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I'll Never Start On Time Again (Fifteen New Semester Resolutions)

Bob Burbidge, United Nations Staff Language Programme

I have been studying a foreign language at different institutions in the New York City area on and off for the past couple of years, and for me, an ESL teacher, to actually be a student learning a language in a classroom has been a revelation. I have learned a lot of language, for which I thank my teachers, but I have also gained a lot of insights about pedagogy and classroom management.

In the light of this language learning experience, I would change some of my own teaching behaviours because I felt, as a student, confusion and frustration at some of the things which occurred in my classes. Therefore, I would like to make a list of the things I would not do (again?) in my own ESL classes. What follows is very much a personal reaction, and is in no way intended as a prescription for others. What I have to say is not at all profound and may well be already self-evident to the reader. If so, I apologize.

My Resolutions

In the future, in my ESL classes I will try *not* to...

1. Start the class exactly on time regardless of the number of students who have arrived. I felt very disoriented upon arriving a few minutes late to find the teacher in the middle of an explanation of a new point, or the few students in the class in the middle of a drill or an exercise. Before getting into the main thrust of the lesson, I would wait until most of the students had arrived. Of course that is not to say I would

not do anything; I would talk to the students, or deal with any individual problems, or have the students compare and discuss their home assignments before giving them to me to look at.

2. Arrange the chairs in horizontal rows. I found it very disconcerting not to be able to see the other students' faces when they were talking. There was no sense of community; it was as if there were only the teacher and the student she was addressing in the room, and that what they were saying was of no interest to the others. I think that a semi-circular arrangement of chairs, or a circle, or several small tables with students grouped around them would create a much more sociable and vital atmosphere.

3. Start an exercise or task without giving explicit instructions, or without making sure that the students know what to do. Sometimes we were on question no. 3 before I had even found the right page (just the kind of student teachers love, right?), or even if I was on the right page, I did not know what to do (remember, not only was this a completely new language for me, it was also a new alphabet). Of course the teacher does not always have to give explicit instructions; the students in groups could work out what they have to do, but at least they should be given time.

4. Do a listening exercise without providing contextual information and without giving a purpose for

listening. I found it almost impossible to understand a dialogue without first getting some background information on the speakers and the situation. In the case of a multiple-choice exercise, it would help tremendously to simply have time to look over the distractors, or guess the correct answers before hearing the dialogue, or even try and guess the questions.

5. Give the students answers to questions too quickly. Sometimes I needed time to frame my answers to the teacher's questions, and it was very frustrating if she jumped in with the required response within a couple of seconds because I felt I could have done it had I only been given a little time. I would try and give my students plenty of time to reflect and respond; I would not be afraid of silence; silence can be rather nice after all.

6. Correct errors at once. Sometimes my fellow-students would be making heroic efforts to get a sentence out (you could see the agony on their faces), and they had just managed to utter the first two words when the teacher would come in like a rapier with a correction; concentration and morale destroyed. I am not advocating no error correction. But I think I would wait until the student had expressed his/her idea until giving feedback, or make a note of the errors and discuss them later.

7. Get impatient or irritated with a student because s/he doesn't know the answer. It's devastating! Of course our patience is not infinite and there will be times when we succumb, even if only by facial expression or body posture, but we should be aware at least of the effects it might have on our students. At times I felt quite humiliated and wanted to crawl away into a corner.

8. Indulge in lengthy grammatical explanations or write elaborate grammatical charts on the blackboards. While such demonstrations might excite the linguist in all of us, I don't know whether it helps the students. As a teacher myself, I found them interesting from a linguistic point of view but I don't think they helped me use the language, which is what I wanted to do. I would give simplified explanations, even at the expense of complete accuracy, and write simple charts. I found that all-inclusive charts with all the cases and all the genders to be confusing.

9. Drill or practise a grammatical point immediately after presenting it. I found it very hard to start producing right away. I needed time to think about it and look at it, time to assimilate. So perhaps students need to hear something many times and to read it and to reflect upon it before they are ready to produce.

10. Tell students they should know something because "we did that last lesson/week/semester." I found that even though the teacher had covered something previously, that was no guarantee that I would remember it. In fact, in retrospect, it would be remarkable if a student remembered everything. I don't think, in any case, that learning a language is a synthetic process consisting of learning a bit each week and then suddenly putting it all together. Perhaps it is a more dynamic process in which the learner is continually reviewing and revising what s/he has learnt by testing hypotheses. And since what we are teaching (or what we think we are teaching) is not necessarily what the students are learning, it would seem to be wise to revise what "we did last week".

