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Vol. 6,	No.	2	ED	077	288						
Vol. 6,	No.	3	ED	200	041						
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Using Visual Aids in the Grammar Class

by Dennis Cone

A group of teachers was once asked, "What is the most effective classroom visual aid?" A variety of responses was given but the most common was "the chalkboard." They completely overlooked the obvious fact that even in this era of sophisticated audio-visual computer-assisted instruction, the teacher is still the most effective visual aid in any learning situation. For this reason a visual aid should never be regarded as anything more than exactly that—an *aid*, not an end in itself. It can assist in a multitude of ways, but the teacher should never stop trying to create natural communicative events based on the real people, emotions, actions, relationships and objects in the instructional environment. Of course, there are numerous occasions when this is not possible or practical. It is at these times that visual aids ought to be employed.

Reasons for Using Visual Aids

There are probably as many reasons for using visuals as there are instructional aims, but generally there are two main reasons a teacher should consider using pictures, flashcards, realia, and so forth. First, visual aids increase the effectiveness of almost any lesson because they clarify meaning instantly. The old adage about one picture being worth a thousand words is nowhere truer than in the foreign language classroom. This is obviously the case in teaching basic vocabulary (particularly at the beginning levels), but can also apply to grammar. Carefully selected visual aids can help students understand grammatical relationships. Also, they often convey a great deal of cultural information which might be difficult to put into words. Another and perhaps more significant way in which visuals enhance teaching/learning effectiveness is by increasing motivation. Visual materials stimulate interest and, if used properly, hold the viewers' attention. They have the capacity to generate a lot of natural communicative language.

These same reasons justify the use of visual displays on classroom walls and bulletin boards as well as the portable aids brought in and used for a particular lesson. Research has proven that people learn better in attractive rooms. Large colorful maps or posters not only stimulate learner language but can also help the teacher be more creative verbally. Many times a picture already on display can be used spontaneously to provide items for a substitution drill or example sentences to answer questions raised by students. These visuals should remain on display long enough for the students to fully explore them but should be changed often enough to be interesting.

Most teachers tend to associate these kinds of visual aids with younger learners or with lower level classes where words alone don't communicate efficiently. This is unfortunate because experience shows that visuals can be employed just as productively with adults at intermediate and advanced levels of instruction. Of course, teachers must choose visuals with appropriate subject matter, but more important than that, they must carefully plan their presentation and adjust the level of difficulty of the task according to the learners. Lower level students might be asked simply to identify actions in a picture, whereas more sophisticated learners could be required to draw inferences, make predictions, or describe complex situations. If the teacher regards visuals as useful tools the students will generally accept them and use them in the same attitude.

Pragmatic Criteria for Using Visuals

Many books about audio-visuals go into great detail concerning the criteria to use in selecting or making materials for classroom use (El-Araby 1974, Wright 1976).

They normally consider such variables as content, composition, color, tone, movement, realism vs. symbolism, and so on. Three pragmatic criteria, however, should take precedence over these technical concerns:

1. The top priority should be the appropriateness of the visual for teaching a particular lesson or part of a lesson. In other words, the main thing is how well it works to introduce or clarify or practice the target structure. Naturally, a number of technical factors will influence how well it functions, but if the visual really "fits" a particular structure, there's usually a way to make it work.
2. A second criterion to consider is the size and "display-ability" of the item. If the visual aid is too small to be seen by all the students, it won't be an aid but a hindrance. The same will be true if it is too flimsy to hold easily or if for some reason it can't be fastened to the wall.
3. Finally, clarity must be considered. In most cases simplicity is the ideal. A cluttered or ambiguous presentation will make it difficult for the learners to focus on the exact feature or aspect being emphasized.

A Functional Classification of Visual Aids

There are various ways of classifying visual aids, but a functional approach is the most helpful to the teacher. This functional classification includes three different types:

1. Display visuals (usually a larger item attached to the wall which can generate a number of sentences)
2. Series visuals (usually a group of smaller items held in the hand with each one stimulating one response)
3. Realia visuals (actual objects brought into the classroom).

These types of visuals can perform three basic functions in the grammar classroom:

1. Contextualizing (introducing a new structure in such a way that student can understand it without recourse to translation)
2. Explaining (clarifying and illustrating grammatical principles)
3. Cueing (providing cues for drills and exercises).

Display visuals (the chalkboard, posters, charts) can fulfill all three functions and so can realia. Series visuals, however, are most effective in cueing drills.

Possibilities of Homemade Visuals

A variety of visuals are available from publishers (see the list of sources below), but some of the most valuable are those produced by teachers themselves. Here are some examples of what you can do with homemade aids.

Display Visuals

The chalkboard is, of course, one of the most versatile. Its effectiveness, however, depends on careful planning. Anyone can learn to draw stick figures that are useful for presenting dialogs, showing grammatical relationships, and so on. Simple time lines help in explaining tenses and time words (See Figure 1). Many grammar points can be illustrated by boxes or circles labeled appropriately (See Figure 2).

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It takes considerable artistic ability to produce an attractive poster, but often travel or other advertising-type posters can be obtained free. Hint: Before displaying these, put some masking tape on the back at each corner. To stick an item on the wall, make a small loop of tape (sticky side out) and place it on the tape. When you take the item down later, the tape loop can easily be removed without harming the poster.

One aid that's useful in teaching word order (basic sentence word order, direct/indirect objects, or frequency adverbs)

is a set of cards that can stand up along the blackboard chalk tray. Label each card with a part of speech. To make it more interesting, each card can be designed as a railroad car. For example, SUBJECT can be the engine, VERB the coal car, OBJECT a box car, PLACE a tank car, and TIME the caboose. There are numerous possibilities for additional cars and the train serves as a basis for a variety of exercises involving student participation.

A cardboard clock with movable hands is, of course, useful in teaching the vocabulary and structures for telling time, but it can also be used to give the cues for a number of different drills. In practicing the present perfect continuous, for instance, two such clocks could be used: one clock shows the beginning time and the other shows the "present" time. Students then make statements like: She has been watching TV for two hours.

Series Visuals

Different sets of cards with one word or phrase on each can be used to cue various drills. To add interest each student can be given a card or two, etc. The following are the most useful sets: modals, action verbs, places, question words, linking verbs.

Along the same line, cards using various symbols are great for enlivening transformation drills. For example, a minus sign signals a change to the negative. Changes of subject are indicated by "pronoun cards," where a lone male stick figure stands for *he*; two females means *they*, and so forth.

Slightly more elaborate pictures (stick figures and outline drawings of objects) have many more possibilities for exercises. you can make your own or buy them (Kreidler 1973.) These have several advantages. Since they use only stick figures, you can assume it's the same person in each picture and put together six or eight in a series to tell a story. Hints: Write your cues on the back of each picture. When using them in a drill, always take the back card and move it to the front (rather than taking the front and putting it behind the others). This way you know which picture is next.

