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VOL. 18
No. 3

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TESOL REPORTER

BRIGHAM YOUNG UNIVERSITY - HAWAII CAMPUS

Volume 18, Number 3 • Laie, Hawaii • July 1985

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TESL Reporter
 BYU-HC Box 1830
 Laie, Hawaii 96762

ISSN 0886-0661

A quarterly publication of the Communications and Language Arts Division of
 Brigham Young University--Hawaii Campus

Editor..... Lynn E. Henrichsen
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Teaching Culturally Appropriate Classroom Behavior Through the Use of Video-Taped Mini-Dramas

Ruth Todd-Chattin, The University of Alabama

Those who work with foreign students who come to the United States to study at the university level know that these students face tremendous difficulties. They have left their homes, families, and friends to pursue their academic areas of interest. Yet, before they can begin this endeavor, they must often spend several months learning the English language. To help them toward this end, many U.S. colleges and universities have established language institutes. In these institutes, ESL teachers work with these students to refine their grammar, pronunciation, writing skills, reading speed, and listening comprehension ability in English, all of which will be needed if these students are to succeed in their academic fields. In the process, the faculty, staff, and auxiliary services of the university usually try to help them adjust to life in the U.S. through orientation programs and counseling. However, in trying to meet the needs of foreign students as they prepare to undertake their academic studies, one area has often been neglected, that is, behavior appropriate to the U.S. classroom.

ESL teachers generally assume that if students do not already know how to act in a U.S. classroom when they arrive, they will learn how to behave simply through their experiences in the language institute. After all, to point out bluntly to adult students that their behavior is inappropriate seems in itself impolite. Moreover, appropriate behavior appears to be something so obvious that it does not need to be talked about. But what actually happens in a language institute?

Inside the Language Institute

Within the confines of a classroom, an atmosphere of closeness and camaraderie often develops between faculty and students. ESL teachers often know their students quite well. Students and teachers may work together in small groups for weeks or months. Teachers often come to accept and even enjoy the personal idiosyncrasies of students. If José comes to class late every day, it is not a source of irritation. If Kyoko wants to make up a test she missed, that is all right. If Mohammed wants to argue about his grade, that is to be expected. However, students who become used to these behaviors as acceptable in the environment of a language institute are often surprised to discover that in the larger world of the university their behavior is misinterpreted as aggressive or impolite. The misunderstandings that come about as a result of this inappropriate classroom behavior can sometimes negatively affect foreign students' relationships with academic professors and consequently negatively affect their academic success.

Outside the Language Institute

Students who have graduated from the University of Alabama's English Language Institute (ELI) and have gone on into their academic fields have often commented that their non-ELI, academic professors seem strict and do not understand their special difficulties. Academic faculty members, on the other hand, have often commented that

the foreign students in their classes do not seem to understand the proper relationship between teachers and students, are not prompt, ask for special treatment, are sometimes aggressive, and often want to negotiate set policies. From both sides, these are generalizations. Yet, they point out that many foreign students have not come to understand what is expected of them in terms of personal behavior in a student-teacher relationship in U.S. higher education.

Cultural Orientation through Video Taped Mini-Dramas

Having seen the need to provide students with this kind of cultural orientation, Frances Rudolph (Director of the ELI) and I made a series of video-taped mini-dramas depicting conflicts or misunderstandings between academic professors and foreign students. Among these are scenes in which a student interrupts a lecture by arriving late for class, a student requests extra time to finish an exam because she cannot read as quickly as the American students in the class, a student attempts to negotiate a grade, and a student tries to convince a teacher to make an exception in course policy for him.

Students at the ELI and professors from a variety of regular academic fields were invited to be the actors in these mini-dramas. The technical assistance of the educational media department of our university was also enlisted. Scripts were not written for these scenes. Instead, an improvisational technique was used. Students and professors were each given a situational objective written on a piece of paper. The student did not know what the professor had on his paper. Likewise, the professor did not know what the student had on his paper. Therefore, the actors went into their scenes knowing only that they had particular tasks to perform. They could perform them in any way that they felt appropriate and natural. The following is an example of the situational

objectives given to the student and the professor for one scene:

Student's Information:

The teacher in your course has a strict policy regarding make-up exams. The policy is this: if you must be absent on the day of an exam, you must present your excuse prior to the day the exam is to be given. The teacher will then either accept or reject the excuse depending on its validity. If the excuse is acceptable, the teacher will then set a date for you to make up the exam. You know that this is the teacher's policy. However, you had to be absent on the exam day for what you consider to be a valid reason and were unable to tell the teacher prior to the exam day. You want to take that exam because it is a determining factor in the grade you will receive for the course. Go talk to the teacher. Your objective is to get the teacher to give you special consideration.