11. Answer a student request for information with "Oh, we're going

to do that next semester" or "We'll do that next week." It seemed to me if I needed to know something crucial to get my message across I would stand more chance of remembering it than if it were just taught in isolation in a grammar lesson. I think I would be very flexible as far as the syllabus is concerned; indeed, the grammar items or vocabulary that the students request might be the most valuable for their purposes.

12. Write uncontextualized lists of words or numbers on the blackboard. I found it very difficult to remember parts of the body, for example, when they were listed, and I also had a devil of a time with lists of opposites like *big/small, long/short*, etc. It confused rather than helped me. I also had great difficulty with random numerals from 1 to 10 on the blackboard for which we were required to give the word. I think I would present such words and numbers in small doses and in contexts. Like that, I think they would be much easier to remember. In the same vein, learning vocabulary lists for homework was impossible. I could never remember them. Learning in chunks, like we might learn the words of songs or poems seems much more feasible, and the "read silently, look up and speak" technique advocated by John Fanselow is a good way of doing this.

13. Have the students each reading a dialogue to the class. Sometimes pairs of students would read the same dialogue one after the other. Personally, I would have preferred the teacher to read the dialogue herself 20 times. At

least I would have been hearing a good model. Again, I think pairs of students reading the dialogue to each other using "read silently, look up and speak" would have been more fruitful.

14. Say to students, "I'm not interested in what you really saw on TV last night; I just want an answer in the past tense". I felt that if the teacher was not really interested, all the communicative value was lost and there was no point in responding. It seems vital to me to be more interested in the content of what is said rather than the form. I am not saying that the form is not important; it's just a question of priorities.

15. Forget to bring all sorts of realia into the classroom. I always felt a tremendous uplift and surge of interest when the teacher brought photos, pictures or objects to illustrate a word, a grammar point or text. I think that using media in the classroom in addition to the linguistic really assists in learning.

Those are my fifteen resolutions for the new semester. In conclusion, I would like to say that actually being a student in a class over a long period may be a valuable teacher training tool, because we can experience first-hand what effects our teaching has on students, and it may lead to a re-evaluation of some of our behaviours, and ultimately to change. Being a student may be an excellent means of professional development, especially for experienced teachers.

The Organic Approach To Communication: Natural Language For The ESL Classroom

Carolyn Ebel, Spectra School

This article is about self-directed learning in the language classroom and more specifically, in the English as a second language classroom. This article is about mainstreaming English as a second language (ESL) students. This article is about students becoming active participants in society. This article is about the teacher relinquishing the role of "fact giver and know-it-all" and, instead, becoming a coach (Sizer, 1983) in the classroom. This article is about group learning. This article is about trusting students to come up with their own responses and activities. This article is about fostering natural communication and student talk in the language classroom.

Above all, the article is about me and my experiences in using what is called the "Organic Approach to Communication" in the English as second language classroom (Chandler, 1984). The word *organic* implies growing, multiplying by dividing (as in a cell) and further dividing, natural growth as in natural conversation. I am interested in providing a natural conversation environment in the classroom for the language student. And this is about what has worked for me.

Problem Solving Role for Student

The Organic Approach (also referred to as the Total Participation Approach to ESL because of its focus on intention on the part of the participant) emphasizes problem solving roles for students--in a group

setting, in order to feed one another. The group thus becomes a self-sufficient and complete "organ." It is an outgrowth of learning strategies of the SPECTRA School of Design in Flint Hill, VA, a weekend school founded by a practicing architect who sought to contribute, using his own profession, towards bridging the gap between academia and the world of work (Chandler, 1983). At SPECTRA students of all ages utilize a hands-on approach to learning and communicating, with the experience revolving around the planning and constructing of a group building project. The project becomes the purpose and the reason to communicate.

Creation of a Project from Nothing by the Student

Whether applied directly to the ESL classroom, or to the training of teachers for such a classroom, the same principle applies--students working together on a group project which is originally conceived of by themselves, not by the teacher. Herein lies the key to motivation--the creation of the project "from nothing," by the students with group agreement on not only the project but on working together toward its completion. To accomplish their goal, students "create from nothing" activities which naturally require speaking, reading, and writing. The end product is not as important as the process itself and the unpredictable, natural communication which occurs along the way is the essence of the approach.

As an example, during one weekend course, students (both native speakers of English and non-native) decided to build a raft for an existing pond. It took approximately one third of the weekend to arrive at a group decision to do the raft, but in the process of deciding, of discussing, of debating, of agreeing, of disagreeing, the communication was vibrant. Students knew they had to base their decision for choice of project on what was at hand--not only existing expertise, but building materials, equipment, etc. that were on the premises. Thus students quickly assessed their own and each other's skills. As they found themselves in need of additional skills, students sought out the teacher or other resources to obtain those skills, in sharp contrast to the teacher attempting the nearly impossible task of assessing the needs of students.

