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Subscriptions are available on a complimentary basis to individuals and institutions involved in the teaching of English as a second/foreign language. Requests for new subscriptions and change of address notification for continuing subscriptions should be sent to the circulation manager.

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Reviews of recent textbooks, resource materials, tests, and non-print materials (films, tapes, or computer software) are also invited. Potential reviewers who indicate a particular area of interest to the review editor will be contacted concerning recent titles in that area.

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Teach Writing Right on the Overhead Projector

Mark Seng, The University of Texas, Austin

For helping students develop their writing skills, the overhead projector offers many advantages over the traditional chalkboard. For instance, from the back of the room, the bright image produced by an overhead projector is more easily read than is writing on a chalkboard, and the overhead projector immediately solves the problem of those ESL classrooms without chalkboards. With an overhead, no time is wasted nor noise produced by students walking to and from the board, and mobility limitations of handicapped students are minimized. Rather than focusing on the teacher, the screen provides a different center of attention for the class, as well as interesting classroom activities.

When students do their writing on transparencies which are later shown to the entire class, they all become involved because either their own work or their friends' work will soon be projected for all to see. Like everyone else, students are interested in the concerns and accomplishments of their peers. Of course, anonymity can still be preserved, avoiding student embarrassment. On the other hand, if a student's work is well done--and if appropriate--the teacher can ask whose it is.

Materials

The materials used are inexpensive. In fact, almost any transparent plastic works fine. Because the typical activity involves writing just a few sentences, small pieces of transparency material will suffice. Ordinary page protectors can be cut into four strips, each yielding eight pieces (from both sides) somewhat larger than two and a half inches by eight and a half inches. These strips can be washed or wiped with a moistened cloth and re-used time after time. Discarded X-ray film cleaned with household bleach (which strips the emulsion from it) can also be used for transparency material. Students can even make transparencies from household, kitchen-type plastic wrap which will retain legibility even after being stored in one's back pocket.

A careful selection of pens will minimize expense and facilitate re-use of the plastic. Water-based pens made especially for writing on plastic (like Pentel and Vis-a-Vis) work well, and the writing is readily removed with water. Permanent pens provide a somewhat more intense image, but removing it requires a solvent such as rubbing alcohol, lighter fluid, or spirit duplicator fluid. Before purchasing a pen, trying it on old-fashioned (shiny), transparent tape will verify its capability to write without "beading" on overhead transparency sheets. An alternative type of pen, less valued by students, is a refillable, grease marking pencil. Avoid marking pencils which unpeel since students love to unwrap them (and waste the pen in the process).

If thermal copiers, photocopiers, print shop cameras or blue print machines are available (all of which will make transparencies for the overhead projector), writing exercises utilizing overhead projection can be based upon already printed material also.

Classroom Activities

The overhead projector can be used for any activity which traditionally has involved the students' going to the chalkboard .

A number of the small plastic sheets can be distributed and students in the class asked to write appropriate sentences. If desired, a transparency can be placed on the projector to provide a stimulus for these sentences. The movable man and woman (described in a previous article in this series, [*TESL Reporter* 17(3), July 1984]) may be used to illustrate: "He is sitting, but she is standing. She was standing, but now she is kicking the ball." You may wish to have one student at the projector arranging different situations to be described.

Students who are doing the writing may involve their peers in activities requiring them to respond in total-physical-response-type activities. For example, students might identify classmates by name or description with something for them to do. The expectancy and anticipation inherent in activities of this type will catch students' attention, so that class time flies.

Form Transparencies

A good portion of one's time is spent completing forms, many of which offer interesting material, valuable for ESL classes. Using the appropriate transparency-making machines (as mentioned above) writing exercises can be based upon printed forms.

For example, a transparency of a blank check can be projected. The teacher or a student can demonstrate the correct procedure for its completion. If a piece of clear plastic is placed on top of the check transparency, the information can be written and then quickly "erased" by removing the top piece of plastic. If the original blank check is duplicated (using a photocopy machine or a thermal copier to make a spirit master for production of multiple copies), students can then place a piece of clear plastic on top of their paper copy of the check. Then, they can complete the information and pass it to the instructor who can superimpose it on the check transparency.

Other forms which work well include motel registration forms, medical forms, credit applications, driver's license applications, or any forms used within the school itself. Crosswood puzzles also provide an interesting change of pace. Large print varieties, available for children, are often appropriate for the ESL classroom.

For those forms with printing too small for projected legibility, several options are available. With a good quality transparency and a darkened room, the projector can be moved toward the back of the classroom to increase the image size on the wall. Or, with the right type of copy machine, the original transparency master can be enlarged to whatever size is desired. One can tape (with shiny, clear tape) two or more transparencies together to make a larger one to include all the material on a long form. If you have access to a print shop darkroom, film transparencies of superb quality and of any size can be made photographically.

The "Four Square" Technique

The "Four Square" transparency technique has proven itself to be quite an interesting and valuable classroom activity. It is based on a picture consisting of four quadrants or

Figure 1. A sample picture story for the "Four Square" transparency technique

squares, each depicting a scene in a story (see figure 1). In use, a master transparency and several paper copies of the complete picture with its four scenes are made. The paper copies are distributed to several students along with a sheet of clear plastic and a pen. Viewing the pictures, working independently or with partners and using their own imaginations, the students create an original story. With the clear plastic sheet on top of their paper copy, they write in the dialog of their own, original story. When finished, they pass in their transparency with the sentences of their story, but without the illustration.