Magazine and calendar pictures can be mounted on cardboard and used in the same manner. Be sure they are large enough to be seen. They work best when chosen

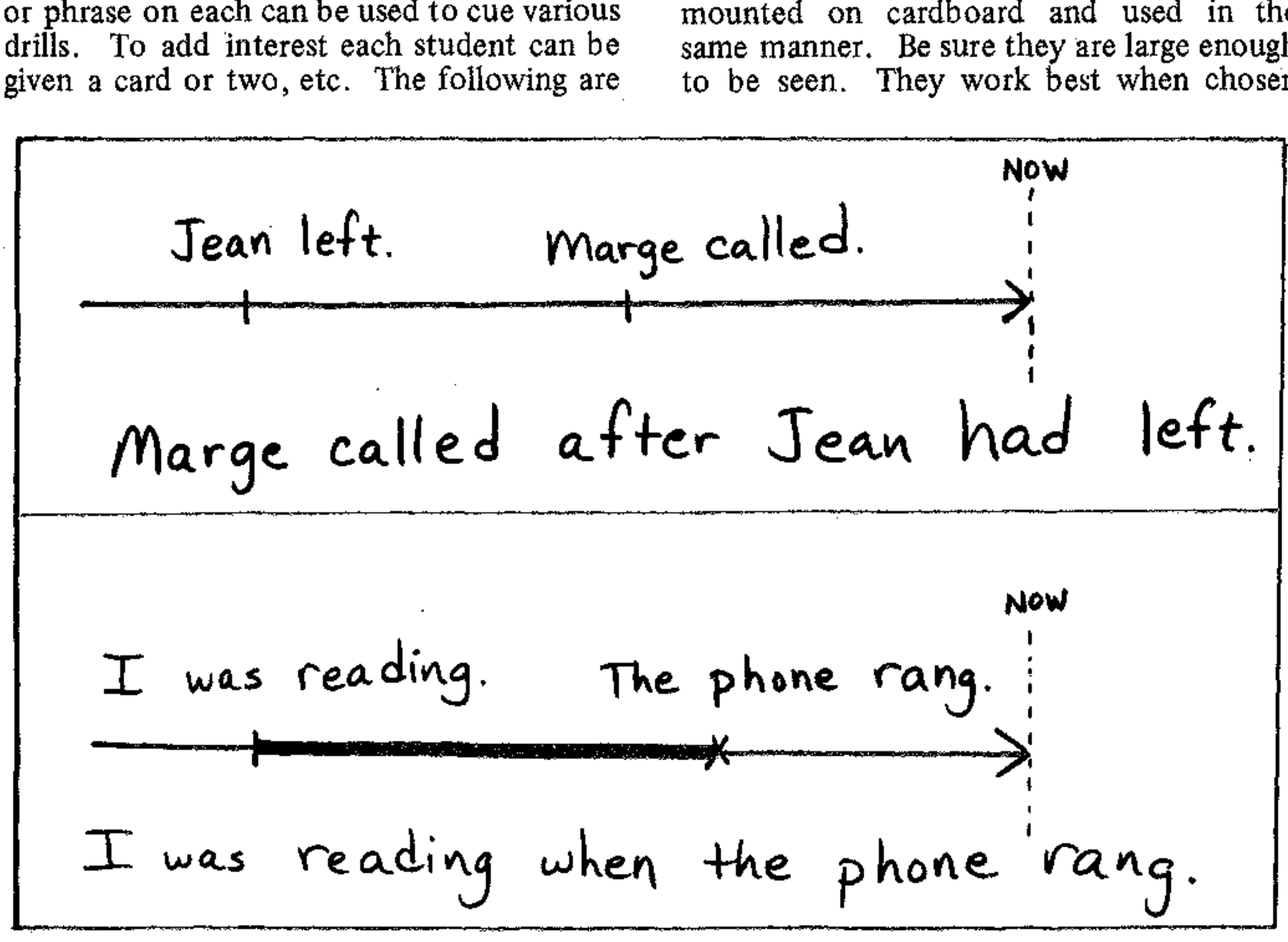

FIGURE 1

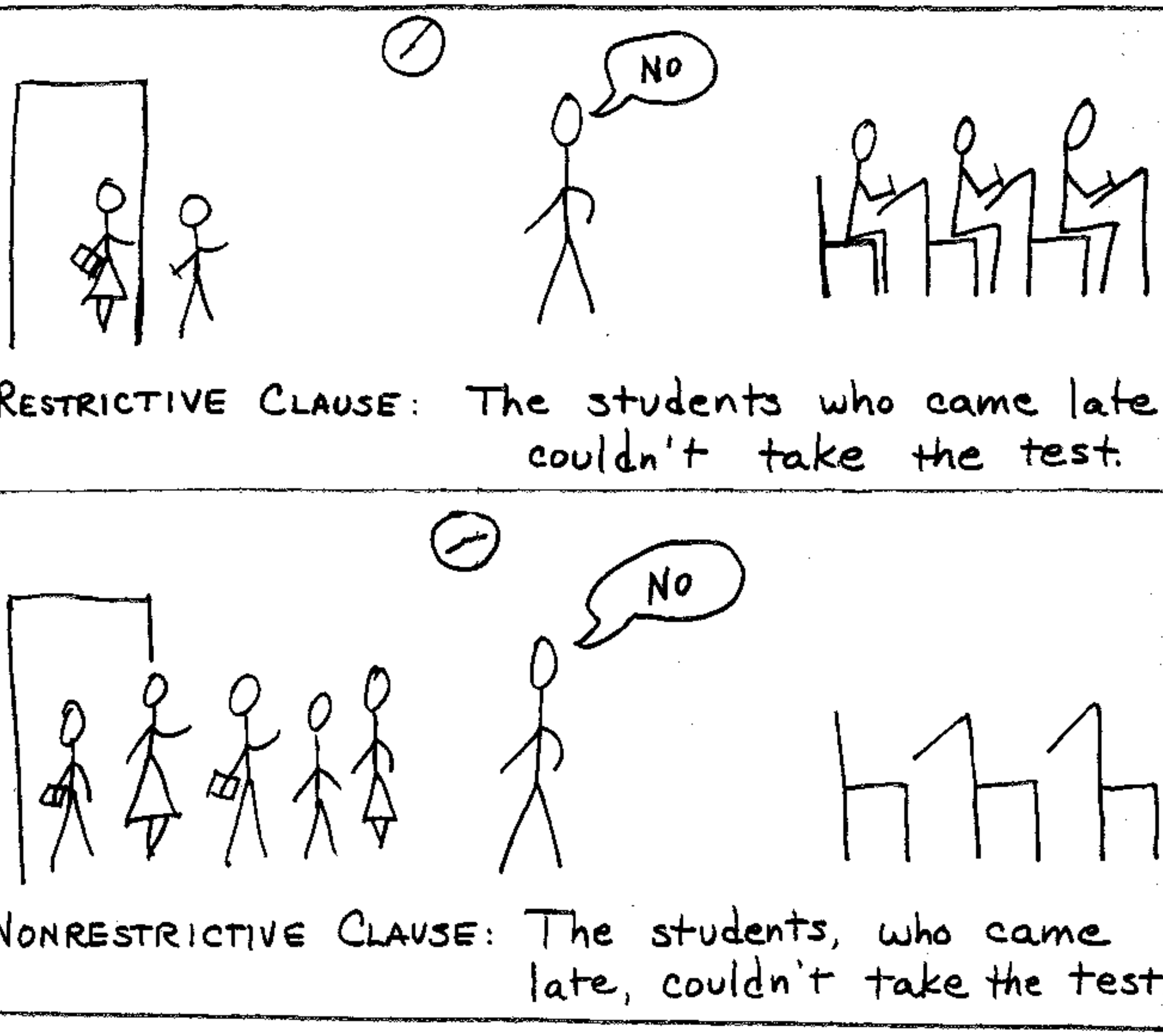

FIGURE 2

with a particular structure in mind. For example, assemble a set showing situations which can be described using the passive.

Realia

Every teacher should have a collection of small interesting objects that students can handle. Besides teaching vocabulary, they can be used in many ways.

Distribute items to students and have them ask each other (how much/how many) questions about the objects.

Pairs of objects can be used effectively to illustrate some grammar patterns. For example, a matchbox and a baseball could be used to illustrate *too* and *enough:* "The box isn't big enough for the ball."

Give each student an object with instructions to perform some action (eat an apple, read a newspaper, count paper clips, etc.). Have them ask each other, "What are you (is he) doing?" Then ring a bell and tell them to stop. Now they can make statements in past continuous ending with "when the bell rang."

