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Opaque Transparencies for the Overhead Projector

by Mark W. Seng

That wonderful overhead projector offers a versatility that allows language teachers to project far more than the usual "transparencies." Hundreds of items we use each day project clear, sharp, easily recognizable silhouettes which capture the attention of language students while providing a change-of-pace procedure from ordinary language lessons.

Free plastic "silverware," usually discarded after use, provides an especially good example and some food for thought. For example, name the fork, knife, and spoon as you place each one on the projector stage. Then, illustrate some typically troublesome problems. The plural of spoon and fork come easily enough, but when you place an additional knife on the stage, you have *knives.* For practicing prepositions, you can place the knife *across* the fork, *above* the fork, *below* the fork, *next to* the fork, *on top of* the fork, *to the left* or *right* of it, or *between* the fork and the spoon. If you are teaching comparatives, you can show that the knife is *longer than* the spoon, which is *shorter than* the fork or the knife.

The possibilities are limited only by your imagination. Point out an end of one item which is pointed. Comment that the fork has more than one *tooth;* it has *teeth.* Break one off to illustrate a fork with a broken tooth. Some parts of these utensils have interesting names. For example, there is the *neck* of the spoon, the *bowl,* and the *handle.* Our culture determines a certain arrangement of these items which is correct or right. Some items are placed at the left or right of others. Going back to comparatives, you can note that the neck of the spoon is narrower than the handle.

You can even illustrate some appropriate verbs for each item. The knife can be shown to *carve* a steak-shaped piece of paper (previously cut but now overlapped slightly. As you cut, move the knife along the separation to divide the already cut pieces.) You can *stick* the fork into some children's putty (or *insert* it if preferred). The spoon will *contain* or hold an imaginary liquid. If you are fortunate to get a clear plastic spoon, you can actually hold or carry some colored water or gelatin that will be projected realistically on the screen.

Demonstrate these concepts yourself the first time. Next time ask a student to operate the projector for this activity, so you are free to walk among the class--where the action is. The mood of the group will change as they watch a peer call upon friends, asking them to respond to the various relationships or concepts being demonstrated.

Once the class has become familiar with the procedure, you can vary the activity in still another way. Divide the class into pairs of students who will then work together. Many advantages accrue from dividing the large class into small groups. Working with only one other person removes the fear of making mistakes before the entire class--a very important factor. Now, each student spends half of the class time either listening to or giving directions in the language. The small group activity again frees the teacher to move about, observing, monitoring and helping.

Besides plastic silverware, many other objects serve well as opaque "transparencies"

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when placed on the projector stage. For example, a pocket comb not only projects a sharp picture, but can also be used to demonstrate a broken tooth next to good teeth. An ordinary pencil can be given a broken point. An eraser can remove a line drawn on a piece of plastic. The tip of a ballpoint pen can be moved in or out, with the action observable by students seated at the back of the room. Paper clips and opened or closed safety pins also project well. Zip or unzip an ordinary zipper while projecting the action. Coins project as discs illustrating *larger than, smaller than, the largest, the smallest.* Smaller coins will disappear if placed on top of larger ones.

Projected images of rubber bands stretch to illustrate *larger* or *longer*, and *smaller* or *shorter.* They *snap* and *break.* Medicinal pills are recognizable by their elongated shape.

Nuts and bolts can be recognized. You can *screw* the bolt into the nut. Staples, slide frames, and steak knives also work just fine. Go outside to get a leaf and a twig with or without a bug, all of which project well to illustrate both names and other ideas. One of my favorite opaque "transparencies" is a jigsaw puzzle of the United States. The U.S. map enables one to teach many concepts from the names of the states to prepositional relationships. Texas is *between* Oklahoma and Mexico. It is *next to* Louisiana, *bigger than* Nevada, etc.