In advance, the teacher has prepared a mask made of an ordinary manila folder cut into two pieces at the fold. In one (the frame) an opening is cut for the entire four-square picture transparency, which is taped in place. Then, from the top half of the folder (the mask) four squares are cut. Each square is attached to the frame (taped along one edge only, hinge-like) and masks its quadrant until it is time to reveal that picture.

The teacher places the student dialog transparency beneath the picture master with the four hinged squares all closed to mask both the picture and the student story. With the projector switched on, the teacher can see through the cardboard to verify the alignment of the student's story and the pictures. (This alignment is more easily accomplished if no dialog "balloons" are used). Then, the first square is opened for the class to read. In sequence, the following windows are then opened and the dialog/story read. Given the same picture, the variety of stories a class of students produce will delight everyone.

Conclusion

Students love the variety of interesting activities which the overhead projector allows. They also like the anonymity it provides, without the embarrassment of having their mistakes identified--as they are when written on the chalkboard. And with a little encouragement, as students become more familiar with using the overhead projector themselves, they will even suggest and help implement new ideas which occur to them.

Contributors Sought

Cambridge University Press has established a new series with the general title of *Contemporary Approaches to Language Teaching* under the editorship of Marianne Celce-Murcia. The series will focus on new ways of teaching second languages that integrate the four skills and strike a methodological balance between comprehension and production as well as content and form. Each volume will present a timely practical slant and will include sufficient guidelines on syllabus design, teaching materials, and classroom procedures to permit implementation of the author's proposals. Those who are interested in contributing a volume to the series or in making suggestions for volumes should write to the series editor: Professor Marianne Celce-Murcia, TESL/Applied Linguistics, 3303 Rolfe Hall, University of California, Los Angeles, CA 90024

PRC Officials Visit BYU-Hawaii Campus As Part of United States Tour

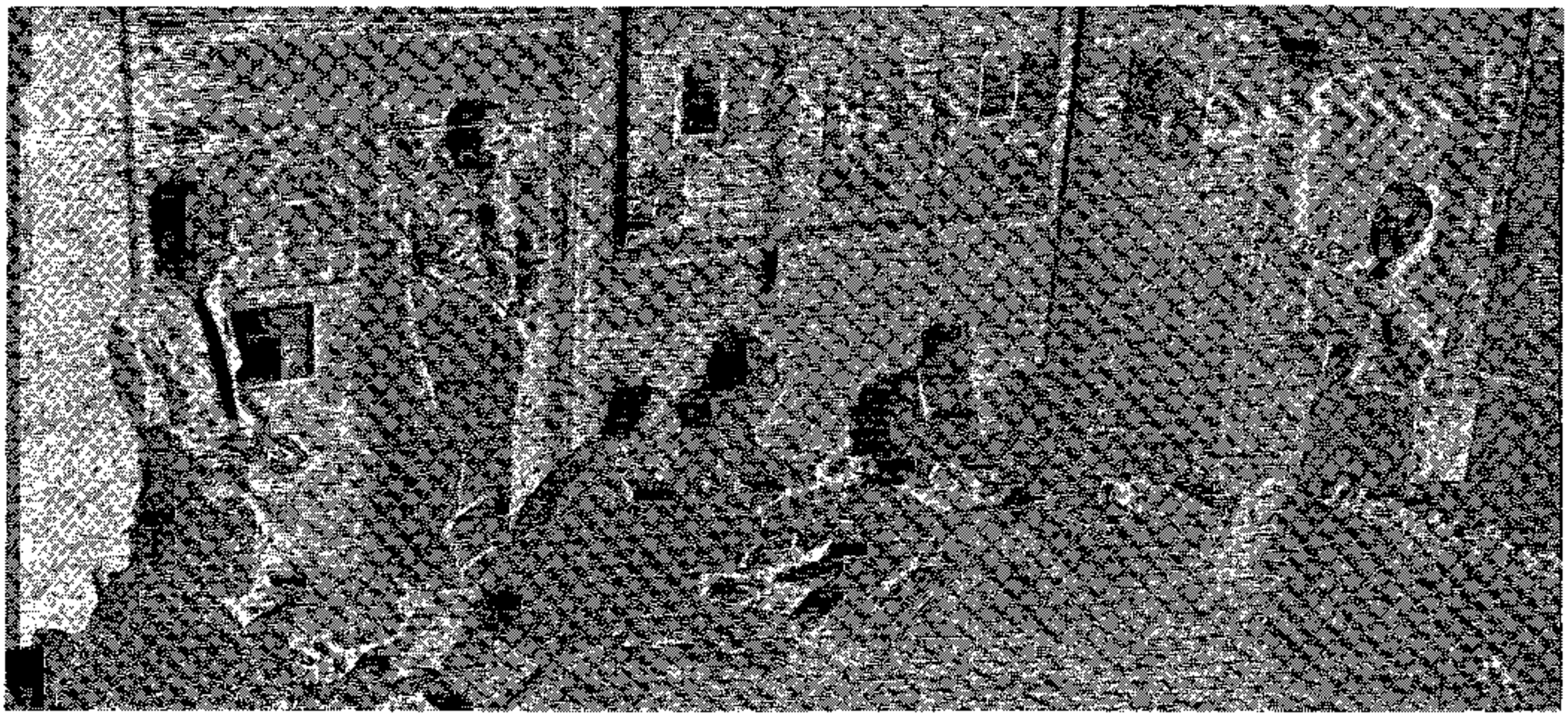
Six education and political officials from the People's Republic of China spent nearly a week at Brigham Young University--Hawaii Campus in mid-December. Laie was their last stop on an extensive fact-finding trip that included meetings with government and education officials in Washington, D.C. and visits to seven other universities throughout the United States.