Bring in materials and equipment to do a simple science class experiment. During the process students can describe each step using a specified structure, such as passives or conditionals.

These suggestions are just a beginning. The possibilities for enhancing the effectiveness of ESL grammar teaching by using visuals are practically unlimited.

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Kreidler, Carol. 1972. Pictures for practice. In Kenneth Croft, (Ed.). *Readings on English as a second language:* 378-387. Cambridge, Mass.: Winthrop Publishers.

Wright, Andrew. 1976. *Visual materials for the language teacher.* London: Longman.

Appendix

Addison-Wesley Publishing Company
Reading, Mass. 01867
- Picture cards (12 x 16 in.) to accompany Books 1 and 2 of the *New Horizons* series

American Book Company
450 W 33rd Street
New York, N.Y. 10001
- *Let's Learn English* charts and *American English* charts; both available in free-standing display binder

American Guidance Service
Publisher's Bldg.
Circle Pines, Minn. 55014
- "Story and *I Wonder* Posters" from Peabody Language Development Kits. Three levels, each set $10. Write for catalog.

Easy Aids, Inc.
256 S. Robertson Blvd.
Beverly Hills, Calif. 90211
- "Vocabulary Through Pictures" ditto masters and/or transparencies

Follett's Michigan Bookstore
322 S. State St.
Ann Arbor, Mich. 48106
- *Flash Pictures* by Carol J. Kreidler (252 stick figure and line drawings on 7 x 10 in. color-coded card stock)

Harper & Row
Keystone Industrial Park
Scranton, Penn. 18512
- "Discussion Pictures for Beginning Social Studies" by H. J. Durrell about $60 for 80 large pictures

LINC (Language Innovations, Inc.)
2112 Broadway, 515
New York, N.Y. 10023
- "Picture Pages" by Linda Ann Kunz (9 different ones; order in sets of 20 or one set of ditto masters)

Longman Inc.
19 West 44th St.
New York, N.Y. 10036
- *Wall Pictures for Language Practice* by Donn Byrne and Douglas Hall
- *Progressive Picture Compositions* by Donn Byrne
- *Situational English Language* Picture series (Request catalog entitled *Audio-Visual Aids from Longman–free)*

National Textbook Co.
Skokie, Ill. 60076
- "Language Visuals" set of 8½ x 11 cards (in color) showing simple objects, articles of clothing. etc.

Newby Visualanguage, Inc.
Box 121
Eagleville, Penn. 19408
- Life Concepts Flashcards
- Flashcards for Verbs, Adjectives, and Pronouns
- Flashcards for Idioms
(Some of these are on 8½ x 11 paper masters and some are available on 5 x 7 card stock)

Regents Publishing Company, Inc.
2 Park Avenue
New York, N.Y. 10016
- Posters for Books 1, 2, and 3 of the Lado English Series (also available on 35mm color slides)

Scott, Foresman & Co.
Glenview, Ill. 60025
- *English Around the World* display cards (7 x 8 in.) some in color
- *English Around the World* posters (24 x 36 in.) all 16 in color

Reading Stories Aloud

by Emilio Cortez

Classroom teachers will often read orally to their pupils. This practice occurs in many elementary schools throughout the world, and it is common knowledge that children enjoy listening to stories. Many children look forward to hearing their favorite stories again and again. Thus, the repeated exposure to the same phrases and vocabulary is facilitated and perceived enjoyably.

This article features suggestions for reading stories aloud to children. Several teaching strategies for promoting pupils' attentiveness are also presented.

When selecting storybooks to read to young second-language learners, it is suggested that teachers consider the following:

1. Is the topic of the book suitable to the maturity and age level of my pupils?
2. Is the language of the book too difficult for my students to comprehend?
3. Are the illustrations, if any, large enough for the entire class to see clearly?
4. Does the book include vocabulary and concepts that may serve to reinforce some previously taught items?
5. Do I personally enjoy the story?

Before reading a story to the class, it is important to practice reading the story several times. In this way, fluency and a sense of climax and characterization are better grasped which ultimately contribute to communicating the story more effectively.

Prior to reading a story, it is also suggested that important words, phrases, and concepts be taught so as not to interfere with the natural flow of the oral reading. Upon completion of the story, the new vocabulary can be reviewed and discussed further.

An expressive and well modulated voice is essential for reading aloud in addition to the judicious use of pauses. Theodore Mueller elaborates on the use of pauses.

> Short pauses between word groups give the listener time to interpret the segment and relate it to what has preceded. . . . A long pause is an essential aid until the learner has acquired the habit of detecting the signals which tell him that now is the time to interpret the segment heard. (Mueller 1974:21)

Pupils' involvement in a story can have favorable consequences in terms of increased attentiveness. For example, suppose the word *thunder* appears several times in a story. Several students can be asked to imitate the sound of thunder whenever the word occurs during the oral reading. An important advantage of this technique is that students must listen intently to the entire story as they await their cue.

Another way to help promote pupils' attentiveness involves asking them one or two questions about the story before it's actually read. Since the pupils' answers are contingent upon listening carefully to the story, they are compelled to listen purposefully.

Frequent eye contact between the reader and the audience is important for imparting

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Dr. Cortez's articles have appeared in journals such as: *Modern English Teacher, English Language Teaching, English Teaching Forum, TESL Reporter, RELC Journal, TESOL Newsletter,* **and** *TESL Talk.*

a story effectively. Alun W. Rees suggests the following:

> The reader glances at the words briefly, as he would on a flashcard, holds them in the mind . . . , and then, ignoring the printed page, speaks to his audience. . . . This procedure establishes rapport and actual speaking instead of mere vocalising of disjointed words and syllables. (Rees 1980:121)

In a report on a study, Linda Leonard Lamme found that effective storytellers made it easy for their audiences to see and to hear them.

> A surprising number of teachers read in such a way that the book was not clearly visible . . . the children along the sides were straining to see the illustrations. Teachers who did not provide adequately for all children to see and to hear scored lower overall as oral readers. (Lamme 1976:887)

Thus far the following suggestions have been presented:

1. When selecting a story to read aloud, choose a storybook that you personally enjoy in addition to considering its degree of difficulty, the size and clarity of its illustrations, and its general appeal to students.
2. Avoid selecting stories that include stereotypes and cultural misrepresentations.
3. Be aware of the seating arrangements of your students; make it easy for them to see and to hear you as you read the story.
4. Be expressive and use pauses appropriately so as to improve students' comprehension.
5. Before reading a story, introduce and explain new vocabulary that is crucial for understanding the story.
6. Increase students' involvement in a story by having them imitate sounds such as rain, thunder, or wind that may be included in the story.
7. Promote curiosity in the story by asking pupils questions about the story before you actually read it. (Such questions should be answered by the students upon completion of the story.)
8. Make frequent eye contact with your students as you read orally.
9. Try to avoid distracting mannerisms that may detract form your oral reading.
10. If possible, occasionally have your colleagues read aloud to your class so as to provide your pupils with a variety of oral models.

In closing, consider Sandra McCormick's comments that underscore the importance of reading to children.

> Research evidence indicates that reading aloud to children significantly improves their vocabulary knowledge and their reading comprehension. It also demonstrates that hearing literature read can affect reading interest and the quality of a child's language development. (McCormick 1977:139)

The author would like to thank Mr. Gordon McElroy and Ms. Patricia Kolajtowicz whose insights contributed to the completion of this article.