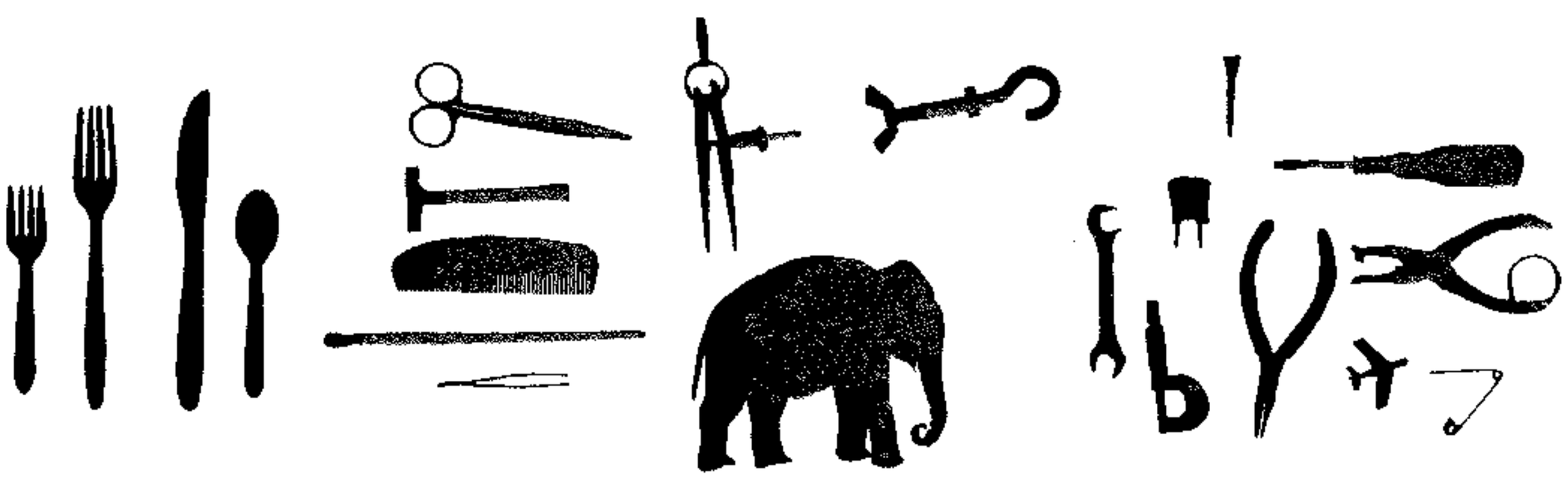
Hold a bendable straw and form it while saying the appropriate verbs. You are *bending* it. It is *bent.* It is *broken*–if you failed to get the right kind. A belt buckle can be *buckled* or *unbuckled.* A key will reveal itself by its characteristic shape, as will a fingernail clipper or a toothbrush. In contrast to a regular stick of gum, Dentyne is easily recognized. Paint brushes and clips (paper, bulldog, or alligator) are also easily identified when projected.

The silhouettes of paper punches and clothespins are both identifiable and interesting as are those of nails, screws, washers, pliers (placed gently), screwdrivers, or even electrical plugs, which can be inserted into sockets of extension cords.

Place your own hand on the projector stage. Then, point out fingers, thumbs and rings. The list of possibilities goes on and on. Tongue depressors or light bulbs (pick the smaller ones for high intensity lamps) work fine. Best of all, challenge your students to find objects they think will project. Or, ask them to cut some ordinary paper to make silhouettes.

Paper can be cut into shapes which will project as intense black silhouettes. At a negligible cost and without fancy equipment, you can create whatever image you want in a few minutes. Animals, birds, geometric shapes and people can all be produced and provide an illustration of what you want. When you are finished with these paper transparencies, store them conveniently in a manila folder. These opaque transparencies will serve you well for many years to come.

Ed. Note: This is the first in a series of articles written for the TESL Reporter *by Professor Seng on how to use the overhead projector in unusual but effective ways. He welcomes suggestions from readers regarding ideas they have found successful in the classroom.*



A Lively Lesson with a "Dead" Overhead Projector

by Earl D. Wyman

It was one of those days that began with two students talking.

S1: *Does she has a beautiful hair?*
S2: *Yes, he is.*

Then the beautifully-prepared lesson which was totally dependent upon the use of the overhead projector was terminated before its inception by a brilliant (if not so beautiful) flash from the lamp, and punctuated with a puff of noxious smoke.

Adaptation in Teaching

Adapting materials to suit the specific teaching situation is one of the skills considered essential in a truly effective teacher, and it is appropriately emphasized in quality teacher-training programs. Most teachers, however, are left on their own when it comes to the equally-important skill of adapting to unexpected situations. For instance, most teacher-preparation courses include some instruction on the use of the overhead projector and the creation of transparencies. But when have either the uninitiated or the experienced been guided in what to do when the lamp in a projector fails, a cassette recorder chews up the tape, or the take-up reel for a 16mm film is not delivered? For those who have prepared a lesson around equipment, only to face the frustration of having it fail to cooperate, here is a suggestion of what can be done when audio-visual hardware fails.