One of their main reasons for visiting Laie was to study BYU-Hawaii's TESL program, which has been preparing ESL teachers for nearly twenty years. Another of their interests was the English Language Institute, where international students at BYU-Hawaii can improve their English skills prior to enrolling in regular University courses. The integrated computer system used in BYU-Hawaii's Joseph F. Smith Library was also of considerable interest to the visitors.

The PRC visitors were Dong Hong-shu (Director of the Bureau of Higher Education, Liaoning Province), Lu Xiao Ping (Adviser and Deputy Director of the Foreign Affairs Office, Liaoning Province), Liu Wu (Translator and Deputy Director of Foreign Affairs, Liaoning Province), Liu Peng (Party Secretary, Liaoning University), Rao Hao (President of Liaoning Normal University), and Wang Rong Pei (Vice Dean of English, Dalian Institute of Foreign Languages).

Despite the language, culture, and climate differences between China and Hawaii, Dr. Dong, Director of Higher Education over more than fifty government-sponsored universities in the PRC, said he felt he was among "close friends" and very much "at home" during his stay at BYU-Hawaii.

This group of visitors from the People's Republic of China was the third delegation from that country to come to BYU-Hawaii in the past eighteen months. PRC Premier Zhao Ziyang visited the campus last January, and a group of educators from Beijing also met with BYU-Hawaii administrators and educators in Laie several months earlier.



You'd be Surprised at How Much Public Domain SoftwareYou Can Adapt to ESL and Language Learning

Vance Stevens, Hawaii Preparatory Academy

It is widely understood that the scope of commercial software currently available for learning and/or teaching languages is presently both overpriced and inadequate. It is less well known that there exist in the public domain numerous programs suitable for language learning/teaching which may be obtained free or for a nominal fee (see, for example, Biggie 1984). This article discusses how such programs may be obtained and how they can be altered for use in language learning/teaching situations.

It should be understood that few of the programs mentioned here are meant to teach discrete points of grammar, which has been the focus of the great majority of language learning software produced in the past decade. The latest trend in computer-assisted language learning (CALL) has been, alternatively, to provide students with an environment which facilitates their use of the target language in problem solving and in interaction, not only with the computer, but with each other (e.g. Higgins 1983; Higgins and Johns 1984). The purpose of most of these public domain programs, then, is to provide a stimulus for communicative activity in the target language.

Obtaining Public Domain Programs

The following are two sources for public domain programs which I have found useful:

Computer-Using Educators (C.U.E.)
333 Main St.
Redwood City, CA 94063

Honolulu Apple Users Society (HAUS)
Box 91
Honolulu, HI 96810

Two other sources which I have used more casually are noted elsewhere in this article. Still more potential resources can be found in Healey (1984). Finally, anyone wishing a copy of the programs mentioned here could obtain them by sending the author a 5 1/4" floppy disk in a stamped, self addressed disk-mailing envelope. The programs all operate on the Apple II family of computers.

All You Need to Know About BASIC in Order to Understand this Discussion

Merrill (1982), in an article about the relative merits of programming vs. authoring languages, notes that the major difficulty for educators in working with a programming language such as BASIC is that programming languages must usually be learned in ways not specific to language learning, and this makes them appear to be overly complex. More recently, attempts have been made to relate programming languages specifically to language learning (e.g. Kenning and Kenning, 1984). Here, I will further attempt to distill what must be known about BASIC into the few elements that usually have to be altered before a public domain program can be integrated into a specific language learning application.

The most useful type of CALL-adaptable public domain program is one in which the

target language material is stored in DATA statements, which are easily found and modified by other users. Items of data and /or other material are stored in string variables and operated on in ways that need not be understood by those adapting the programs. However, in altering such a program, you need to be aware of how the DATA statements and/or string variables function in the program, and of how these may be accessed in order to vary lesson presentation. The following is a very brief characterization of a few principles of BASIC which generally must be understood in order to successfully adapt public domain software to language learning:

(1) VARIABLES

Variables are physical locations in the computer where information is stored. There are two types of variables:

NUMERIC VARIABLES look like this:

A or AB or B1.

Numeric variables can be used in arithmetic operations. For example, if the value of the numeric variable that keeps count is greater than the number of questions in your exercise, then you jump to the end of the program (where END is at line 2510), like so:

```
1000 LET R = R + 1
1005 IF R > 15 then 2510
```

STRING VARIABLES look like this:

A$ or AB$.