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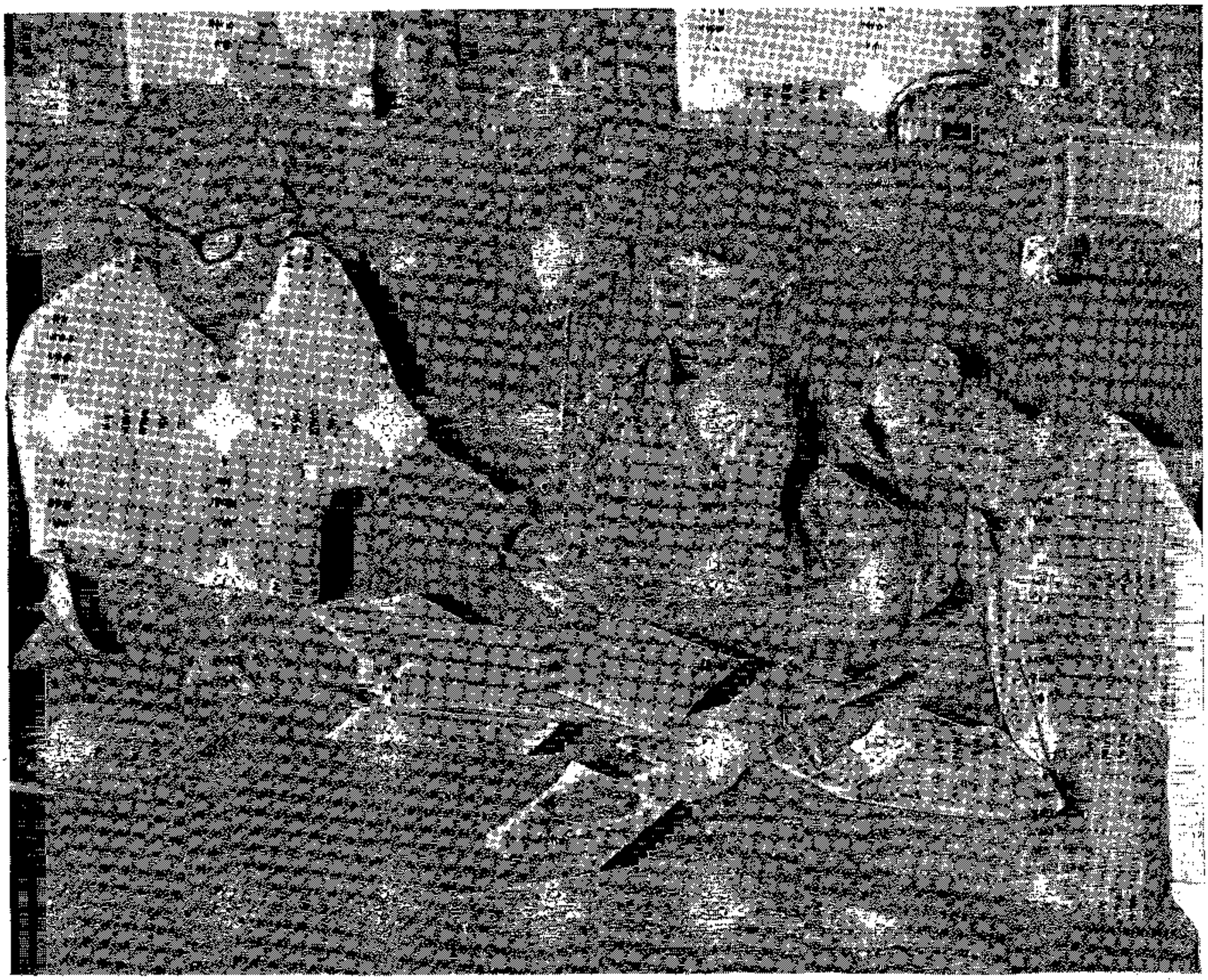
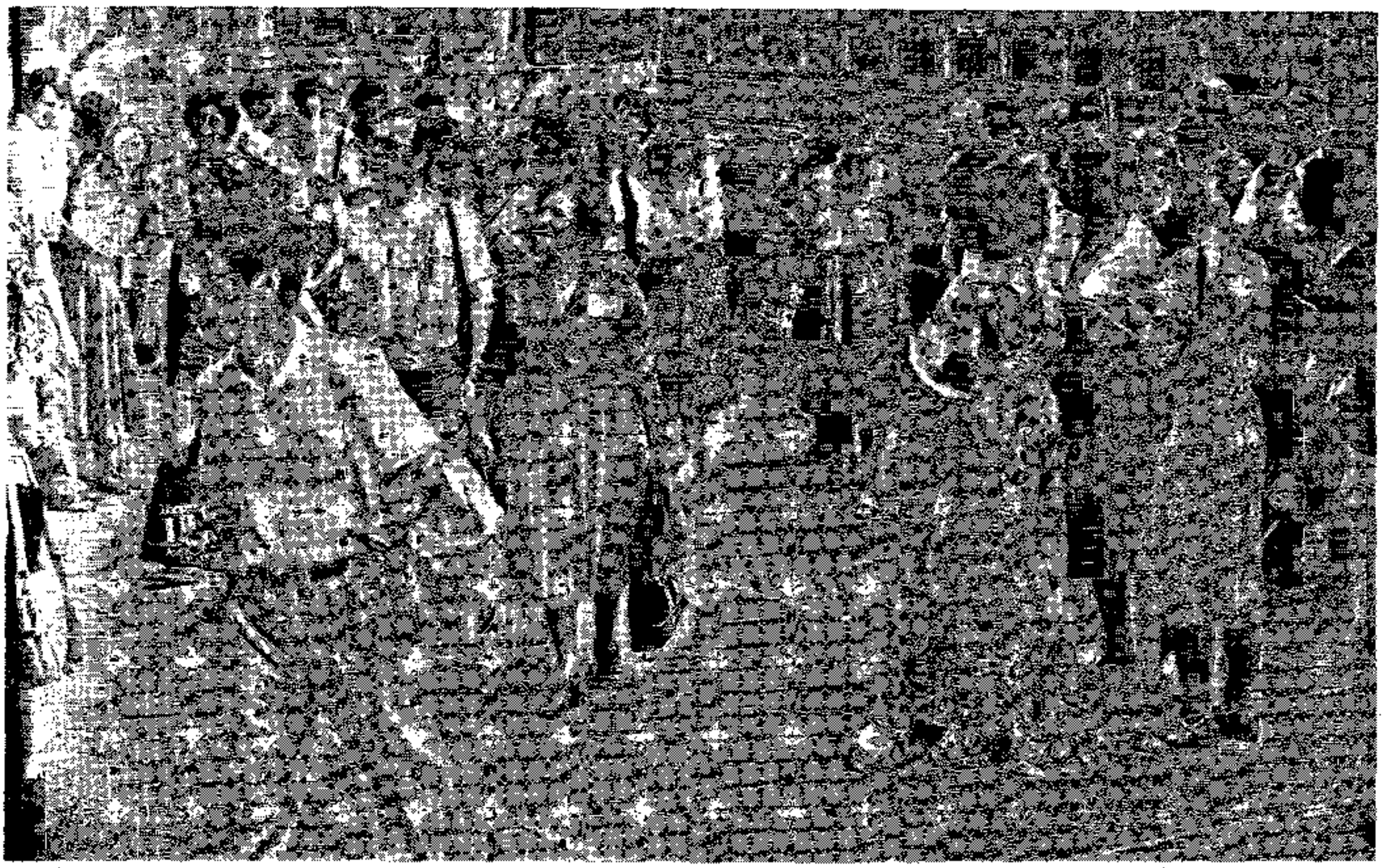


Ralph Illingworth, of the Defense Language Institute in San Antonio, visits with BYU-HC students Sepi Funaki, from Tonga, and Alofa Laumatia, from Samoa.