This technique utilizes the overhead projector as a prop or realia item, and although the procedure can utilize an overhead in a situation in which it is inoperative, any piece of audio-visual equipment (whether working or not) can be substituted. The procedure that is suggested here is a communicative drill which can be used to introduce, practice, review, or test grammatical concepts, listening comprehension, appropriate responses, and question-formation skills. The level of the students will determine how long and at what pace the drill can be used.

Getting Started: The Initial Statement

With the projector sitting anywhere in the room, the teacher begins by stating to the class:

I want to use the overhead. What do I have to do?

Depending on the students' inclinations and abilities, answers such as the following might be given:

We have to move the projector.
We have to plug in the projector.
We have to put up the screen.
We have to turn off the lights.

Although you may wait until you have listed all the necessary actions involved in using the overhead, it is probably more effective to intersperse the development of the above list with appropriate "inversion/yes-no" questions such as:

Do we have to move the projector?
Do we have to plug it in?
Do we have to put up the screen?
Do we have to turn off the lights?

Numerous teaching points may be emphasized through the use of this procedure. Which ones receive attention, and how much time is taken on any one, will be determined by the level of the students, previous instruction, teaching objectives, and personal preferences. Only some of the possibilities are suggested here.

1. New vocabulary such as *overhead projector* and the phrase *to have to* (which occur in the opening statement) as well as dialect differences (*plug in/outlet*) and variants (*turn off/turn out*)

2. The location of the auxiliary verb in

English questions and its importance in determining the tense of the action

3. The necessity of responding with the same auxiliary that is used in the question, and confusion that is created in the mind of the questioner when an inappropriate change is made, for example,

   Do we have to move the projector?
   Yes, we can.

4. The unstressed quality of the auxiliary verb in most English sentences and the resulting difficulty in hearing this essential cue

5. The separable or non-separable nature of phrasal verbs

6. The consistent use of the infinitive following *have to*

7. The principle of appropriateness and register in speaking, for example,

   Do we have to plug in the projector?
   Yup. Yah. Um-hmm.
   Yes.
   Yes, we do.
   Yes, we have to plug in the projector.

   Note: Since the purpose of this exercise is to train students to listen for and use the appropriate verb tense, the third form which requires the use of the auxiliary should be required as the response.

8. Potentially all English verb tenses, contracted forms, reflexive pronouns, etc.

The Second Statement

To this point the students have identified what has to be done to use the projector, and now we move on to another question:

What should we do first?

Again there will be a variety of answers from which you must select the acceptable response(s). Then continue. The next several questions involve the repeated use of the inversion question requiring a *yes/no* response in the correct register and tense. New verb tenses can be introduced into the drill at any time as can tag or intonation questions.

The drill follows the general pattern of the teacher asking a question followed by a student answering, and it is assumed that the teacher will randomly select the student who will respond. The students should not be able to predict who will be called upon to answer until the question has been spoken and an appropriate pause has allowed all students to prepare the correct response. In the hypothetical dialog below, 'S' simply refers to that student which the teacher has selected to give the answer.

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Dialog:
T: *Should we turn off the lights next?*
S: *No, we shouldn't.*
T: *What should we do?*
S: *We should close the curtains.*
T: *Do you know how to close them?*
S: *Yes, I do.*
T: *Does he know how to close the curtains?*
S: *Yes, he does.*
T: *Go ahead . . . Wait . . . What are you going to do?*
S: *I'm going to close the curtains.*
T: *What is he going to do?*
S: *He's going to close the curtains.*
T: *Has he closed them yet?*
S: *No, he hasn't.*
T: *Go ahead . . . Wait . . . What are you doing?*
S: *I'm closing the curtains.*
T: *What's he doing?*
S: *He's closing the curtains.*
T: *Has he finished?*
S: *No, he hasn't.*
T: *Go ahead . . . What did you do?*
S: *I closed the curtains.*
T: *Has he closed the curtains?*
S: *Yes, he has.*
T: *What was he doing?*
S: *He was closing the curtains.*
T: *What should we do next?*
S: *We should plug in the projector.*

T: *Does she know how to plug it in?*
S: *Yes, she does.*
T: *Will you plug it in?*
S: *Yes, I will.*
T: *Will she plug in the projector?*
S: *Yes, she will.*
T: *Does she know how to do it?*
S: *Yes, she does.*
T: *Go ahead . . . Plug it in . . . Wait. What are you going to do?*
S: *I'm going to plug in the projector.*
T: *Can you do it alone?*
S: *Yes, I can.*
T: *Can she plug it in by herself?*
S: *Yes, she can.*

This manner of questioning and answering can be followed for surprisingly long periods of time for a variety of reasons:

1. The language is meaningful and contextualized--it is the very language that is necessary and appropriate to perform the kind of tasks in which the students are regularly involved.