Class Materials= What is at Hand

That no outside materials are required in the Organic Approach, not even special textbooks, is an important factor for teachers as well as administrators. Communication is what language learning is all about, and in this approach it begins with what is at hand. It is highly humanistic, with students expressing their feelings about what is happening at the moment, in a non-competitive, cooperative environment. It allows for the natural sharing of different backgrounds and skills, and with its focus on the project decided upon and carried out by all of the students, it is effective for the multi-level as well as the mainstream classroom.

Language Used to Get Something Done

Once students have accepted responsibility for project choice, they become deeply

involved in communicating for a purpose, to accomplish what has become their goal. Given this responsibility, students begin where they are, not where someone else (the teacher) thinks they might be. They also recognize the contribution of each within the group, a concept which could carry over to the greater society and their own active participation or involvement in it (Dewey, 1916). By not "giving" them answers, by not giving them ideas for the project, by not telling them how to accomplish it, the teacher does "give" students space to gain confidence in initiating and carrying through and in their own ability to do so. This is not to say that the teacher's role is diminished; on the contrary, all of his skills, knowledge, and experience are utilized in providing a very strict structure within which the student creates.

Teacher Training Application

A second example of this approach utilized in an ESL setting but this time in teacher training, occurred in a more traditional school setting, a Georgetown University graduate ESL/EFL methods course which I taught in the summer of 1984. Participants decided as a group to produce, over the length of the course, a manual on current ESL methodology. The group was no more homogeneous than what you find in your own classrooms. There were elementary, high school, adult education, and university teachers (from both here and abroad). Most had been, or were currently, practicing teachers in ESL/EFL or bilingual education, but one was an undergraduate and one taught at a school for the deaf, using sign language. Four of the fifteen had non-native English speaking origins. One, a Korean, had difficulty being understood but possessed the highest writing skills of the entire class. Although most were graduate students, there

was a tremendous range of writing skills and of background in ESL methods or materials.

Multi-level Mainstreaming

With this varied background, teacher participants had an opportunity to experience for themselves a multi-level classroom as they worked together on a group project and contributed to one another's growth. They were constantly communicating in a problem-solving, creative environment, not only through agreement but also, perhaps even more meaningfully, through disagreement. When they disagreed on a class policy suggestion, this opened the door for more information, for they were allowed to discuss options and alternatives and they came up with an alternative syllabus to accomplish their goal.

So far, the most resistance to this humanistic, group-oriented approach has come, not from the younger student population or from the ESL adult population, but from teacher participants who were accustomed to working alone (individually) and/or who respond very positively to a highly teacher-directed classroom. This particular population seems to see the teacher as a fact giver or information giver, in contrast to a coach (Sizer, 1984). The student-directed classroom that Della-Dora and Blanchard speak of in *Moving Toward Self-Directed Learning* (ASCD 1979) appears to be the most frustrating to them, at least in the beginning.

Self-Directed Learning

Della-Dora and Blanchard (1979:4) speak of eleven classroom behaviors which can be observed in a student who is making significant progress toward self-directed

learning. These behaviors themselves have communicative implications (reading, writing, speaking) for the English as a second language classroom; students wanting to take increased responsibility for their own learning; willing and capable of learning from and with others; participating in diagnosing, prescribing, and evaluating their own progress; developing individual and group plans for achieving their goals; being capable of reporting what they have learned in a variety of ways; knowing when and how to ask for help or directions from others.

The Student Creates: The Teacher Resists Overplanning

Those who follow Paulo Freire's philosophy will quickly recognize the role of the teacher in the Organic Approach to Communication as one of learning along with students, one of providing not only the structure but the space to invent, learn, create, and do. The most exciting phenomena for me in any of these experiences has been the originality springing from the participants themselves. In the beginning I had difficulty departing from my traditional "teacher role." I even wanted to hand out a list of projects from which to choose. Accustomed to "over-planning" myself, I constantly had to refrain from assuming that role. The temptation still exists but to a much lesser degree. (To nurture my own ego, I sometimes let myself plan and plan and plan on paper the night before and then throw away all the planning, lest I force my own creativity on my students. This very act, without exception, has been especially nurturing to my own growth, for I watch with excitement the next day as students create entirely different solutions to their problems than what I had provided would be "right."