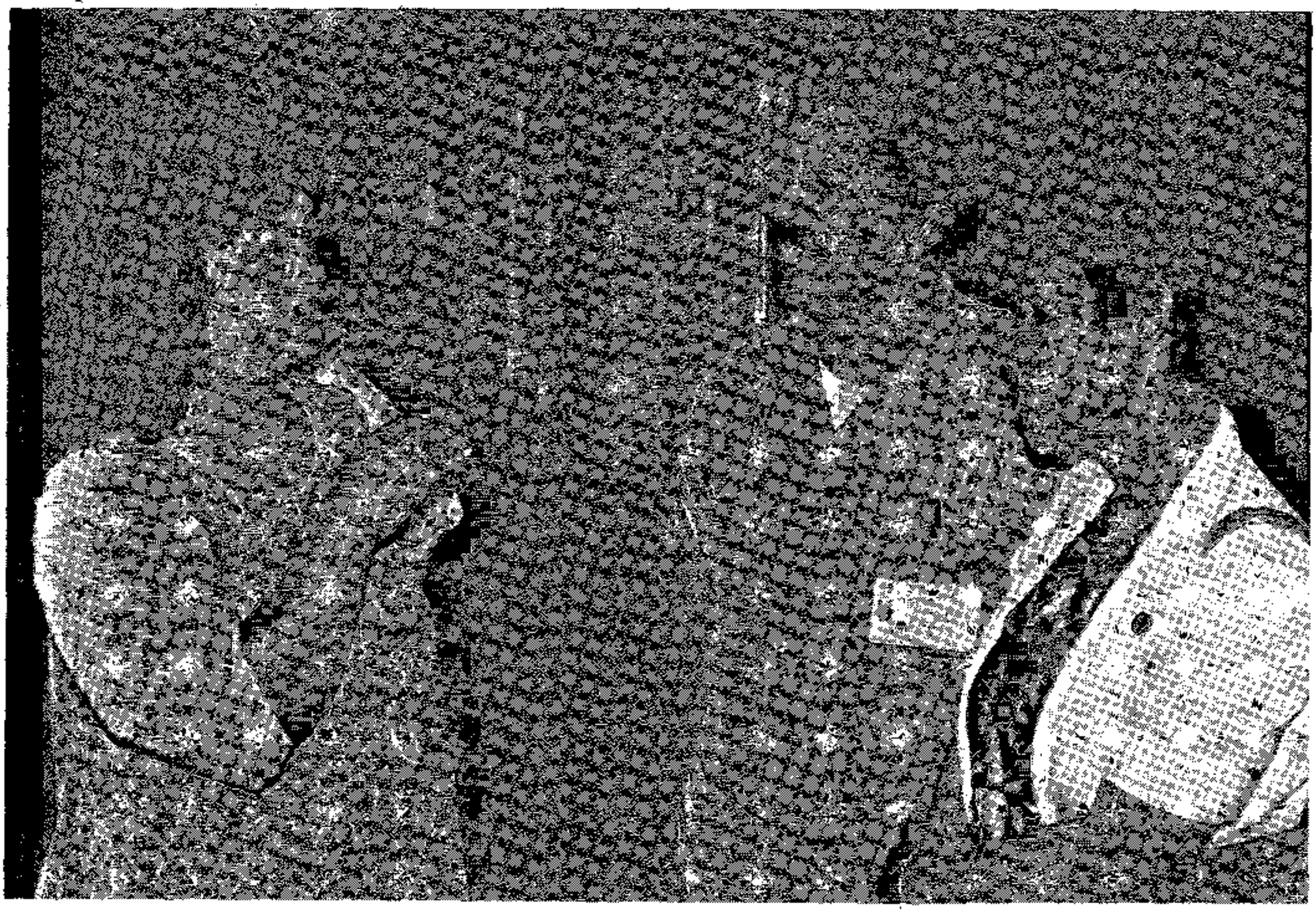
TESOL '82 Visitors Tour BYU-Hawaii

During the first week in May, the annual international convention of TESOL was held in Hawaii. On May 6, the last day of the gathering, three busloads of conventioneers traveled across the island of Oahu, from Waikiki, the convention site, to Laie. The purpose of their journey was to visit Brigham Young University–Hawaii Campus and see its TESL (teacher training) program and English Language Institute in operation. The visitors, who represented a variety of nations—Wales, Brazil, Israel, Mexico, Turkey, and Japan—as well as various parts of the continental United States, thoroughly enjoyed the visit. It included a general orientation by Lynn Henrichsen, program director, a slide presentation about the history and purposes of BYU-HC, a guided tour of the BYU–Hawaii campus, a visit to the English Skills Center, and observation of English Language Institute classes. Members of BYU-HC's student TESL Society, who enjoyed meeting with TESL professionals from such a diversity of backgrounds, escorted the visitors during their visit.

Some of the TESOL visitors to BYU–Hawaii also observed the Hawaiian language *kupuna* program at nearby Laie elementary school. Others enjoyed an afternoon and evening visit to the adjoining Polynesian Cultural Center where they learned about the languages and cultures of Samoa, Tonga, Maori New Zealand, Tahiti, the Marquesas, Fiji, and old Hawaii.



Arriving in Laie, TESOL '82 conventioneers unload from buses for visit to BYU–Hawaii Campus.



Juanita Benioni, director of BYU–HC's Continuing Education ESL program, chats with Ramón Santiago, president of the National Association for Bilingual Education, and his wife Ramonita Santiago, both of Georgetown University.

Book Review

Communication and Culture

by Norman Evans

COMMUNICATION AND CULTURE: A READING–WRITING TEXT. Joan Young Gregg. New York: D. Van Nostrand Company, 1981. pp. 236. $8.95.

As teachers of English to speakers of other languages we are faced with a much more difficult task than simply teaching English. The job, more and more, requires some knowledge and a certain degree of expertise in many other fields, e.g., speech therapy, mathematics, aviation, anthropology, business . . ., and the list can only get longer and more demanding as the list of special purposes for which English is taught grows. Fortunately, material developers have seen this demand being placed on teachers and have started producing to meet the needs. *Communication and Culture* is a perfect case in point. It is a text that has successfully integrated the task of learning useful culture and communication skills into lessons that have the basic function of teaching English as a second language.

Communication and Culture is, "designed for college students in developmental English, communication skills, and advanced English as a second language" (vii). Each of the ten self-contained chapters consists of approximately ten pages of reading and 15 pages of writing exercises. All exercises (both reading and writing) are based on unaltered reading selections taken from cultural anthropology e.g., "Culture and Time", "Culture and Food Habits", "Culture and Human Behavior" etc.

When I first picked the book up, I was sure I had found something that would work well in a program where reading and writing are taught as a core class. However, I was, as possibly others will be, misguided by the title. Even though it is supposed to be a reading-writing text, I find the work load is not equally divided between the two skills.

The reading portion of a chapter consists of one reading (about 1,000 words); key concept questions; vocabulary exercises: suffix, prefix, word form tables; cloze passages, comprehension questions, and summary exercises. This is a fairly healthy list of reading activities, and not too different from the format used in most reading texts on the market today. However, several problems arise from such a format, especially in this text: 1) the students spend more time doing exercises (mostly writing) than they do reading, and 2) the reading activities of any given chapter can be completed in half the time it would take to finish the writing section of the same chapter; consequently, the reading teacher is forced to supplement while the writing class finishes the chapter.

On the other hand, the writing activities are well designed and quite adequate. Such activities as verb tense formation, compounding and combining sentences, formation and placement of modifiers, prepositions, and rhetorical pattern exercises are all structured to help the student compose his/her own sentences, paragraphs, and essays.