2. The principles of Total Physical Response are applied. The students are required to be physically performing the task about which they are talking.

3. The students become involved in a problem-solving activity—determining what must be done and in what sequence, as well as who will perform the actions, and then doing them.

4. The teacher can spend as little or as much time as is necessary on introducing, practicing, reviewing, or testing any particular teaching point and with any particular student.

5. Students associate the activity with reality and enjoy the opportunity to practice identifying the correct auxiliary verb to be used in a situation which is simple and realistic as well as non-threatening and entertaining.

In this particular drill the emphasis is on the auxiliary verb which has a central position in the formation of essentially all English declarative and interrogative sentences. By introducing and drilling the auxiliary verb in this way, no attempt is made to restrict students to the use and practices of one verb tense isolated from others. Normal speaking situations require the ability to identify and use a variety of verb tenses within the same utterance. Furthermore, the identification and use of the correct auxiliary verb affects the accuracy and the appropriateness of responses to almost all questions in English. It is the purpose of the drill to develop in the students an ability to hear and to use the auxiliary verb used in the question. There may be times when the student will use vocabulary or tenses without yet fully understanding the meaning. No apology is extended for this. The strength of the procedure lies in the reality of the situation which provides an environment in which the meaning is very quickly learned and retained.

Conclusion

So what do you do when your equipment fails? Use it as a prop to teach your students how to identify auxiliary verbs and to respond appropriately and correctly to English questions. By combining imagination and flexibility, an effective teacher can create a lively lesson using a "dead" projector.

Comprehension Questions in ESL Textbooks

by Joselito W. Lalas

One area of current interest in reading comprehension is the role of questions in enhancing what a reader learns (Durkin, 1980). Ryan (1973) showed that the use of high-level questions can result in high-level achievement. However, Andre (1979) in his review of research on levels of questions reported that studies on the facilitative effects of higher-level questions yielded inconclusive results. On the other hand, Durkin (1980) asserted that research has indicated that questions have positive effects because they direct readers' attention to relevant and related content when answering them. Furthermore, results of the study conducted by Raphael and Pearson (1982) indicated that fourth-, sixth-, and eighth-grade students and skilled adult readers who were trained to recognize textually explicit, textually implicit, and scriptally implicit questions exhibited superior performance in identifying questions by type, selecting a question-answering strategy, and producing a complete and accurate response.

A number of recent studies have focused on the type of questions found in basal reading series and standardized tests (Hare 1982; Crowell, Au, and Blake 1983). The study reported here examined the nature of comprehension questions in ESL reading textbooks. The implications of the results concern the role of such questions in second language development and the evaluation of ESL students' reading comprehension.

Levels of Comprehension

In this study, Pearson and Johnson's (1978) taxonomy was used to evaluate the nature of questions in selected ESL reading textbooks. This taxonomy classifies comprehension questions into three levels: textually explicit, textually implicit, and scriptally implicit.

Textually explicit comprehension questions require answers that come directly from the text. There is no inference involved, and the reader can actually point to the answer on the page. In essence, the reader is "reading the lines" at this level of comprehension.

Textually implicit comprehension questions require answers that involve both the reader's background knowledge and what is on the page. The reader needs to infer the answers because they are not explicitly stated by the author. Therefore, answers are drawn from the factual information presented by the author and the additional knowledge from the reader's experiential background to derive an implicit relationship. In essence, the reader is "reading between the lines."

Scriptally implicit comprehension questions require answers that are not directly derivable from the text. Answers are drawn from the reader's previous experience and knowledge; hence the reader is involved in "reading beyond the lines."

In short, the main distinction really lies in the *information source* of the answer—

Textually implicit questions=factual information from text + reader's additional background knowledge.