The Organic Approach to Communication is intended to create an environment in which the student may realize his potential by his own imagination and effort. The teacher provides the space; the student creates his world within that space. Communication, here, is used as a tool to create.

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Larry Smith (right) and Braj Kachru (center)

Experts on International English Speak at BYU-HC

Larry E. Smith, of the East-West Center, and Braj Kachru, of The University of Illinois, Urbana-Champaign and a visiting researcher at the East-West Center, spoke at a Brigham Young University--Hawaii Campus forum sponsored by BYU-HC's student TESL Society in January of this year. Both addressed the subject of world English in a way that reflected their particular backgrounds and expertise.

Smith spoke on attitudes and perspectives, and began by noting that "never before has a single language been used so frequently by so many people." For this reason, "International English" contacts, in which

non-native speakers of English use the language to communicate with each other or with native speakers of English, are becoming increasingly common.

Smith went on to discuss five senses important to those who teach, learn, and/or use English as an international language. These were...

1. a sense of self (there is no need to become somebody else just because you are using English),
2. a sense of other (realizing that an English-speaking audience does not always consist of native speakers of the language),

3. a sense of the relationship of self to other,
4. a sense of the social situation, and
5. a sense of the goal or objective of linguistic interaction.

Communication in an "International English" situation will be facilitated if the interlocutors keep these factors in mind.

Citing reports that there are approximately 700 million users of English worldwide and only 300 million native speakers of the language, Smith concluded that "English doesn't belong to its native speakers. It doesn't really *belong* to anybody."

Kachru, following up on Smith's remarks, spoke on directions, contexts, and roles for English as an international language. Given the facts of its widespread use today, English cuts across a multitude of cultures and political boundaries creating a speech community that is anything but typical. A great variety of native and non-native speakers use English in a multiplicity of domains (not just for education and diplomacy). In many of these situations, language switching and mixing occur frequently.

Echoing Smith's comments, Kachru also emphasized that learning the English language does not necessarily mean that the learner must or even should acquire membership in a native-speaker English culture. He went on to say that English can be used as a link language or an identity language in many other socio-cultural settings. In addition, of course, it can also be used exclusively in other roles--for commerce or diplomacy, for instance.

According to Kachru, International English is used for four general functions...

1. Instrumental, e.g., in third-world systems of education,
2. Regulative, e.g., for administrative purposes or in the legal system,
3. Interpersonal, i.e., for intergroup communication (as a link language), and
4. Imaginative or innovative, e.g., for creative writing

Respecting this fourth function, Kachru noted the growing body of English literature produced by non-native users of the language. Authors in Africa, Southeast Asia, and various other parts of the world have used English very effectively as an international literary language. This use not only shows their "ownership" of English, but has also resulted in new registers, literary styles, and strategies.

Regarding linguistic norms, Kachru outlined three general types of English-speaking communities: norm providing, norm developing, and norm dependent. He then noted that the great variety of non-native users of English in the world today has resulted in an unprecedented situation where these non-native users not only contribute to the language's spread but often also determine what model of English is to be used in a particular situation.

Another point made by Kachru which emphasizes the value of learning English as a second/foreign language is that it, above all other languages in use throughout the world today, carries a "maximum vehicular load." No other language opens up for its learners such a large world of opportunities for interaction.

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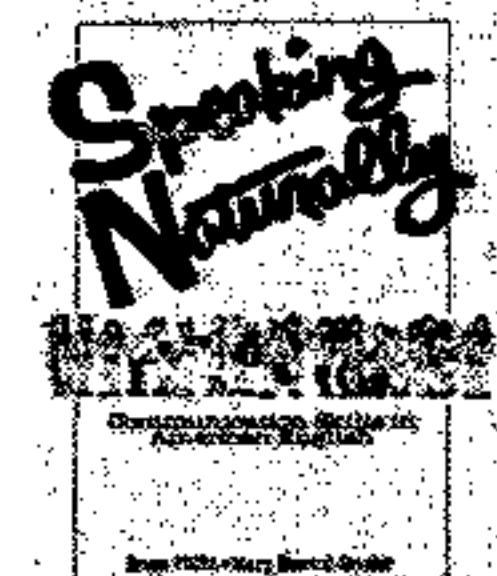
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The "T" in TESL

Julie Vallance, University of Guam

In the rapid growth of the TESL field, some of the most basic issues have been left relatively undeveloped. The "T" in TESL means teaching, and while it comes before ESL, so to speak, in the name of our profession, it seems to occupy last place in terms of appreciation. This article offers a viewpoint on the meaning of "teaching" which may shed some light on some current issues of great importance.

