listen to Learn

Review by Thuy Thi Bich Dang, Brigham Young University

LEARN TO LISTEN, LISTEN TO LEARN: AN ADVANCED ESL/EFL LECTURE COMPREHENSION AND NOTE-TAKING TEXTBOOK. S. R. Lebauer. Englewood Cliffs, NJ: Prentice-Hall. 1988. $14.50. pp. 200.

How to match listening materials in the ESL class with authentic listening in real life situations is always a problem for teachers of English. Most current commercial listening materials are artificial in many ways, making it difficult for students to adapt what they learn to real world tasks. In addition, some materials tend only to test students rather than teach them in the listening skills.

In his book, *Learn to Listen; Listen to Learn; An Advanced ESL/EFL Lecture Comprehension and Note-taking Textbook*, Lebauer presents teaching materials that allow students to use the most of what they learn. The book consists of two parts: a teacher's manual and a student's textbook. It not only teaches students the many skills for authentic lectures but also shows them how to be good note-takers and provides the vocabulary needed for natural and effective production of the language.

The course allows teachers great flexibility in teaching and organizing their syllabus. A sample syllabus for a thirty-hour course is provided to show them how the book can be used. The author also suggests what to teach for different levels of proficiency. Instead of using the pre-recorded tape, teachers can deliver the lecture themselves, based on lecture outlines and transcripts in the Teacher's manual. They can pause, repeat or digress to make lectures more "realistic." For the student's convenience in using the book, lectures are indexed by organization, by subject matter and by rewritten notes at the end of the student's textbook.

Sections one and two of the student's textbook provide pre-course work lectures, introducing the listener to the nature of lecture comprehension. A pre-course work evaluation is discussed in section one. The first part of this lecture gives the listener a clear idea of how academic lectures are different from everyday listening in language, purposes, and in listener-speaker interactions. In the second part, the author analyses the process involved in lecture comprehension. Ample illustrations are given to prove the importance of such factors as stress, intonation, rhythm and body language. Listeners are taught how to contribute to the lecture, using their subject matter knowledge. It points out that the nature of listening comprehension is not a word-for-word understanding but an understanding of related ideas to get the lecturer's intention. Listeners can also use their world knowledge and linguistic skills to predict while listening.

Section two shows the importance of cues in comprehending lectures, in understanding related ideas and taking notes. Note-taking instructions are discussed in sections three and four,

showing students how to use symbols and abbreviations as well as how to catch the main ideas and arrange them effectively in notes. Thus, through the first four sections, we can see the interactions occurring between comprehension, prediction, contribution and note-taking in the process of lecture listening.

How ideas in a lecture are organized and related is detailed in section five. The saying which the student may keep in mind in this section is "Don't lose sight of the forest for the trees," which in this case means that students should not listen to details before understanding the main ideas. Students are also taught to distinguish between the macrostructure of a lecture (i.e., the purpose and overall organization) and the microstructure (i.e., the organization within the macrostructure). Different kinds of organizations are explained in terms of purposes, such as definitions, descriptions, process and sequence, casual relationship, etc. As students look into these structures, they will acquire a better understanding of lectures.

Section six gives students what the author calls "holistic practice" in that it integrates many listening skills and activities, at the same time helps build up the vocabulary power needed for natural speech during the interpretation process. There is a pre-lecture discussion, exercises for main idea listening, word practice, note-taking, reconfirmation of interpretation through notes, notes comparison and finally vocabulary retention, wherein students choose a certain number of words to learn. In section seven, students are given less help than in section six. As in authentic university situations, students take notes and keep them for the following week's quiz. It may be noted, however, that if a grammar and usage cross-referenced index could be added at the end of the book, students would have access to a more comprehensive knowledge of word choice in academic lectures.

By presenting the interactions happening within the lecture listening process, including main idea comprehension, prediction, individual interpretation and note-taking, the book provides insight into lecture listening skills. Moreover, it is especially creative in allowing teachers to add their own techniques and knowledge in making their syllabus, and in encouraging students to contribute to lecture interpretation, and developing more vocabulary during the interpretation process. Thus the book teaches listening comprehension, and other skills necessary for students to produce natural speech as well. As such, the book should be recommended for teaching what its title claims: Learn to listen; listen to learn.

Thuy Thi Bich Dang is a graduate student in TESL at Brigham Young University in Provo, Utah.

TESL-L: An Electronic Forum

ESL/EFL professionals now have a completely free of charge, international, 24-hour resource! The name is TESL-L, and it is an electronic mail network that provides a discussion forum for ESL/EFL teachers and links all of us around the world in the free exchange of ideas and concerns related to our field.