Scriptally implicit questions=reader's previous background knowledge regardless of the factual information presented.

An example of this distinction may also be helpful. Here's a simple story:

Billy had been out skateboarding. His mother warned him not to go down Beacon Street because it was too dangerous. Billy headed for Beacon Street anyway, remembering how great the wind felt through his hair. He jumped on his skateboard and took

off. Just as he turned the last corner, he discovered men working on the sidewalk. It was too late to stop and he crashed through the barricades. Later in the bathroom, Billy's sister Barbara helped mend his knee. Barbara said, "You shouldn't have been on Beacon Street. Wait until Mom finds out."

Textually explicit questions:

Who had been out skateboarding? (Billy)

Why had Billy's mother warned him not to go down Beacon Street? (because it was too dangerous)

Textually implicit questions:

What did Billy feel when he crashed through the barricades? (maybe he was scared or nervous)

What did Barbara mean when she said, "Wait until Mom finds out"? (Mom will be angry; Mom will be sad and cry.)

Scriptally implicit questions:

Where is it safe to go skateboarding? (school playgrounds, basketball courts, driveways, gymnasium)

If you were Billy, what would you do when your Mother came home? (hide and convince Barbara not to tell Mom what happened; talk to her about the incident and promise not to disobey again)

A Textual Analysis

This study involved six ESL textbook series designed for use in elementary and secondary schools. The names of the textbook series and the text features relevant to the study are described in Table 1.

It can be seen from Table 1 that three levels of books from each textbook series

Table 1. ESL Textbooks, Levels of Books, Number of Selections, and Number of Comprehension Questions Used in the Study

Textbook Series	Levels of Books	Number of Selections	Number of Questions Analyzed
Elementary			
A. Santillana Reading Program	Galloping (1) Lickety Split (2) Able to Read (2)	7	71
B. Steps to English	2, 3, 4	9	225
C. I Like English	2, 3, 4	9	27
Secondary			
D. English This Way	10, 11, 12	9	120
E. Easy Reading Selections	----------	3	90
F. New English Course	4, 5, 6	9	84

were selected for analysis, with the exception, of *Easy Reading Selections,* and three stories were randomly selected from each of the book levels. A total of 321 questions from the elementary textbooks and 294 from the secondary textbooks were analyzed. All these questions were drawn from the comprehension sections of the reading selections that were read and analyzed. Interrater reliability between the researcher and a colleague in categorizing questions by the Pearson and Johnson taxonomy was .92.

The percentages of questions requiring responses based on information that was textually explicit, textually implicit, and scriptally implicit in the reading selections are shown in Table 2.

It can be seen from Table 2 that literal comprehension questions abound in all the textbook series analyzed, with the exception of Textbook A from the elementary level and Textbook F from the secondary level. In textbook A, 44.34% of the questions require responses based on textually implicit information and 11.30% of its questions require scriptally implicit answers. In textbook F, 42.85% of its questions require responses based on textually implicit information, and 38.09% require scriptally implicit information.

Implications for Assessing Comprehension

Given the predominance of textually explicit questions in ESL textbooks, teachers should not evaluate comprehension entirely on the basis of students' responses to these literal questions. They should provide textually implicit and scriptally implicit questions also. Teachers should be aware that ESL students' performance on less cognitively demanding tasks (recall and recognition) does not guarantee success in such cognitively demanding tasks as analysis, synthesis, and evaluation. The ability to use a second language in social communications is not the same as the ability to use it in academic tasks that require higher thinking skills (Cummins, 1982; Chamot, 1981). Perhaps incorporating more "reading between the lines" and "reading beyond the lines" questions could enhance

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Table 2. Percentages of Questions in ESL Reading Selections Requiring Responses Based on Information that was Textually Explicit, Textually Implicit, or Scriptally Implicit in Stories

	Elementary Level			Secondary Level		
	A	**B**	**C**	**D**	**E**	**F**
Textually Explicit	44.34	99.10	92.59	85.55	83.33	20.23
Textually Implicit	44.34	0.90	0.00	12.22	14.16	42.85
Scriptally Implicit	11.30	0.00	7.40	2.22	2.50	38.09

ESL students' internalization of the second language and their ability to think in the language being learned. The ESL students' performance in answering textually implicit and scriptally implicit questions would provide teachers with an assessment of how students can handle more cognitively demanding tasks.