Komisar (1969) distinguishes three uses of the term "teach": occupation; enterprise; and act. As an occupation and as an enterprise, TESL is indistinguishable from teaching in other subject areas. At the level of "act," however, the term "teaching" becomes problematic for ESL curriculum and instruction.

Komisar's analysis reveals three senses in which "teach" is used at the level of acts. Learning donor acts contribute to the production of learning on the part of the student; examples are reinforcing, drilling, and so on. Learning-enhancing acts are those which are intended to put the learner in a learning-receptive state. Finally, intellectual acts are those which are intended to produce learning, such as introducing, demonstrating, citing, proving, and so on. Komisar regards intellectual acts as central to teaching, and their defining feature is intentionality. The intention is not directly to "create learning," but to create some form of awareness, or what Komisar calls "uptake," in the student.

At present, the teaching of ESL places great emphasis on learning donor acts and learning-enhancing acts, and relatively little

on intellectual acts. When intellectual acts do occur in the ESL classroom, they are usually incidental to the task at hand (for example, conveying a grammar point or introducing a language function). Intellectual acts are not the "highlight" of the lesson, because the teaching of ESL is generally viewed as closer to training than to teaching. Language learning in the modern ESL classroom is not viewed as an intellectual pursuit, and subject matter is treated primarily as a vehicle for stimulating language production on the part of the student. It is not surprising, then, that the content of most ESL courses is generally of a disjointed and superficial nature. The emphasis is on "getting the students to talk."

Origins of the View of Language as a Set of Skills

As is well known, there has been a long succession of theoretical bases for second-language teaching. Each one was at first adopted unquestioningly and later largely abandoned. The first method was traditional grammar-translation, the way in which classical languages were taught. The emphasis was on reading and writing, and the learning of classical languages was viewed as a thoroughly intellectual pursuit. Later, behaviorism gave rise to the Direct Method or the audiolingual approach, which viewed language as a set of habits. The approach stressed spoken language, and utilized drills and reinforcement activities. Again, this theory proved to be of limited value because no real internalization of language rules took place.

Chomsky's theories of generative transformational grammar led to a view of second-language teaching in which teachers helped students to become conscious of grammatical rules and to internalize these rules through use. The problem with this approach is that not all grammatical rules are known and that rules tend to be learned and internalized unconsciously. This view also ignored all of the social constraints upon language. It focused on language within the individual, ignoring language's essential communicative function.

The latest trends in ESL curriculum come out of the field of sociolinguistics, which focuses on language as a vehicle for communication in a social world. The Functional/Notional approach isolates and teaches those language forms deemed necessary to "help the student survive" (for example, asking for help, asking for clarification, stating a preference). This approach sees TESL as a matter of imbuing the student with certain sociolinguistically appropriate skills. ESL curricula now tend to place great emphasis on social interaction as both means and end in language learning. The problem with this approach is that its proponents, in their eagerness to promote natural language acquisition, view language as a set of skills, rather than as an instrument of thought.

The Skills Orientation in ESL Teacher Training

Courses for the training of ESL teachers often reflect the current "anti-intellectual" orientation of the field. Applied linguistics and theoretical linguistics, once seen as essential to the education of a good ESL teacher, are gradually disappearing from the curriculum, to be replaced by more courses in methodology. Textbooks offer a number of widely differing methodologies, generally

with little empirical or theoretical justification. Prospective ESL teachers are advised to take an "eclectic" approach to selecting methodology, meaning that they should choose whatever will best suit the apparent needs or preferences of their students and even the teachers' own personalities. The trend has reached such proportions that one teacher-in-training taking a graduate course in ESL curriculum recommended--in all seriousness--dispensing with ESL professionals altogether and hiring instead elementary school teachers, who "know how to get people to talk." It is clear that, from this perspective, TESL is seen as an enterprise that is relatively free of intellectual activity.

The "Incompleteness" of the Skills Orientation

To see the full implications of teaching ESL as a set of social skills, we should return to Komisar's definition of the term "teach." His list of intellectual acts includes "introducing," "proving," "defining," "indicating," "rating," and "appraising," as well as a host of others. These are, in essence, the acts which an individual speaking any language must be able to perform in order to think and act rationally with regard to the world in which he lives. To isolate and teach only those language functions which relate to superficial kinds of social interaction is to teach only the tip of the iceberg, linguistically speaking. The only intellectual acts which are used "intentionally" (to use Komisar's term) in the ESL classroom are those which are seen as relating to the students' physical and social well-being. Other intellectual acts, although they may arise in the context of the classroom, are generally viewed as irrelevant to language learning.