Professor's Information:

A student was absent on the day of a major exam. It's your policy that no make-up exams be given unless the student notifies you in advance and has a good reason for being absent on the day of the exam. You have an appointment to get to in 20 minutes

With this information, the actors created the following scene on video tape without rehearsal:

Place: A classroom

Time: The end of the day's lecture

Students are leaving the room. The professor is at the lectern, gathering up his notes. One student lingers in the room and finally approaches the professor.

Professor: Yes, you missed a test, didn't you?

Student: Yes, excuse me, sir. But, you know, I couldn't make it because when I tried to put on my contact lenses, I lost one. And you know, I couldn't find the contact lenses because I didn't have the contact lenses. Then, I lost thirty minutes. And I couldn't come before. But I ask you to do the test again.

Professor: Did you find the contact?

Student: Well, yes. I find it at the end. But, you know, it was very hard because if you don't have the contact lenses, you can't see.

Professor: Where did all this happen?

Student: Well, at room. In my room in the apartment. And my roommate wasn't there. He was already to the school and I...

Professor: But this was an 11:00 class. How could you be up putting in your contacts for the first time at 10:30?

Student: Well, you know, I studied the whole night to be prepared for the test and I was just a little sleepy.

Professor: I'm sorry. You know the policy in this class. There is to be no make up unless you tell me in advance that you'll have to be away. Your swimming team might be a reasonable excuse for that. Fritzing around with your contact glasses is not an excuse.

Student: Well, you know, without contact lenses I can't see. I can't come. I can't

phone because I can't see the phone book and everything.

Professor: I function perfectly well without my glasses all day.

Student: Well, I can't put glasses, you know, because I have a problem with the eyes. I have contact lenses. And, you know, you should try with contact lenses. It's very hard. And I thought maybe I should call him, but how can I read the phone book if I can't see?

Professor: I'm sorry. I can't give a make up for that reason.

Student: No way! You know, I studied the whole night to do my exam and...

Professor: It's my experience that students who study all night fail anyway.

Student: Oh really?

Professor: Yes.

Student: Well, in the past time I didn't fail. You know, it was very good. You have to understand me, you know. I have really a big problem.

Professor: Well, the best I can do is look on the final exam which will be comprehensive and see whether you show some knowledge of this material, but I shall not give you a make up.

Student: Well, you know, I...

Professor: I'm sorry. I have an appointment. I have to leave, and that's the end of the matter.

Student: Whhhhhh... (Student sighs.)

Professor picks up his papers and leaves the room.

Using the Taped Scenes

These scenes can be used in advanced level ESL classes as discussion starters. Each scene is introduced with pre-questions designed to focus the students' attention on the particular behavior with which the scene is concerned. The students then view the scene as many times as they feel necessary. Afterwards, the students are asked to summarize the action. Then, the students are guided through a discussion in which the teacher tries to help students discover principles of behavior that would most benefit them in dealing with professors in similar situations.

For example, pre-questions used with the above scene are: What does "course policy" mean? What can happen if you don't follow course policy? Following the viewing of the scene, the teacher can direct the discussion by asking the students: What happened in this scene? What did the student want? What was the professor's reaction? How do we know that the student was telling the truth? Why do you think the professor has this policy? How do you think the professor felt? Did the conversation benefit the student? What would a student do in this situation in your country? Would the professor react in the same way as this American professor did? What do you think is the best way to approach an American professor under these circumstances?

When asked to summarize what they have learned from this discussion, many students reply that they realize it is very important to be sure they understand the course policy from the beginning. Moreover, students say that when a professor says "No" he means it and to try to argue with the professor only makes the situation worse. Finally, students say that they believe that it is still important to let the professor know how they feel in such a situation, though in a respectful manner.