Perhaps the most appealing aspect about *Communication and Culture* is the readings–a rather ironical statement but true. The readings help establish some common ground for class discussions and writing assignments (in many ESL classrooms common ground is sometimes hard to find). The readings also present useful vocabulary in context rather than in lists. Furthermore, the word attack exercises intended for reading are very much applicable to writing e.g., prefix/suffix exercises, word form tables, cloze passages, and other vocabulary exercises. In fact, when I piloted a chapter, only 2 out of 10 reading exercises could not be used in my advanced writing class.

Communication and Culture: A Reading-Writing Text may be used as an ESL reading-writing text; however, it has much greater potential as an advanced composition text with the readings used as a basis for the writing activities.

Generating Your Own Cross-Cultural Materials

by Trish Delamere

Nearly every contemporary ESL curriculum contains a cultural component and there is no lack of articles describing the importance of the foreign student's acculturation process as well as his linguistic progress. While we as teachers are grateful to curriculum writers for their planning foresight, we are nevertheless faced with a materials problem. There are so few materials that meet our immediate classroom needs. A few texts are beginning to appear which attempt to deal with cross-cultural awareness training, but mostly we are at the reviewing stage and still have little immediately at hand to help us meet the social and cultural needs of our entry and post-entry level foreign students. A further problem we face is that in keeping with the realistic trend toward a student-centered curriculum, we find that the necessary flexibility required of us as teachers to relate to the needs of different student groups cannot so easily be transferred to our materials.

The purpose of this article is to present three brief and simple techniques for creating cross-cultural materials. Each technique draws on material easily available to the ESL teacher and/or student generated materials.

Problem Solving and The Daily Newspaper

The first technique requires the use of the daily newspaper. Most cities have a newspaper column which responds to citizen needs. Problems are submitted to the newspaper and these along with their solutions are printed daily. These problems invariably deal with the rights and responsibilities of the American consumer versus the ever confusing red tape of the business and retail world. These situations present useful glimpses into American society for the foreign student, by means of a problem solving format. Indeed, the newly arrived foreign student is very likely to be tempted by the 'get rich quick' advertisement or find himself in a situation where the furniture he ordered arrives broken.

These columns can be cut out of the newspaper and copied at minimal cost and preparation time to provide problem solving and discussion group activities which deal with specific survival skill needs of the students, whilst remaining within the American context.

A suggested presentation format, which covers a two hour period might be:

1. Students are arranged in groups of two or three, where each group should not contain more than one or two students of the same culture.
2. The teacher explains the concept of this community service to the groups.
3. Three or four consumer problems are separated in advance from their solutions and presented to the groups.
4. Each group is required to discuss the situation (in English) to ensure that every member clearly understands the problem. The teacher circulates during this time to aid with vocabulary and concept explanation.
5. The groups are then required to jot down their understanding of the basic problem. This is presented orally to the teacher as she moves around the class.
6. When the teacher is sure that each group has grasped the problem, each group is requested to suggest a likely solution. This is again in the form of small-group discussion. Some students may already have been faced with such problems in the U.S.A., while others will approach each problem from their own cultural bias. The teacher may wish to suggest alternate solutions.
7. When each group is comfortable with its solution, a whole-class discussion is held.

Each group's elected speaker presents the problem and the group solution to the whole class. I have found this stage to stimulate the most disagreement, hence it is here that the teacher as facilitator must guide the students through their debate while reminding them that an American solution might well be different.

8. At the close of the debate, the printed solutions are presented to each group. At this stage the students either find that their beliefs are confirmed or that the appropriate American behavior is unexpected. Group discussion should be allowed to continue until the students feel that their curiosity is satisfied.

Experiences with Americans

The second technique involves the creation of instructional materials based on encounters drawn from actual student experience with Americans. These are situations which the teacher considers to be crucial to an understanding of American social behavior, and are collected over a period of weeks of contact with foreign students.

The teacher may find that she can either simply collect these from her own experience or she may request that her students provide her with examples of confusing situations that they have found themselves in during their stay in the U.S.A.

Trish Delamere (M.S Multi-lingual, Multi-cultural Education, Florida State.) is currently pursuing doctoral studies in the Department of Curriculum and Instruction at Florida State. She is also an instructor of ESL, with a specialization in cross-cultural awareness training, at the Center for Intensive English Studies at Florida State.

Each situation comprises a short paragraph of not more than five or six lines, which describes an encounter between a student and an American with a brief description of the outcome. One typical situation might be the following: A foreign student is invited to dinner with a host family and, unaware of the American concept of time, arrives an hour late to a burnt dinner and unhappy hostess. The student feels confused and upset and afraid of rejection by his new acqaintances.

There are many ways of utilizing such materials in a classroom setting. One way might be to present the situation on an overhead transparency to the entire class for whole-group discussion, stimulated by a series of questions such as:

(i) What was the misunderstanding from each person's point of view (the host family and the student's point of view)?

(ii) How could they solve this problem?

Another form of presentation, which is more controlled and requires more intensive individual as well as group work is as follows:

1. The students are asked to read the situations individually and to rate their agreement or disagreement with the actions of the student in the encounter on a scale from 1 through 5 (where 1 might represent total disagreement, 3 impartiality and 5 total agreement with the student's actions). They are also required to give a reason for their answer.
2. They are then requested to supply information concerning the action they would have taken given the same situation.
3. Students then form groups of two or three as before and discuss in English their individual ratings and come to a group consensus. At the end of stage three each group has *one* rating and *one* alternative action.

Through this discussion students are exposed to the concept of cultural diversity, since each individual will have presented his own values and system of beliefs. It is hoped that the students will become aware that there are no right or wrong answers, but rather *appropriate* behaviors within a given culture. This stage demands a longer time commitment since the students need to be able to feel comfortable with compromises in order to produce one group decision. Voting is not allowed as this avoids the need to discuss. The teacher should move around the groups as before.

4. The final step is a whole-class discussion, where group representatives present their findings. The teacher's role at this stage is to gauge whether these findings are acceptable in the American context, and to guide her students to a realization of the appropriate social behavior.

The Newspaper Advice Column

The third technique also requires the use of the newspaper and similarly deals with American values and social behavior. Ann Lander's syndicated advice column, which appears daily, can provide an easily accessible source of cultural material. This column provides a spring-board for discussion concerning comparative values, life-styles, and beliefs particularly in the area of contemporary social relations. Several controversial topics have proved successful, including family relations, surrogate mothers, women's liberation, abortion, and the generation gap.

The presentation of this material will depend upon the preference of the teacher and the level of linguistic and cultural proficiency of the student group. In my experience this technique works well with intermediate or advanced students whose linguistic skills allow them to cope with the controversial nature of the topics. As before, the column can be copied and distributed to students for individual or group work, or it may be presented on an overhead transparency for large-group discussion. In addition, either before or after the actual class presentation, skills exercises using this material, such as reading comprehension exercises, vocabulary work, and so on, may be worked up.

These suggestions provide ideas for simple teacher-made cultural materials that aid foreign students to become aware not only of their own cultural biases but also those of their peers and of their host society.