TESL-L was founded in May 1991 by two classroom EFL teachers in New York. Since then, it has grown to reach 190 institutions in nineteen countries, and welcomes more members every day. "Discussions" are ongoing and touch on all aspects of our profession. You can "log on" at any time of the day or night and find a kindred spirit. There is no subscription fee, and you do NOT need to be a computer whiz to understand and enjoy it.

TESL-L was established to help members with similar teaching and/or research interests locate each other so that they can discuss items of mutual concern and coordinate their teaching and research efforts more effectively. The speed and power of telecommunications give ESL/EFL professionals around the world a quick and efficient way to remain in touch with what's happening in the field. Via TESL-L, colleagues that you may see at conventions perhaps only once a year are only keystrokes away. You can get news of conferences, jobs, books, and materials, as well as "discuss" all of these with your colleagues.

To Join

First, you need to get an electronic mail user number. These are normally provided free of charge to teachers by their universities, colleges, and boards of education. To get one, contact your academic computing center.

Next, you need to secure at least occasional access to a terminal or a personal computer with a modem—at school or work. You do not need to have your own equipment at home (although it is much more fun if you do).

Last, you need to send an electronic message asking to join TESL-L to Anthea Tillyer ABTHC@CUNYVM.BITNET or ABTHC@CUNYVM.CUNY.EDU (internet).

You can also send a regular letter (snail mail) to Anthea Tillyer, International English Language Institute, Hunter College (10 East), 695 Park Avenue, New York, NY 10021.

Writing for Study Purposes: A Guide to Developing Individual Writing Skills
Review by Terry Santos

WRITING FOR STUDY PURPOSES: A GUIDE TO DEVELOPING INDIVIDUAL WRITING SKILLS. Arthur Brookes and Peter Grundy. CAMBRIDGE: Cambridge University Press, 1990, pp.162. Cloth, $34.50, paper, $12.95.

Writing for Study Purposes is a resource book for teaching academic writing. Designed for the practicing classroom teacher more than for the less experienced teacher-in-training, its audience is most likely to be individual ESL/EFL instructors seeking practical ideas for developing students' academic writing abilities. But what they may find more interesting, as I did, is the first half of the book in which the authors clearly set forth their philosophy of, and approach to, teaching writing.

Brookes and Grundy let us know in the preface that *Writing for Study Purposes* is based on their personal experiences as teachers of academic writing in a number of settings and institutions, currently the University of Durham in the UK. For me, the personal comes through most of all in their commitment to a "communicative," "integrated," and "humanistic" approach, which they are willing to spell out in some detail. Their definition of communicative practice in the writing classroom is as follows:

- having something meaningful to say
- reaching an audience
- working in small groups

- working collaboratively
- developing register awareness
- talking naturally

An integrated approach means "transferring naturally between one skill and another" (p. 8) by linking writing to listening (as in note-taking), speaking ("talking naturally"), and reading. And their humanistic principles are given as "always thinking first of the learner and what is to be learnt, . . . recognizing that the learner should be free from authority, prescription, overt correction and . . . the imposition of language models, promoting freedom to express self, and recognizing centrality of personal discovery" (pp. 9-10). While I wonder whether teachers—and students, for that matter—in most programs and institutions in the world would find these principles either fully attractive or practicable, I respect the forthrightness of the statements. Throughout the sections on approach, readers will know where the authors stand on the crucial issues of teaching writing (e.g., contrastive rhetoric, evaluation, and the relationship between process and product), and will likely find themselves engaged in an ongoing debate with the authors on some of these issues.

It is necessary to be aware of the "broadly humanistic methodology" (p. 10) represented in this handbook because it is reflected in the suggested exercises in Part 2. My own view of the exercise topics in this section is that many are inappropriate for an academic writing course (e.g., my

personality, my hobby or interest, a personal belonging, my mood over the last 24 hours, changing my life style), but the authors are firm in their commitment to "learner biography [as] the subject- matter of the writing exercises" (p.10).

For them, the problem of content in writing courses—what students will write about—is solved by the elevation of self-expression over other considerations. Within that framework, however, all of the important aspects of academic writing are addressed (e.g., using sources, citing evidence, writing abstracts versus summaries, using technical terms,

achieving cohesion), and teachers looking for lesson-planning ideas will find them here.

Writing for Study Purposes will appeal above all to those who share the authors' teaching philosophy and approach, but it will also be stimulating and thought-provoking to those who do not.

About the Author

Terry Santos is an associate professor in the English Department at Humboldt State University in Northern California, where she teaches TESL methodology, writing, and linguistics.