The impact of this "skills" orientation to language learning can be seen in so-called "academic" ESL courses. Instead of assisting students to use language as an instrument of thought, these courses focus on "writing skills" and "reading skills," which generally are pursued through exercises concerning sentence structure and punctuation, or reading passages with questions about content to be answered at the end--in other words, grammar, syntax, and reading comprehension. The emphasis is on the most superficial aspects of reading and writing rather than on the creative intellectual processes involved in the written expression of ideas or the comprehension with some critical awareness of the written ideas of others. The students are never given the opportunity to utilize or develop their intellectual abilities. The question must be asked: Is it possible for a student to acquire language as an incomplete set of skills and to use it effectively as an instrument of thought?

The Integration of Language With Subject Matter

One solution to the problems of the current "skills" orientation in TESL is to integrate the teaching of language with the teaching of subject matter. The teaching of most subject areas includes, as a matter of course, the intellectual acts discussed by Komisar. Subject matter can be structured in such a way as to anticipate and control the language demands (see Mohan 1985). This would, ideally, end the attempt to teach the forms of language in isolation from meaningful content. Thus, the teaching of language would no longer be a shallow enterprise which must create empty categories such as "writing skills" or forms without content such as "language functions."

It should be pointed out that the problems of ESL curriculum are not new to language teaching. Kelly, in *Twenty-Five Centuries of Language Teaching* (1969:396-397), discusses the "cyclical" nature of approaches to language teaching:

In language teaching, three broad aims can be distinguished: the social, the artistic (or literary), and the philosophical. The first aim demands that language should be regarded as a form of social behavior and a type of communication. The artistic aim treats language as a vehicle for creativity, demanding both appreciation of creative activity and creative activity itself. . . . The philosophical aim demands training in analytical techniques and often confuses linguistics with language teaching. At each period in history one of these has become predominant, generating its own approach to method

It may be that, until the nature of language is more adequately understood and a complete and integrated theory of language learning is generated, the field of ESL curriculum and instruction will continue to suffer from serious shortcomings.

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- Mohan, Bernard A. 1985 (forthcoming). *Language and content*. Reading, Mass.: Addison-Wesley.

Who's Who on the Overhead Projector

Mark Seng, The University of Texas at Austin

Here is a transparency device for the overhead projector which will provide both teacher and students with amusing and interesting opportunities to practice asking and answering questions. A single, thermal overhead transparency (containing a variety of subjects, verbs, and other constructions arranged in columns) is made, or one can be hand-lettered on a page protector (see figure 1). This transparency is then cut into five strips which are inserted into slots previously cut in an ordinary, manila folder (see figure 2). Created by Anne Epstein Bavarian several years ago, this transparency's usefulness, simple and inexpensive construction, and convenient storability immediately impressed me.

Classroom Use

In use on the overhead projector, the teacher (or a student) slides one or more of the strips through the slots, replacing components of the model sentence with new ones. A wide variety of constructions can be practiced this way. For example, all of the *wh*-interrogatives (*who, what, where, when, why*) may be used. The whimsical and unlikely combinations which arise will maintain good class attention. Students will quickly see the value in being able to use them. Question words can get important answers quickly.

Students will find they need to pay close attention as their teacher or peer asks "Who went to Europe?" or "Why did she go to the moon?" or perhaps "When did they go?" or "Where will they go?"

Construction

An ordinary, manila folder is used as both a transparency "frame" and a component. To construct this device, on the front side of the folder only, cut slots to accept and guide the individual strips of transparency film. (The dimensions of these slots will depend upon the amount of space required by words on the transparency produced.) The separate slots allow the instructor to manipulate each "filmstrip" separately. Only the large center slot is cut through both sides of the manila folder. This feature allows projection of only one item from each filmstrip at a time, forming a complete sentence.

Once the slots are cut, the folder is taped at the sides, stapled, or cemented with white glue. Cement stiffens the unit and facilitates handling it. Only a small amount is needed. Because of the porous nature of the cardboard, white glue will adhere almost instantly.

Use a permanent marking pen on an ordinary page protector to make a transparency if a thermal transparency making machine is not available. Lettering should be large enough to be easily read from the back of the room by all students.

Additional lengths of plastic or any suitable material can be taped to the ends of each strip to provide a means for pulling the filmstrips back and forth.

Of course, this device can also be used by small groups of two or three students at their desks, if it is constructed with paper rather than transparent inserts.