Conference Announcements

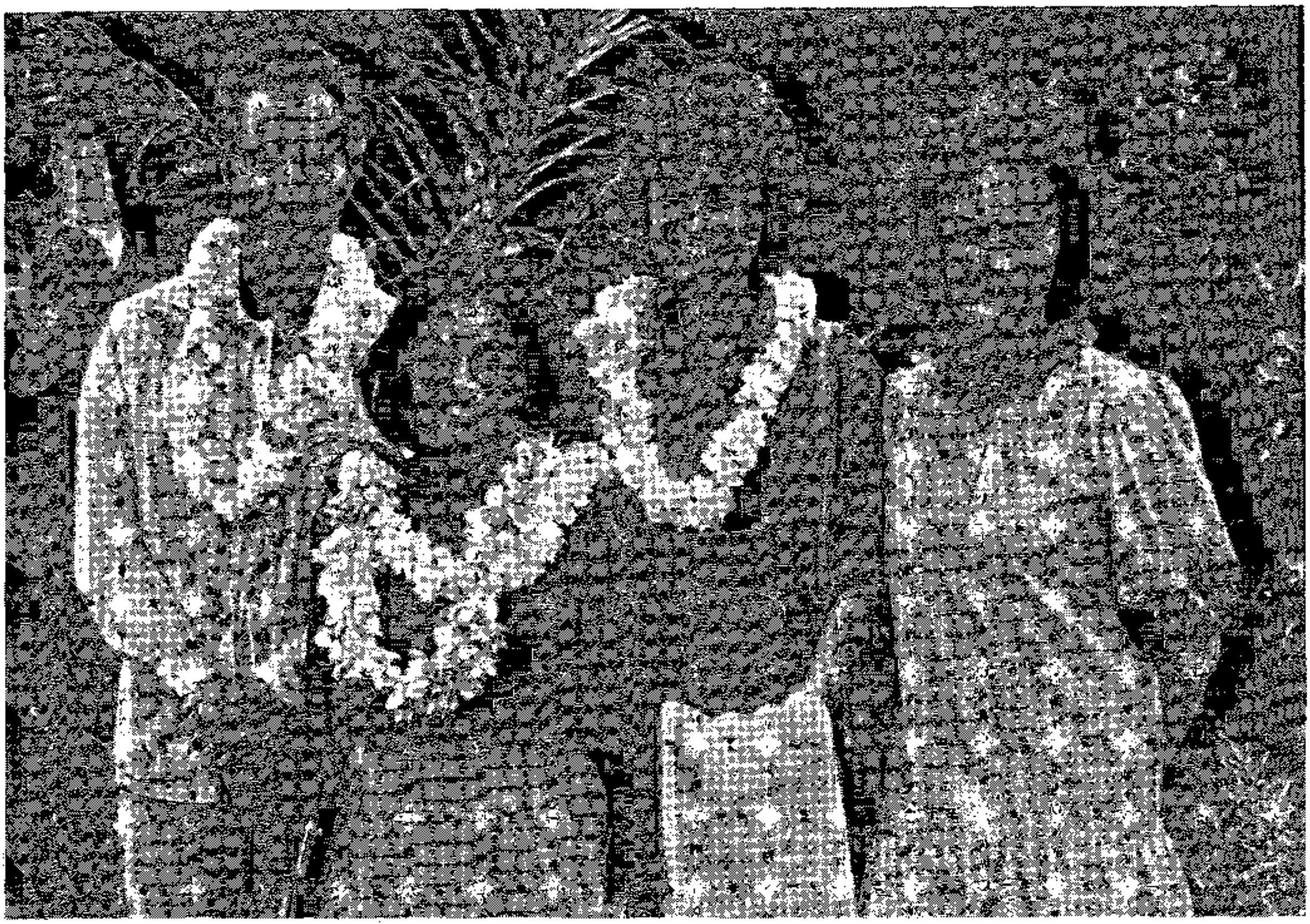
The Japan Association of Language Teachers will sponsor the JALT International Conference on Language/Teaching from October 9 to 11, 1982 at Tezukayama Gakuin University in Osaka. The theme is "Perspectives on Learning". Contact Triny Yates-Knepp, Program Coordinator, Hiyoshidai 5-6-11, Takatsuki, Osaka 569, Japan.

The American Language Academy announces its second CAI (Computer-Assisted Instruction) seminar to be held in two locations: Washington, D.C. (July 6-10, 1982) and Ashland, Oregon (August 10-14, 1982). Both intensive five-day seminars will provide the theoretical background and hands on experience necessary to enable participants to make practical use of microcomputer-assisted language instruction. For further information write to CAI Seminars, American Language Academy, The Catholic University of America, Washington, D.C. 20064.

The Stanford Institute for Intercultural Communication will be held July 22-August 6, 1982 on the Stanford University Campus. Three training sessions will present workshops to examine cross-cultural training in a variety of professions. Contact the Institute at (415) 497-1897 or write to SIIC, P.O. Box A-D, Stanford, California 94305.

Puerto Rico TESOL will hold its ninth annual convention on November 19-20, 1982. Contact: Alice Jiménez, English Supervisor, Department of Education, Hato Rey, Puerto Rico 00919.

The Stanford Institute for Teachers of English as a Second/Foreign Language will be held August 1-27, 1982. SITE will provide an update on second language acquisition research and second/foreign language teaching methods. Contact: Judith Chun, Director, SITE, School of Education, Stanford University, Stanford, California 94305.



Barry McLaughlin, Lily Wong Fillmore, Susan Ervin-Tripp, and Lynne Hansen

Second Language Acquisition Scholars Speak at BYU-HC

by Lynne Hansen

Three internationally recognized scholars in the field of second language acquisition, Susan Ervin-Tripp and Lily Wong Fillmore (University of California, Berkeley) and Barry McLaughlin (University of California, Santa Cruz), joined in a forum at Brigham Young University--Hawaii Campus on April 30.

The theme of the program was "Individual and Cultural Differences in Second Language Learning." In introducing the topic, Fillmore described the ongoing research projects being conducted by the group at the University of California at Berkeley. In order to make the discussion more relevant to the faculty and students in attendance, Ervin-Tripp invited observations from the audience on characteristics of learners which appear to enhance language acquisition. Issues raised in this interchange then became the focus of subsequent remarks by the visiting scholars.

Through the ensuing discussion it became clear that the learner characteristics listed by the group (e.g., gregariousness, motivation, assertiveness) may interact in varied and interesting ways in individuals, and their associations with effective language learning are not simple ones. For example, the Berkeley research shows that a gregarious person is not necessarily a better language learner than a less talkative one. There are different kinds of good language learners, different approaches for learning a language quickly and well. Perhaps the most essential element in the process is motivation to learn and interact in the new language. What people do with the

motivation, however, varies between individuals.

The forum underlined the enormous task of the second language teacher as he or she is faced with facilitating learning for a myriad of learner types. Needed in meeting this challenge is increased awareness and understanding of individual, group, and situational variables and how they interact in language learning.

While in Laie the California visitors, accompanied by six of their graduate research assistants from Berkeley, consulted with the research team investigating cultural differences in language learning at Brigham Young University—Hawaii Campus. Directed by Lynne Hansen, the research examines cognitive and social characteristics of students from Pacific and Asian cultures who are enrolled at the English Language Institute at BYU-HC. These cognitive and social variables will be related to the learners' progress in various English language skills in an attempt to more clearly delineate the effects of individual and cultural differences on second language learning outcomes.

Book Review

The English Connection

by Mark James

THE ENGLISH CONNECTION: A TEXT FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE. Gail Fingado, Leslie J. Freeman, Mary Reinbold Jerome, and Catherine Vaden Summers. Cambridge, Massachusetts: Winthrop Publishers, Inc., 1981. pp. 475. $13.95.

First of all it must be said that the material in this text is neatly packaged. The format and cover are appealing. This sounds superfluous, but grammar is not exactly the most stimulating part of one's ESL program either. To recall an old TV advertisement, "every little bit helps!" The four coauthors of *The English Connection* have produced what many teachers have been waiting for for a long time—a grammar book that's not positively boring. In fact this text could prove rather interesting, as grammar books go, if you feel comfortable teaching the grammatical structures of the English language to intermediate students (for whom it was geared) with the aid of test-tube babies, sperm banks, and UFO's.