String variables hold strings, or text of some kind. The "value" of a string variable is considered to be whatever its contents are. Contents of the variable are set off by quotation marks. For example:

```
340 INPUT "Again?  (Y/N) "; YN$
350 IF YN$ = "N" then 2510
```

ALL YOU NEED TO KNOW is how to recognize the two kinds of variables.

(2) The PRINT Statement

The computer prints things on the screen according to instructions given it in PRINT statements. Typical syntax for PRINT statements is:

```
10 PRINT "Print this:  ";X$
```

In this example, 10 is a line number, PRINT is a command, the text to be printed is placed in quotation marks, and X$ is the value of a string variable, which will also be printed. ALL YOU NEED TO KNOW is that you can change what gets printed on the screen just by changing the text between the quotation marks or stored in the variable.

(3) The DATA Statement

The easiest programs to change are ones which utilize DATA statements. These statements contain information which is fed into the program in response to a READ statement. A DATA statement might look like this:

```
25 DATA Zebras, Stripes, Giraffes, Spots
```

In this example, 25 is a line number, DATA is the command, and separate items of data are separated by commas.

The computer has to know one of two things about data in DATA statements. It has to know either how many such instances

of data there are (especially if the data are accessed randomly), or where the last item of data is (if the data are accessed sequentially).

ALL YOU NEED TO KNOW is that you can usually delete existing DATA statements and type in your own. Usually, it doesn't matter what the line numbers are or how many items of data are in a line, as long as you pay attention either to how many items you have all tolled, or to what the last data item is.

(4) ARRAYS

Sometimes, it is convenient to consider values in a program to be grouped together logically in some way. You store such values in array variables. For example, suppose you want to randomly select distractors for a multiple choice problem from certain parallel items in your data base. You might have the computer generate a random value for R. The computer would go to a different place in your DATA base and randomly select distractors for you, depending on the value of R.

ALL YOU NEED TO KNOW is that the number in parentheses following a variable often bears some relation to some variable in your program, such as the number of items in your data base, or the number of questions you are planning to have.

Some Public Domain Programs Useful to Language Learning

The following are some of the programs which I have found most useful in my own ESL program at Hawaii Preparatory Academy, and which I assume would be useful in ESL and foreign language programs elsewhere. The source, along with the disk identification decipherable by that source, is given in parentheses after the name of the program on that disk.

Easily Modified Programs:

SCRAMBLED WORD (C.U.E. #2) is a program that takes words in its DATA statements and presents them scrambled on the screen. The students' job is to figure out what the ergbaga (that's garbage) on the screen is. You can easily alter this program just by deleting or changing the DATA line. Within certain limits, it doesn't matter how many lines there are, or how many items there are, or how many items there are in a line, or even what the line numbers are. Four to six letter words work best.

Also, you should be aware of one characteristic of C.U.E. software. When the program runs, it ends by running a catalog program. If your disk does not contain the catalog program (called MENU), then change the appropriate line to read END, or alter it to issue another DOS command. (Here, the appropriate line is 715; END is safest, because if your DOS command runs another program, and you haven't saved the current version of this program, you will lose it during practice runs.)

HANGMAN FOR ONE (C.U.E. #1): This is a low-resolution hangman game. When you get the word right, it says "You live . . . for now." The program has acceptable graphics, and you can change DATA statements to insert your own words. There also exists on this disk a version in French. As with SCRAMBLED WORD, you can delete or change any or all data lines, but here, the first piece of data has to be the number of items in the data base.

STATES AND CAPITALS (C.U.E. #1): Although this program could be used as is in a geography class, you can play with it

to create your own programs. This is worth doing, because the program takes two associated words or concepts (A and B, or in this case, a state and its capital) and gives the learner the choice between doing a multiple choice or fill in the blank exercise. It then allows the learner the choice of having concept A either in the questions or in the answers. So, from one data base of paired items, you derive four exercises in one program.

To ALTER this program, you need to decide how many questions (associated pairs) you will have, and then find and set all the arrays accordingly. (A better way to do this is to change all the array values to a variable, say QB for "question base"; then each time you change the program, you have only to set QB in one statement to the appropriate value.) You will then want to change the various print and remark statements to match your lesson.

Finally, you will want to alter the DATA statements and, in the C.U.E. version, modify the exit subroutine as noted previously.

CRYPTOGRAM (C.U.E. #2) is an excellent program for language learning or for getting students to regurgitate concepts in any subject. It takes strings of any length, up to about half a screen, and substitutes a random letter for each letter in the original string. You get a cryptogram on your screen, and you have to use your ability to predict in order to elucidate the original message. The program feeds off DATA statements within the program, and there is also the option of inputing a string for someone else to unscramble while the program is running.

The program works by generating a random number that directs program execution to statements which are multiples of 10 in the 1010-1290 range. (The program also allows students to pre-empt the generation of a random number with one of their choice.) This is where it gets cryptograms 1 to 29 (middle two digits in the lines numbered 1010 to 1290; get it?). You can change these DATA statements to hold your own strings. If your string runs over a line, simply add line numbers between the first in that series and the next multiple of ten (for example 1120 to 1122, 1124 . . . up to 1129).