This study found an abundance of textually explicit or literal questions in ESL textbooks. It is the responsibility of teachers to enrich the reading materials for evaluation and instructional purposes by incorporating textually implicit or inferential questions and having the students relate the subject matter presented in the reading materials to their prior experiences. Balancing the types of comprehension questions used in the ESL classroom, perhaps, is one of the instructional strategies that can develop students' language proficiency and comprehension in various ESL tasks.

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An ESL Miscellany

Book Reviews by Sunny Lam, Venny Lai, and Mark James

Pro Lingua Associates is a new venture started in 1980 by three long-time staff members of The Experiment in International Living's School for International Training in Brattleboro, Vermont. Ray Clark, Andy Burrows, and Pat Moran began by offering curriculum design and materials development services and planned to publish some books whose ideas fit in with their broad, practical approach to TESL.

They all started as classroom teachers, so they know firsthand what it's like to be locked into a text that doesn't fit students' needs, and what it's like to wing it under pressure, making up materials as you go along. They wanted to publish books full of ideas--new ones and good old ones--and resource books full of useful information, that would save teachers a lot of time and make learning/teaching more interesting. Their goal was to bring out some easy-to-use materials which would free teachers to be more responsive and inventive.

Their first three titles were *The ESL Miscellany, Index Card Games for ESL,* and *Language Teaching Techniques.* A review of each of these books follows:

THE ESL MISCELLANY. Raymond C. Clark, Patrick R. Moran, and Arthur A. Burrows. Brattleboro, Vermont: Pro Lingua Associates, 1981. $12.50.

Just thumbing through *The ESL Miscellany* is enough to tell that this book would be a valuable addition to any teacher's personal library of resources. Further inspection confirms intuition.

The book is absolutely full of ideas, lists, and raw materials about American English and culture: folk songs, famous quotes, U.S. Historical milestones, capitals, holidays, national parks, heroes, government agencies, road signs, immigrants, presidents . . . you name it!

Another section of the book includes lists, charts, and review lessons for a number of hard-to-find grammar points, and a sequential checklist of English grammar for teachers who may have to teach from their own materials. There are also vocabulary lists, 63 in all, each centered around a specific notion to aid in the development of communicative activities.

The latter portion of this book is a compilation of photographs by Peg Clement. The photographs illustrate the kinesics or body gestures which often accompany certain ideas or emotions in an American cultural setting.

According to the authors, *The ESL Miscellany* was designed as an aid to teachers in supplementing the texts they use. All in all, it should do well as such. It is a veritable encyclopedia of material that many ESL teachers should find useful as part of their personal resource library.

–Mark James

INDEX CARD GAMES FOR ESL. Raymond C. Clark. Brattleboro, Vermont: Pro Lingua Associates, 1982. $6.00.

Index Card Games for ESL provides students with fun and excitement in a language classroom. Specifically, it is designed for students to practice pronunciation, spelling, vocabulary building, questioning, sentence and paragraph structure, and conversation. More generally, it is a book for playing in and with English. An important purpose of the approach is to provide relief from the pressures and difficulties which usually accompany the learning of a language.

The book has six different kinds of index-card activities: matched pairs, sound and spell, scrambled sentences, categories, cocktail party and who's who. Each activ-

ity is accompanied by a brief description of the game, its purpose, and necessary preparation. The explanations are easy to understand, and students can get the hang of each game in a short time. Once the activity gets going, the teacher and students can participate in it and have fun together. The games in this book can be adapted for most all levels. I recommend it to those teachers who are looking for a game book that will add a few more activities to their repertoire of ideas to make learning English more enjoyable for their students.

–Sunny Lam

LANGUAGE TEACHING TECHNIQUES. Raymond C. Clark. Brattleboro, Vermont: Pro Lingua Associates, 1981. $6.50.

Language Teaching Techniques contains a collection of twenty-six language teaching activities for adult ESL learners. These activities are divided into two categories which represent the two objectives of this handbook. Thirteen of the activities are designed to improve communicative skills, and the rest are designed to improve grammatical accuracy. The author believes such a division is necessary in order to distinguish between communicative competence and linguistic competence. By doing so, he implies that the difference lies in the focus of the activities. A communicative activity focuses on oral output, kinesics, and cross-cultural awareness. The other kind of skill activity emphasizes linguistic knowledge (e.g., vocabulary and verb tenses).