THE FARMER	WENT	TO TOKYO	TO EAT A CHEAP MEAL	YESTERDAY
A DOCTOR	SWAM	TO A BANK	TO BUY A NEW CAR	2 HOURS AGO
THE STUDENT	FLEW	TO EUROPE	TO DRINK BAD WHISKEY	2 DAYS AGO
THE MOTHER	RAN	TO TEXAS	TO READ THE FIRST CHAPTER	LAST YEAR
A TEACHER	SWAM	TO A STAR	TO VISIT FRIENDS	LAST MONTH

Figure 1. Sample transparency master

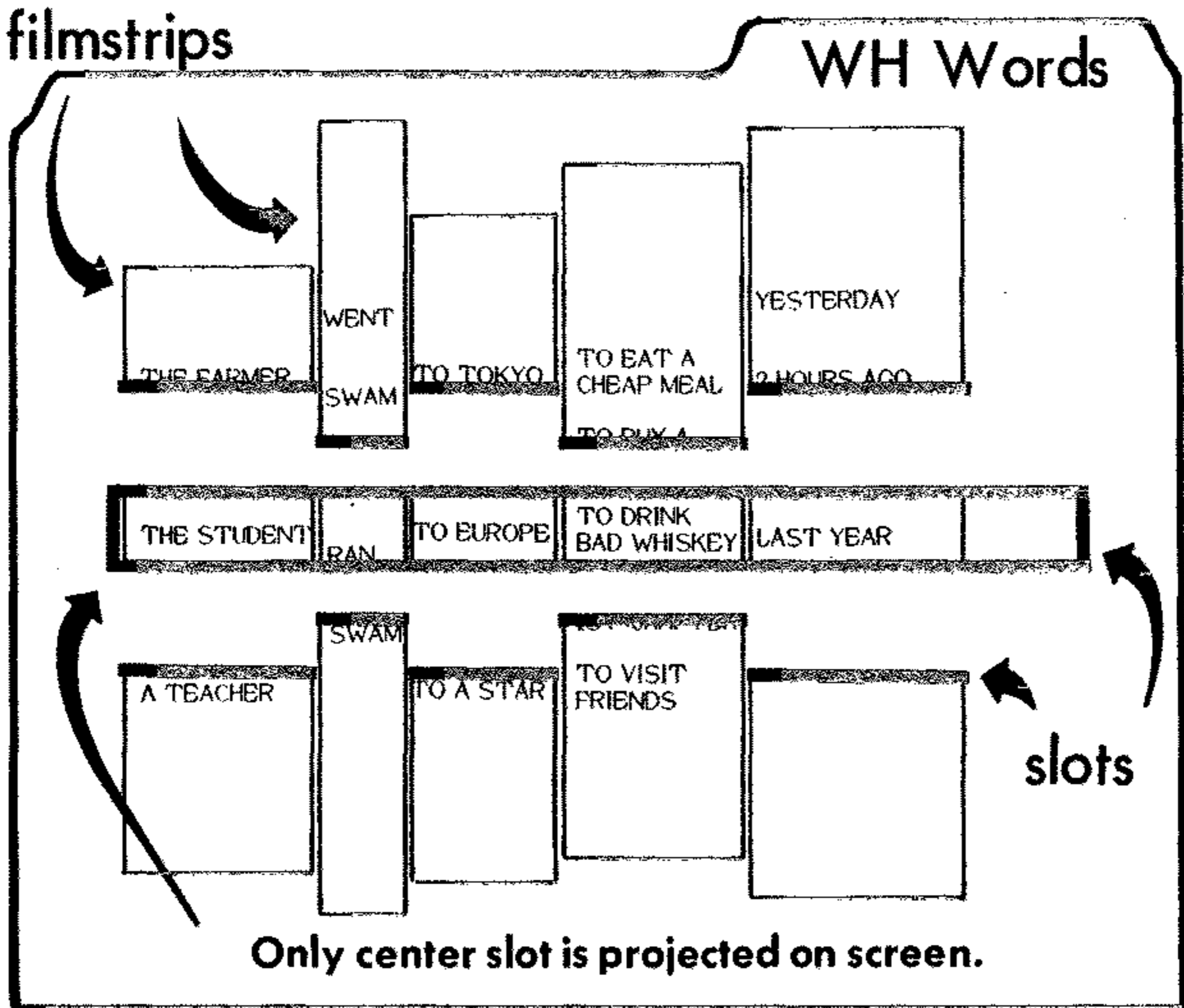


Figure 2. The finished, assembled transparency

If you don't have an overhead projector, this device could also be constructed from a large sheet of paper or cardboard (substituting for the folder) and adding machine paper (substituting for the filmstrips). In this way, the device becomes

a wall chart with lettering large enough to be read from the entire classroom without the need for a projector. When finished, this chart could easily be folded or rolled for storage.