LUCY (HAUS #25) is a clone of Weisenbaum's famous ELIZA program. Both ELIZA and LUCY allow you to talk to the computer. The computer simulates conversation by responding to key words in your input; for example, the presence of a question word like "what" or "where" in your input might elicit the response, "Why do you ask?" from the computer.

I use this program by letting the students play with it for one session, having them try to figure out what the key words are the next, and finally having them write down the rules they have discovered that the program follows. Finally, I prepare a compilation of these rules and have the students test their validity.

All the computer's 330 responses are kept in a text file which you can read and alter. I have written a program called LDATA CHANGER% which allows you to alter the text files, and which I would be happy to share.

RANDOM DRILL TUTORIAL (HAUS #14) is a program which allows students to drill concepts which can be considered associated pairs (A associated with B). You alter the DATA statements in lines by replacing each line with your own

associated concepts, one pair per DATA statement. The program then presents the concepts in one of two modes. In its flashcard mode, the program prints concept A and then B after the student presses RETURN. In its multiple choice mode, the computer presents concept A and draws distractors from randomly selected B's. One problem with the program as it is available from HAUS is that it has no means of exit, or from going from one mode to the other.

SHELL is a program which lets an instructor set up a question base of about 25 blank-filler questions. The program then presents a preset number of those questions in random order, so that any two sessions at the computer are slightly different. The program allows the student two attempts to fill in the blank, and then presents the correct answer along with appropriate feedback. Feedback messages, both congratulatory and corrective, are randomly accompanied by pleasant or caustic noises, which can be turned off if students desire privacy. The program gives students the opportunity to rework problems they have missed, and awards 100% scores to students who do so successfully.

The program was presented by Laura Savely at the 1984 TESOL Convention in Houston, and the handout included a program listing and carefully detailed instructions for customizing the program. The program is available for $5.00 from:

Executive Offices
American Language Academy
11426 Rockville Pike, Suite 200
Rockville, MD 20850

"AS IS" Programs:

I find this next group of programs useful for ESL "as is." No modification is necessary. With adaptation, some may be useful for teaching/learning other languages also.

MAKING CHANGE (C.U.E. #8) shows coins and dollar bills in high-resolution to illustrate transactions using the words *dollar*, *dime*, *nickel*, *penny*, and *quarter*.

ARTILLERY (C.U.E. #1) is a game where two players each have a cannon, and each in turn tries to direct shells over a mountain at midscreen so as to obliterate the other. In order to win, you have to be able to more and more closely approximate the correct angle and force to be applied to the shell. Wind velocity is also a factor. This is realistic practice with trajectories, and the game generates a lot of interaction between students.

However, if given their choice, students gravitate toward this game--eventually at the expense of more directed language practice. So, although the game is useful to a point, I delete it from student disks after a few sessions.

ADD-LIBS (C.U.E. #1): You are prompted for adjectives, nouns, etc., and the computer plugs your choices into a story. This is great for ESL students, who could be introduced to the program innards and encouraged to make up their own stories.

In my brief experience with this program, I have found that students sometimes attempt to use words of sexual and scatological connotation. Other groups may have better success, but this is something for the teacher to be aware of.

MEET THE ROMANS (C.U.E. #1) drills Roman numerals using the device of a game. With two players competing, the

computer gives each in turn a Roman numeral, which the players must write in Arabic numerals, or an Arabic numeral, which the players must transpose into Roman.

One often-overlooked deficiency in the inventory of skills of foreign students is a working knowledge of Roman numerals. This program encourages students to learn Roman numerals in an interactive setting:

CHRISTMAS TREE SONG (C.U.E. #1) draws a tree on the screen and plays a verse of "Oh Christmas Tree, etc." The word corresponding to each note is displayed as the note is played.

DECK THE HALLS (C.U.E. #1) plays several verses of the familiar carol. The word corresponding to each note is displayed as the note is played.

It is often nice to introduce students to items of American culture appropriate to the season. The above two programs are useful for this purpose at Christmas time.

Programs with Potential:

I have not used the following programs yet, but I think they have potential for ESL:

STAR LANES (C.U.E. #1): This is a complex, but not indecipherable, game, whose rules were not all apparent to me at first. Basically, you are given options for placing your piece on a grid. The idea is to get pieces next to each other, forming trading entities or merging with existing entities, thereby driving up the value of stock in those entities. Thus, the language of the game is that of business and economics. It would probably stimulate interaction among young learners, as well as lead to discussions of the economic principles involved.

CINQUAIN (C.U.E. #2) helps you write a poem in cinquain form. It prompts you for each line according to specifications, and prints out the final result, which should be pleasing to the ear. Also, using the algorithm here, it should be possible to prompt students for poems in other formats.

CALIFORNIA DRIVING TEST (C.U.E. #2) asks 60 multiple choice questions very similar to those on a driving test. Instant feedback makes this an improvement over the test in the manual. With some small effort, this could be adapted to the driving tests for other states. I find ESL students highly motivated to study such material in order to get their driver's licenses. Last year, the Hawaii Driver's Manual was part of my course.