The author attempts to follow a natural approach in teaching ESL, which is essential for successful language acquisition. The activities, however, may not fully satisfy the ambition of the author. Often they are manipulative. Although variations of each activity are suggested, they do not seem to relax the teacher's control or allow more creative opportunities for the students to explore the target language.

This handbook is perhaps most helpful to ESL teachers with little or no training in foreign language instruction. It may also serve as a reference book of activities which experienced teachers can use as supplementary material, provided they revise and adapt the activities to their individual classes.

–Venny Lai

English Teaching

No one can teach English with completeness. It requires more knowledge, wisdom, and sympathy than any one man or woman can possess. It requires more reading, more writing, more study than the hours of the day allow. It results, as does all teaching, in defeats, in regrets, and in disappointments. But it results also in achievement, and adds to the very knowledge, wisdom, and sympathy it requires. It deals with the intimate matters of the mind, and so terrifies the thoughtful and sensitive teacher. There are a thousand reasons why you should not begin to teach English, and if you have begun, why you should leave for other fields; there are a thousand reasons, but there are a thousand and one why you should begin and why those of us who have begun would not stop.

Lou La Brant, *We Teach English*, (New York: Harcourt, Brace and Co., 1951), p. 312.

Conference Announcements

TEX-TESOL II will host the Sixth Annual State Teachers of English to Speakers of Other Languages (TESOL) Conference on November 2-3 at San Antonio College, San Antonio, Texas. Contact: Dr. Carolyn Kessler, Bicultural-Bilingual Studies, University of Texas at San Antonio, San Antonio, Texas 78285.

The Japan Association of Language Teachers, an affiliate of TESOL, will sponsor its tenth annual international Conference on Language Teaching and Learning at Tokai University Yoyogi Campus, Tokyo from November 23 through November 25, 1984. Over one thousand people from several countries are expected to participate. Proposals for papers, demonstrations, workshops, etc., relevant to language teaching, learning, and/or acquisition are encouraged. Before August 1, 1984 send two double-spaced copies of an abstract to Carrie Hansen, Program Chair, JALT c/o Kyoto English Center, Sumitomo Seimei Building, Karasuma Shijo Nishi-iru, Shimogyo-ku, Kyoto 600, Japan.

The linguistics program at the University of Delaware announces the Delaware Symposium on Language Studies VI to be held October 25-27, 1984. Contact: James P. Lantolf, Department of Languages and Literature, University of Delaware, Newark, Delaware 19716.

SPEAQ (la Société pour la Promotion de l'Enseignement de l'Anglais (langue seconde) au Québec) will hold its twelfth annual convention June 13-16, 1984 at the Hilton International Quebec. Guest speakers include Stephen Krashen and Peter Strevens. Contact: SPEAQ, 3660 Durocher, Suite 1, Montreal, Canada H2X 2E8.

The fourteenth annual convention of the Hawaii Council of Teachers of English is scheduled for November 3, 1984 in Honolulu. For details contact: Lynn Henrichsen, Convention Chairman, BYU–HC Box 1830, Laie, HI 96762.

The sixth annual TESOL Summer Meeting is planned for Oregon State University in Corvallis, Oregon, July 13-14, 1984, in conjunction with the TESOL Summer Institute (June 25 to August 3, 1984). Contact: Karl Drobnic or Marianne McDougal, ELI, Oregon State University, Corvallis, Oregon 97331 (Telephone: 503 754-2464).

Employment Opportunities

The Ithaca City School District English as a Second Language Program is seeking three certified ESL teachers for the 1984-85 school year. The positions are at the elementary, middle, and high school levels. Candidates should hold or be eligible for New York State ESL Certification. Teaching experience and fluency in a second language are preferred but not required. For an application, contact: J. Douglas Hart, Director of Professional Personnel and Staff Development, P.O. Box 549, Ithaca, New York 14851. For information on the positions, contact Iva Wong at the same address (Telephone: 274-2132).

The New Day School, Sendai, Japan, is seeking a full-time English teacher for children and adults. Candidates should be energetic, native speakers with a university degree (ESL/EFL or related area preferred), teaching experience, and a strong interest in teaching. Familiarity with "new" trends and approaches (e.g., TPR, CLL, notional/functional syllabi, etc.) is extremely useful. Two-year contract includes training (with pay), a competitive salary, and transportation. Contact: Marc Helgesen, Head Teacher, New Day School, 2-15-16 Kokubuncho, Sendai 980, Japan (Telephone: 0222-65-4288).