New Books

The books' clear, brief, non-technical, "student friendly" explanatory sections have always been lauded. Students comprehend basic points of English grammar without mental overloading and confusion, and instructors find the main points of each chapter easy to teach

The extensive contextualized practice exercises have also been praised by users of the texts. There is at least one set of three exercises after every explanatory section throughout the books, and the wealth of practice they provide truly develops students' skill in writing. In addition, the contextualization of all practice exercises (so as to entirely avoid artificial jumping from topic to topic within an exercise) promotes continuity of

thought and maintains students' interest in the exercise, while focusing their attention on content as well as form.

The many non-traditional but pedagogically effective explanations used in *Sentence Construction* and *Sentence Combination* offer an alternative perspective to traditional grammar and recognize important features of modern English that traditional, Latin-based grammar has trouble explaining. For example, the chapter on "Aux-Words" recognizes the importance of these powerful words in modern English, which a traditional "parts of speech" approach tends to neglect. The chapter on "Verbs and Time" uses a simple yet powerful tense-aspect approach, rather than bewildering students with over a dozen "tenses."

New features of the second edition include frequent editing and proofreading

practice that recognizes the "process" of writing and encourages students to take responsibility for reading and correcting their own writing.

The second edition of *Sentence Construction* and *Sentence Combination* also boasts a new visual layout which is more attractive and effective. It utilizes numerous charts and tables as well as other graphic devices, such as boxes and section dividers. More "white space" is also employed to reduce the density of the pages. These features not only boost student comprehension, but also make it easier for teachers to teach from the books. Cartoon-type illustrations throughout both books also make them more "user friendly" while emphasizing and clarifying important grammar points.

In response to many requests by users of the first edition, the second edition now features a separate instructor's manual--with an answer key for the exercises, achievement tests for each chapter in *Sentence Construction*, guidelines for using the books, suggestions for evaluating student writing and diagnosing problems, and references to background reading material.

Popular English for Modern Communication

Popular English for Modern Communication was jointly authored at BYU-Hawaii by Professors Liu Xiyan (of Jilin University, PRC) and Dr. Lynn E. Henrichsen. Published in the People's Republic of China, the book features nearly 400 dialogs with accompanying cultural, social, and linguistic explanations. This approach is in harmony with the language-learning methods commonly used in China today. In contrast to the stilted, archaic, unnatural dialogs found in many English textbooks published in China, however, those in *Popular English* are based on actual speech samples gathered by Professor Liu during his term as a visiting scholar at Brigham Young University—Hawaii Campus.

Diffusion of Innovations in English Language Teaching

Diffusion of Innovations in English Language Teaching is a scholarly book published by Greenwood Press and authored by Dr. Lynn E. Henrichsen, the TESOL Program Director at BYU-Hawaii. It addresses the fact that in countless classrooms around the world, outdated methods and materials persist and actual teaching practices lag far behind current knowledge about how people learn languages and how they can best be taught. Overcoming this knowledge-practice gap is a formidable challenge that most language-teaching professionals are ill prepared to confront since the study of the management of change lies outside the traditional concerns of the TESOL field. *Diffusion of Innovations in English Language Teaching* helps to remedy this situation by presenting and illustrating a hybrid model that can be employed for planning or analyzing change efforts. It draws upon ideas from organization development, social psychology, educational management, and related fields and applies them to English language teaching. While adherence to this model cannot guarantee success in every change campaign, an awareness of the factors discussed in *Diffusion of Innovations in ELT* will certainly increase would-be reformers' chances of achieving their goals.

New Books by BYU-Hawaii Professors

Four books recently published by faculty members at BYU-Hawaii— *Sentence Construction, Sentence Combination, Popular English for Modern Communication, and Diffusion of Innovations in English Language Teaching*— illustrate the variety of scholarly yet practical activity being carried out at the Laie campus in the area of teaching English to speakers of other languages.

Sentence Construction and Sentence Combination

Users of *Sentence Construction* and *Sentence Combination* will be glad to know that the second edition of the books is now out. This ever-popular pair of writing textbooks authored by Lynn E. Henrichsen and Alice C. Pack is now available from Heinle & Heinle Publishers. Originally developed and piloted in writing classes at BYU-Hawaii, *Sentence Construction* and *Sentence Combination*

have since been used successfully by many thousands of students (and their teachers) throughout the world.

Sentence Construction and *Sentence Combination* focus on selected aspects of written English which are especially difficult for most intermediate and advanced students of English as a second language. This focus on persistent "trouble spots" makes them particularly relevant to students' needs—not just a survey of English grammar.

In *Sentence Construction*, student production is limited to writing and editing correct basic sentences. *Sentence Combination*, on the other hand, teaches sentence building, transforming, and combining techniques which students can employ to produce complexity, variety, and maturity in their writing.

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