IQ TEST (C.U.E. #7) displays text in various configurations on the screen. For example, it writes *man* and below that *board*, and you are supposed to think, "man overboard." As it is written, this program just displays several instances of such text. It could easily be altered so that you have to type in the answers. Altered thusly, it could be fun in an ESL class.

CLOUZOT (C.U.E. #7) is a take-off on the bumbling detective, Inspector Clouseau. You are given suspects A through F (the first letters of the suspects names). When you press one of these letters, CLOUZOT "interrogates" that suspect--actually, a bit of information is printed on your screen. This information is in the form of a characteristic either of one of the suspects or of the murderer. The guilty suspect may be lying. Taking all this into consideration, you are to figure out which of the suspects is the

murderer. When you think you have solved the mystery, you "accuse" one of the suspects, and CLOUZOT tells you if you are right or not.

JOTTO (C.U.E. #7) is a variation on a game often used in foreign language and ESL classes. The computer "thinks" of a five letter word in which no two letters are alike. You type in your own five letter words, and the computer compares them with its word and reports back how many letters coincide between the two. You have 20 chances to guess the word. The computer keeps track of all your guesses and the number of coincidental letters, and allows you after each guess to use the computer as a scratchpad by recording on the screen letters you know are coincidental, and deleting from an alphabet on the screen those letters you know are not.

I have several suggestions for altering this program. One problem with the existing program is that the computer assumes any five letter input is a word, and so students can type in "ABCDE" and systematically beat the computer without actually exercising their ability to recall words in the target language. However, the program could be changed so that the computer could search through its own DATA statements and test student input against what it knows to be legal words. The only problem here is that there would be words that are legal but that the computer doesn't "know." One solution to this might be that these words could be written to a text file on the disk, and the programmer could come along periodically, read the text file, and add those 5 letter inputs which were indeed legal words to the data base. (By the way, the program already tests for the length of the word, and to see if any letters in the word are the same). A final alteration I would make is to relegate the scratchpad function to a subroutine and ask users whether they want to invoke it or not.

PIZZA (C.U.E. #8): You take orders for pizza and tell the delivery boy where to deliver. The phone rings (via the Apple speaker). You learn that someone is calling to order a pizza. They tell you who they are, and you consult the map on your screen to see where they live. All the people happen to live at houses numbered by X, Y coordinates. The delivery boy then calls in to ask where he should take the pizza, and you give him the proper coordinates, If you get it right, the person calls back and thanks you for the pizza. If you get it wrong, the people whose house you sent the pizza to call in and say they didn't order a pizza. If you send the pizza to several wrong houses, then when you finally get it right, the person calls back to say the pizza is cold. Clever.

Unfortunately, bad input bombs the program. This should be easy to correct. Try at about line 850, where the program compares your input with the locations it knows. Debugged, this programed would be fun for ESL.

ZORK is a well known adventure program. A listing for a simple version of ZORK was published in *Softline*, March 1982. The significance of the version presented here is that it provides an algorithm for parsing simple imperative sentences in English. For example, the program published here allows the parsing of two-word 'sentences' such as "open box"; but using the algorithm provided, I was able to modify the program to check for the complete sentence, "Open the box." I have not myself gone beyond this modest beginning, but I recognize that much of the groundwork has been laid here for more elaborate adventure games for ESL. For a copy of the article, write:

Softline
11021 Magnolia Blvd.
North Hollywood, CA 91601

Conclusions

Although commercial publishers have, to date, been slow in responding to the demand for reasonably priced CALL software, this is no reason for language instructors to delay CALL implementations in their language classes. Alternative sources are readily available and can be adapted to specific language learning situations. It has been shown in this article where such programs can be obtained and how they can be modified using only the principles of BASIC programming detailed here.

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Fulbright Teacher Exchange Program

The United States Information Agency has announced details of the 1986-87 Fulbright Teacher Exchange Program. The Teacher Exchange Program involves a one-on-one exchange for teachers at the elementary, secondary, and postsecondary levels with suitable teachers overseas. The 1986-87 overseas exchange programs will involve Canada, the United Kingdom, France, The Federal Republic of Germany, Denmark, Switzerland, and possibly Italy. The number of exchanges available and the eligibility requirements vary by country.

The program also provides opportunities for teachers to participate in summer seminars from three to eight weeks in length. During the summer of 1986, seminars will be held in Italy and The Netherlands.

Applications will be available in the summer. The deadline for receipt of completed applications is October 15, 1985. For further information, write: Fulbright Teacher Exchange Program, E/ASX, United States Information Agency, 301 4th St., S.W., Washington, D.C. 20547

America: Past and Present

Review by Fawn Whittaker, BYU-Hawaii Campus

AMERICA: PAST AND PRESENT. Katherine Lancelot-Harrington. Rowley, Massachusetts: Newbury House, 1982-85. VOL. I, DISCOVERY. pp. 222, $9.95. VOL. II, CHALLENGE. pp. 222, $9.95. VOL. III, THE CONTINUING QUEST. pp. 251, $11.95.