About the Authors

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Dorothea Heberle teaches an adult ESL class, works as an ESL Staff Specialist at the Erie #1 Board of Cooperative Educational Services in the Buffalo, New York area, and is working on an MA in Applied Linguistics/TESL at the State University of New York at Buffalo.

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Better English Every Day

Review by Dorothea Heberle, Erie #1 Board of Cooperative Educational Services, Lancaster, New York

BETTER ENGLISH EVERY DAY. Paul J. Hamel. New York: Holt, Rinehart, & Winston, 1984. Three levels. Student texts, \$8.95 each. Instructor's manual, not yet available.

This new three-book series has been created for adults who have a low level knowledge of English. Each book, which is geared to one semester of daily ESL classes, contains 16 chapters divided into modules focusing on the four skills of listening, speaking, reading, and writing. There is also a midterm and a final test on usage and comprehension in each book.

As stated in the book's introduction, this series is "directed at low-level students with practical rather than academic goals and interests"; and survival type vocabulary and skills are emphasized throughout the books. Lesson topics include filling out forms, shopping, renting an apartment, etc. In the first book an introductory lesson gives students practice in reading and writing printed and cursive letters--a feature not found in many ESL series of this kind.

The visual format of this series is simple and clearly organized, with an abundance of black and white illustrations. Each chapter contains one or two short dialogs and grammar lessons concisely presented in chart form. Writing exercises reinforcing familiar structures conclude each chapter. One simple phonics lesson per chapter is found in Book One. These phonics lessons are replaced by spelling and word building lessons in the two later books.

The introduction to each book gives helpful suggestions for incorporating role-play and non-verbal cuing into the lessons. Teachers are advised to read each new dialog aloud several times and to encourage students not to repeat, but to listen. Reading comprehension "true-false" exercises follow each dialog, and several "read and draw" exercises serve as vocabulary review. There is a good variety of student-centered activities and games in each book. Pair exercises encourage students to interact; and often the book page may be folded in half, so that pairs can work together without seeing each other's questions or visual cues. (For example in chapter 3 of book 3, the student sees a coffee shop order blank on one half and must write down his/her partner's order chosen from a menu on the other half.)

My two objections to this series are minor ones. Since this is a survival series for adults, why weren't some realistic photographs of application forms, newspaper ads, or even people included? (I found the comic strip type figures somewhat "cutesy", by the time I got to book 3.) Also I found the sequencing of topics not always in agreement with student needs. For example in book 1, "Counting Money" and "Renting an Apartment" come much later than "Having a Party" and "Describing Household Chores." Nevertheless, this new series, with its emphasis on receptive skills and communicative activities, fulfills its goal of preparing students for the job market and the real world. It could be successfully used and adapted by both experienced and inexperienced ESL teachers, according to the particular needs of their students.

Conference Announcements

The 1986 TESOL Summer Institute will be held July 7-August 15 at the University of Hawaii at Manoa in Honolulu. To reserve space and/or receive the Institute Bulletin when it becomes available in early February 1986, contact Pamela Pine, Assistant Director, 1986 TESOL Summer Institute, Department of ESL, University of Hawaii, 1890 East-West Road, Honolulu, HI 96822 U.S.A.

The SEAMEO Regional Language Centre in Singapore will hold its 21st Regional Seminar April 21-25, 1986. The theme of the Seminar is "Patterns of Classroom Interaction in Southeast Asia." For further information, write to the Director (Attention: Chairman Seminar Planning Committee), SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 1025, Republic of Singapore.

The Association of B.C. TEAL will hold its 19th Annual Convention March 13-15, 1986 at Richmond, B.C. The theme is "Looking Ahead." The deadline for presentation proposals is November 8, 1985. For further information, contact B.C. TEAL, 1208-1124 Lonsdale Ave., North Vancouver, B.C., Canada V7M 2H1.

In June and July of 1986, the University of Toulon in France will be host to the 17th International ISAGA (International Simulation and Gaming Association) Conference. For more information, contact Crookall/ISAGA 86, Université de Toulon, Ave. de l'Université, 83130 La Garde, France.

A symposium entitled "Partnership in ESL Research: Universities & Secondary Schools" will be held February 28, 1986. Paper proposals dealing with the classroom applications of ESL research and the establishment of research networks between universities and secondary schools are encouraged. Contact Dr. Hideko Bannai, USC School of Education, WPH 1004, Los Angeles, California 90089-0031 U.S.A.

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