There are four characters in this book that are used throughout to introduce new structures through dialogues. These four characters provide somewhat of a theme and continuity to each of the chapters. This is one of the text's advantages over other grammar texts. These four characters meet, interact and mature throughout the twenty-six primary chapters. Following the dialogues, there is a grammar explanation and examples, which are all thematically related to the whole chapter. According to the authors, each chapter has "a specific grammatical and thematic focus," with the chapters being arranged in order of increasing complexity.

In the grammatical explanations, where there is a difference in style or register, the text emphasizes the conversational form. The more formal or written form, however, is also noted and explained. The material is geared for a multi-skill class but could just as easily be used in a grammar or writing class with the modification of a few of the exercises. The breakdown of the table of contents, which cites not only the grammatical focus, but also the theme of the chapter and dialogue situation, is particularly useful. The practice material in each chapter is plentiful and the index is adequate.

It was the authors' hope that this grammar text would "provide the student of English as a second language with fresh and exciting material as well as clear and concise explanations of the language." To this reviewer, it seems that their hope has been realized.

New Publications

The *Journal of Multilingual and Multicultural Development* is a quarterly journal containing "articles making a contribution to theory, those reporting research studies and those describing educational systems, teaching or learning strategies or assessment procedures." Subscriptions are available from: Tieto Ltd., 4 Bellevue Mansions, Bellevue Road, Clevedon, Avon BS21 7NU, England.

SPEAQ Journal is a bilingual (English-French) quarterly for language teachers and researchers. It features research articles and reports on curriculum design, materials preparation, and classroom activities. Send requests to: SPEAQ, 2121 rue Ste Mathieu, Montréal, Québec H3H 2J3, Canada.

Studies in Second Language Acquisition is devoted to problems and issues in second language acquisition and foreign language learning, defined broadly to include the problems of language contact (interference, transfer, and pidginization). It appears twice yearly. Subscription requests should be sent to: *Studies in Second Language Acquisition,* 602 Ballantine Hall, Indiana University, Bloomington, Indiana 47405 U.S.A.

Language Learning and Communication, a journal of applied linguistics in Chinese and English, focuses on language teaching and language learning in China, Hong Kong, Singapore and other regions where there is a tradition of Chinese culture in education. It is published three times yearly. Contact: Subscription Department 2-0452, John Wiley & Sons, 605 Third Avenue, New York, N.Y. 10158 U.S.A.

The *TEAL Occasional Papers* editorial committee of the Association of B.C. TEAL has recently published the first volume of *Conference Proceedings,* a collection of timely and informative articles based on presentations at the TEAL '81-TESL Canada Conference held in Vancouver in March 1981. Volumes 3, 4, and 5 of *TEAL Occasional Papers* are also available . Send orders to: TEAL Occasional Papers, Association of B.C. TEAL, c/o B.C.T.F., 2234 Burrard Street, Vancouver, B.C. V6J 3H9, Canada.

Teaching in the People's Republic of China, an orientation booklet intended for those who anticipate teaching in China is available from Bob Quick, Box 5051 - TR, Santa Fe, New Mexico 87501 U.S.A.

Information Consulting Associates is a research service which provides data-on-demand to individuals, educational organizations, and multinational corporations involved with fostering intercultural communication in the U.S. and abroad. Recent topical reports include *Directory of Intercultural Education Newsletters* (information on over 90 newsletters), *Taste the Difference* (how cultural conditioning affects our eating habits), and *Cultures in Contact* (a compilation of anecdotes—funny, sad, and embarrassing—which provide insight into cultural miscommunication). Contact: Information Consulting Associates, P.O. Box 1296, Department B, Teaneck, New Jersey 07666 U.S.A.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SPECTRUM
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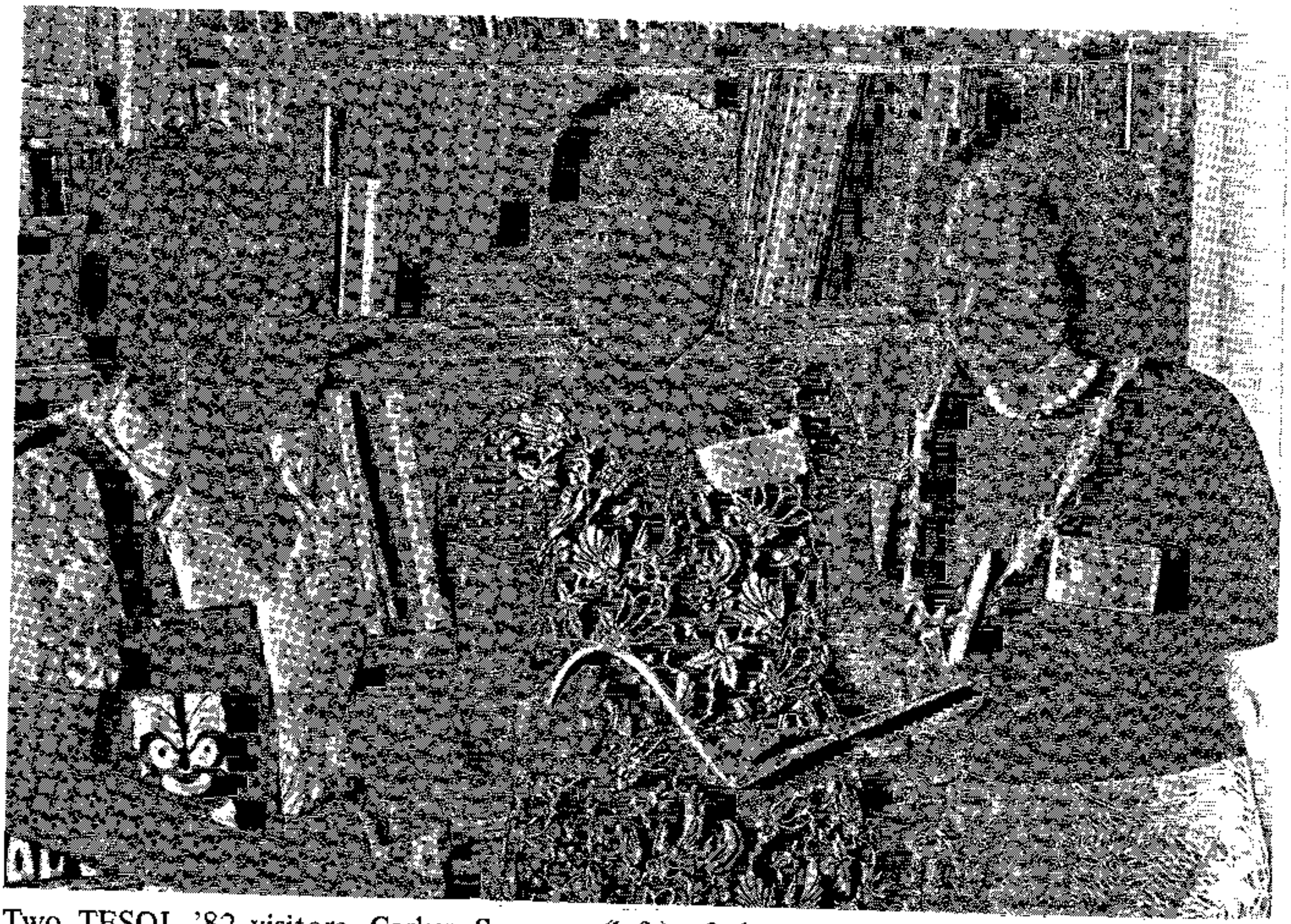

Two TESOL '82 visitors, Carlyn Syvanen (left) of the Portland Public Schools and Ayako Numano (right) from Osaka, Japan, look at materials in the BYU–HC English Skills Center with May Kwong, a BYU–HC TESL student from Singapore (story on page 30).

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