One semester three years ago, our high intermediate English Language Institute reading class was delighted to "discover" a text which led them through American culture from its very beginnings, and did so with real *substance*, none of the usual monotonous pattern of one paragraph of reading followed by four pages of exercises. On a five-point scale from very bad to very good, 33 of the 34 Pacific and Asian students in that semester rated *Discovery*, the first volume of *America: Past and Present*, either "good" (4) or "very good" (5). The two more recent volumes in this series have the same desirable qualities as the first volume differing principally only in increased length and sophistication of content and vocabulary usage as they progress through the sequence of significant American historical events.

Divided into twelve chapters, each volume fits very nicely into a twelve to thirteen-week semester, with time allotted for a midterm and a final review. Advantageous for review purposes is the spiraling effect of content in each separate text. No important historical information or figure within one chapter is left forgotten, but is somehow included in the vocabulary or analytical exercises in a later chapter of the *same* text. (The texts may well be used separately without reference to the previous volume, if desired.)

Exercises are of a variety of types: comprehension multiple-choice (main idea, factual, comparison-contrast, cause-effect), character identification, putting events in correct order, true-false, information completion, "closest-in-meaning" multiple-choice vocabulary, matching synonym or antonym, fill-in-the blank with the correct word form, mini-cloze study, idiom study, etc. Added for writing and speaking purposes are sentence combination or revised sentence-formation exercises, composition topics, and questions for class discussion.

Not at all unduly imbalanced by a superfluity of tedious exercises as are some other ESL readers, Lancelot-Harrington's series offers much actual reading material, ranging in length from an average of six reading pages in volume I to nine in volume III. History lives both in a cheerful and in a true-to-fact manner at a level readily comprehensible to the intermediate and advanced ESL student. Along with the added realism of relevant photographs, maps, and charts, students and teachers find short well-selected actual writings or interviews by authors or otherwise historically significant figures following each chapter's longer background reading. In fact, these concluding "primary source" selections are usually the climax of a gradual shift from an overview of a new American historical period in each chapter to the outstanding life of a centralized figure in that period of history. Both the backgound and original source selections are enhanced with a

convenient list of new terms and definitions at the bottom of the pages. Finally, added at the end of each chapter are lists of pertinent museums, parks, or other attractions to visit which would heighten interest in each chapter's study.

There is, indeed, little found wanting in Lancelot-Harrington's new series. Included in each volume's appendix are a copy of *The Declaration of Independence, The Constitution of the United States,* and a list of every American president up to the present, which transforms the texts into handy references for any historically- or legally-minded ESL scholar. Nevertheless, for students unfamiliar with the states' geographical patterns and names, a worthy map of the United States might be recommended, especially in volume I, since not until volume III is such a map with all fifty states and their names presented. In addition, the fact that the answer keys can be removed, if desired, without at the same time removing the list of American presidents on the reverse side of the first page of answers is an improvement in volume III above the other two volumes.

Overall, *America* is a series that most students would not only enjoy and learn a great deal from during a regular ESL study term, but also a series that they would want to keep on their personal bookshelves for reference during regular social science courses later in their university careers.

Conference Announcements

The Linguistics Program of the University of Delaware is pleased to announce the Delaware Symposium on Language Studies VII, to be held October 24-26, 1985. Contact: James P. Lantolf, Department of Languages and Literature, University of Delaware, Newark, DE 19716

"Western Humor" is the theme of the Fifth National Western Humor and Irony Membership (WHIM) Conference, to be held March 29 to April 1, 1986. Deadline for proposals is January 1, 1986. Contact: Don L. F. Nilsen, Department of English, Arizona State University, Tempe, AZ 85287

The Latin American Indian Literatures Association (LAILA) is now accepting proposals for papers to be delivered at its Fourth International Symposium on Latin American Indian Literatures, to be held January 4-12, 1986 at Merida, Mexico. Topics may include any area of indegenous study which is directly related to Latin American Indian literatures. Deadline for proposals is October 15, 1985. Contact: Dr. Mary H. Preuss, President, LAILA/ALILA, Geneva College, BEaver Falls, PA 15010-3599

"Encouraging Creativity" is the theme of the Fifteenth Annual Convention of The Hawaii Council Teachers of English (HCTE), to be held November 2, 1985 in Honolulu, Hawaii. Deadline for proposals is August 15, 1985. Contact: Diana DeLuca, Windward Community College, 45-720 Keaahala Road, Kaneohe, Hawaii 96744

The Twentieth Annual Convention of TESOL is scheduled for March 3-7, 1986 in Anaheim, California. Deadline for proposals is August 28, 1985. Contact: Michele J. Sabino, University of Houston--Downtown, One Main Street, Houston, TX 77002

IIE Offers International Student Guides to Short-Term Study in the U.S.

Foreign nationals interested in studying in the United States for a short period of time--whether it be English or computer language skills, water resource management or international business practices--will find the Institute of International Education's new, specialized directories indispensible aids for preliminary planning.