Teaching English as a Second Language 2: An Annotated Bibliography

Book Review by Lynn Henrichsen

TEACHING ENGLISH AS A SECOND LANGUAGE 2: AN ANNOTATED BIBLIOGRAPHY. Wallace L. Goldstein. New York and London: Garland Publishing, Inc., 1984. Pp. x + 323. $37.00, cloth.

A distinguishing feature of this new TESL bibliography is its focus. The intended audience is not specialist researchers but rather classroom teachers and school administrators who wish to increase their understanding of the various aspects of teaching English as a second language. This is not to say, of course, that researchers will have little use for the volume. On the contrary, it promises to be an extremely valuable resource for those conducting classroom-oriented research. Prospective users should be aware, however, that in selecting entries Goldstein has been careful to include only those which are "germane to everyday teaching programs" and has purposely excluded "overly technical" reports.

For those interested in learning more about the numerous facets of ESL teaching and administration, this hefty volume is a gold mine. It contains 935 entries (considerably more than most previous TESL bibliographies), and each one is neatly annotated (abstracts run around one hundred words each). Sources for these entries include both periodicals and books which appeared in print between 1975 and 1982 (earlier works are treated in the first edition of this bibliography). Most of the prominent, teacher-oriented journals in the field--both British and American--are represented (*ELT Journal, Language Learning, RELC Journal, TESL Reporter, TESOL Newsletter, TESOL Quarterly,* etc.). In addition, ERIC documents and dissertations are used as sources.

Although limited to the concerns of classroom teachers, the range of topics covered in the bibliography is still quite broad. The sixteen general descriptors run the gamut from "Reference" to "Audio-Visual" to "Bilingual." One complaint about the book might be that these topics are too general. "Language Learning" or "General Instruction," for instance, are rather nebulous descriptors. Nevertheless, a key-word index with almost 400 items helps overcome this difficulty. With this index, a user can look up entries dealing with topics as narrow as "Reagan, Ronald," "shuffled comics," or "relative clauses."

A few descriptors new to the edition reflect current trends in the field. These include the controversies over delaying oral production, cloze procedure, and computer-assisted language learning. At the same time, "eternal" language-teaching concerns, such as the debates over controlled vs. guided composition and the role of grammar instruction, are also covered.

A final bonus is that the hard-bound volume is printed on acid-free, 250-year-life paper. In other words, it is designed to last and serve as a valuable resource for many years to come. If the $37.00 price seems high, think of it as an investment in the future.

Lynn Henrichsen coordinates the TESL program at Brigham Young University–Hawaii Campus.

Practical Ideas for Teachers

Breathes there the ESL teacher with soul so dead, who never to him/herself hath said, "I would really like to know more about . . .

- ★ using drama techniques to teach ESL,
- ★ developing students' listening comprehension skills,
- ★ using computers to assist ESL learners,
- ★ games to perk up a dull class,
- ★ ways to get out from under the paper load,
- ★ recently published ESL materials and how they work, and/or
- ★ activities to use as contingency plans (for those times when your regular lesson finishes ten minutes ahead of schedule)"?

Since 1967, the *TESL Reporter* has published over 300 articles on these and a host of other, classroom-oriented topics. Responding to the "Invitation to Publish" issued in the *TESL Reporter*'s first volume, people like you have contributed their ideas, opinions, and research findings on a wide variety of topics ranging from games to guided composition, visual aids to vocabulary.

Originally a publication with only a small audience in the Pacific, the *Reporter* now has nearly 3,000 subscribers in over sixty nations. Today, as always, the *TESL Reporter* continues to encourage the submission of manuscripts dealing with classroom topics—new methods and materials, opinions on ESL issues, research findings, and innovative teaching techniques.

In upcoming issues, articles are scheduled on rapid reading drills, unusual uses for the overhead projector, the benefits of publishing ESL students' writing, and the adjustment problems of foreign students. Educators involved in the teaching of English to speakers of other languages at any level (pre-school through university) are invited to submit manuscripts to be considered for publication. Each submission will be read by an evaluator with expertise and interest in the topic it deals with. If accepted, the manuscript will appear in print without delay—generally, within less than six months.

So, if you have an idea to share with other English language teachers around the world, remember the *TESL Reporter*—the practical journal with an international audience.

TESL Reporter

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