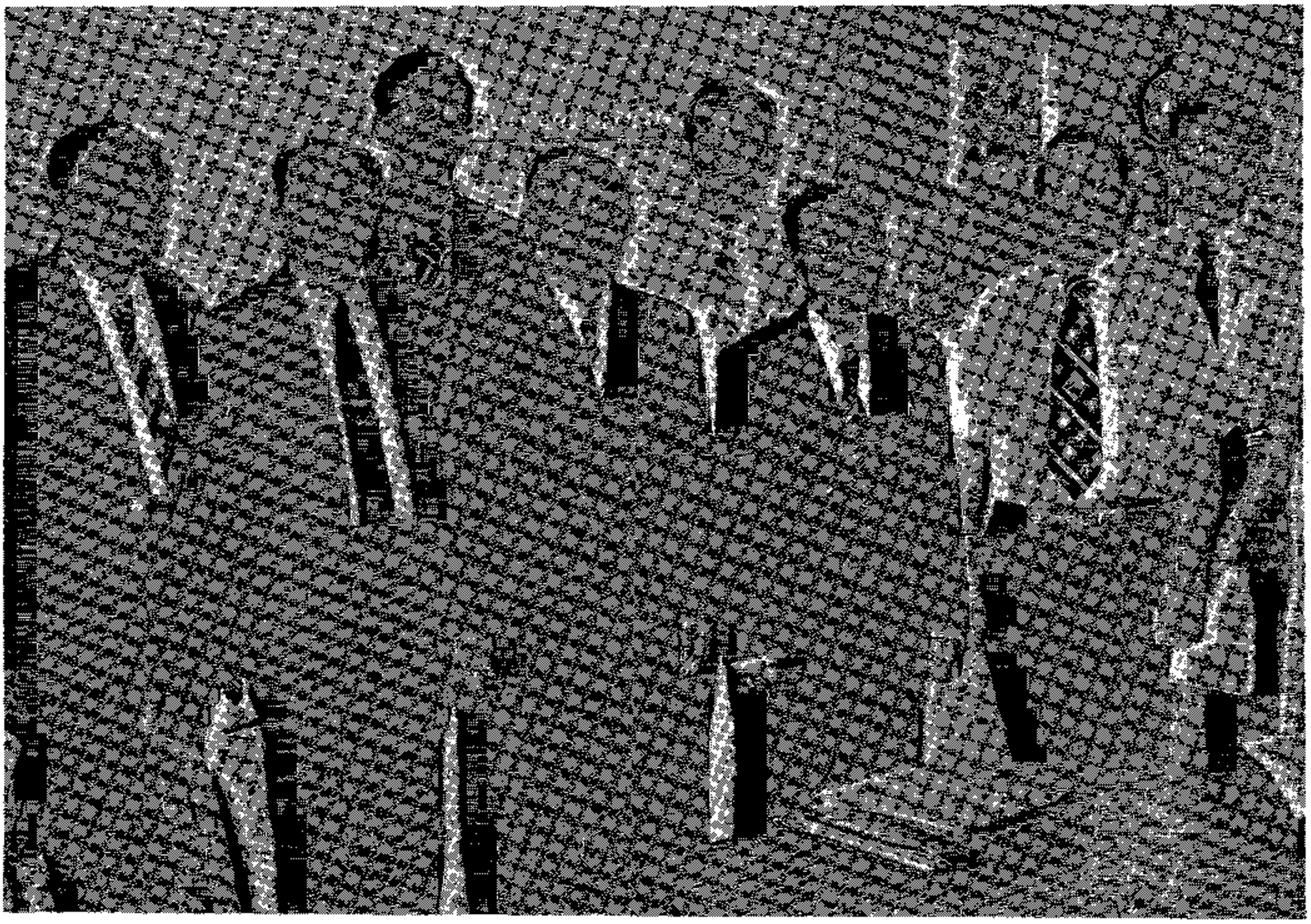
For those specifically interested in English language training or orientation to U.S. life and study, IIE's biennial publication *English Language and Orientation Programs in the United States* lists over three hundred intensive and nonintensive programs offered by U.S. institutions and organizations. Entries include program and course location, description, size, entrance requirements, and estimated costs.

Specialized Study Options U.S.A.: A guide to short-term programs for foreign nationls describes 875 academic, technical, and professional short-term programs ranging from two weeks to one year, in seventeen major and forty-six minor fields of study. This new directory is a companion volume to *Summer Learning Options U.S.A.*, The 1983 directory listing over three hundred special summer workshops, seminars, courses, and institutes

All the programs described in both volumes are sponsored by accredited U.S. colleges and universities, trade and technical schools, and private and professional associations. All are accessible to foreign nationals; many have been specifically designed for an international clientele.

Entries in each volume include the sponsor's name and address, location and program dates, teaching methods, faculty, specialization or course descriptions, eligibility requirements, support services for foreign nationals, housing, costs, and special program highlights. In addition, both contain practical information on U.S. study, government regulations, and travel within the United States, descriptions of U.S. organizations that provide services to foreign nationals, and an annotated bibliography.

All three publications were published with special grant support from the U.S. Information Agency. To order *English Language and Orientation Programs in the United States* ($8.95), *Specialized Study Options U.S.A.* ($11.95), and/or *Summer Learning Options U.S.A.* ($8.95), send a check (prices include first-class postage and handling) to: Communications Division, Box STA, Institute of International Education, 809 United Nations Plaza, New York, NY 10017



PRC visitors pause for a photograph with their BYU-Hawaii hosts (story on p. 7)

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