Students who view and discuss these mini-dramas come away with an increased awareness of their own behavior toward their teachers in classroom situations. They become sensitive to the fact that behavior that is appropriate in their own countries may not be appropriate in the U.S. and may even cause conflict. Hopefully, they have also shaped some guidelines for developing professional relationships with faculty members. As a result, they will be better prepared to succeed in their academic studies in the university.

Acknowledgements

This is a shortened version of a demonstration given at the 1984 TESOL Convention in Houston. Special thanks are due to Frances Rudolph (Director of the ELI at the University of Alabama) for her co-work on this project and her comments on the first draft of this article.

About the Author

Ruth Todd-Chattin received her master's degree in TEFL from the University of Texas in 1979. She has taught ESL as an English Teaching Fellow in Honduras and as an instructor at Spring Hill College in Mobile, Alabama and The University of Alabama in Tuscaloosa. She previously published an article in the October 1983 issue of the TESL Reporter.

Language Teaching Methodology: A Minimally Annotated Bibliography

Palmer Acheson,
TESL Centre, Concordia University

The following texts have been chosen in answer to the basic question: How can I teach a foreign or second language (particularly English)?

Some of the texts are primarily focussed on theories of language or theories of language learning (*Approach* [see Richards & Rodgers 1982]). Some are primarily concerned with a definition of linguistic or socio-cultural content, or with a specification of the roles of learners/teachers/materials (*Design*). With others, the preoccupation of the writers has been with *Procedure*: descriptions of techniques and practices in formal instructional settings. I have indicated what I perceive to be the relative importance accorded to these three aspects of LTM. An upper-case letter signifies that the importance is greater, a lower-case letter, that it is lesser than in other texts. Prices, if available, were current in 1985. They are in Canadian dollars. American prices should be about 70% of those given. "?" means that I have not seen the book yet.

Who is this bibliography for?

It was written for my graduate class in TESL methodology. The students have all had two undergraduate courses in TESL methodology, but they may have done them ten or more years ago, using textbooks written several years before that. The required text for the course is H.H. (David) Stern's magnificently comprehensive book *Fundamental Concepts in Language Teaching* (Oxford University Press, 1983).

In previous years, I have spent considerable (according to some of my students, too much) time on diachronic TESL methodology. Synchronic methods have often received less time than they should have been given. In the future, I intend to concentrate on just three historical figures (Erasmus, Comenius and Locke), and then cover Stern (1983) during the remainder of the first half of the course.

After mid-term, we will be working with Oller and Richard-Amato's (1983) anthology. The choice of a text to complement Stern was difficult. I considered Blair (1982) and some of the excellent British texts, such as Brumfit and Johnson (1979), or Harmer (1983), which we are currently using in our undergraduate methodology courses, or Littlewood (1981). I settled on my final choice because it is so comprehensive in its coverage of a wide variety of approaches, designs and techniques.

The notional-functional approach, originating in Europe, will be studied with the help of some articles I have collected. Oller's and Richard-Amato's anthology does not provide sufficient information on it for a thorough understanding.

How can I tell if a book will be suitable for my purposes?

There are three degrees of importance assigned to each of the three aspects of a method of language teaching, as defined by Richards and Rodgers (1982). A dash (-), a lower case letter, and an upper-case letter. Obviously, there are many possible

combinations of the three aspects, and their relative importance.

The titles of the books (and their subtitles) are an indication of their content, and the number of pages gives an idea of their depth and breadth of coverage.

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About the Author

Dr. Palmer Acheson has been involved in the teaching (and learning) of languages for over twenty years on four continents. Over the past decade, at Concordia University in Montreal, and elsewhere in Canada, he has trained many hundreds of teachers in the methods of teaching English as a second language.

Overhead Out of Sight? Some Alternatives

Mark W. Seng, University of Texas at Austin

When available, the overhead projector can save teacher time, create a more interesting and faster paced class, and allow use of both the overlay and revelation techniques to facilitate student understanding of complex concepts. When there is no overhead projector around, however, there is no reason to despair. Here are some alternatives if this wonderful teaching tool is not available in your classroom. Some will also prove valuable for small group learning; some more valuable in tutorial situations.

Charts

Most of the five articles about the overhead recently published in the *TESL Reporter* ("Opaque Transparencies," "Move Your Furniture," "A Movable Man & Woman," "Teach Writing," and "Who's Who") can be constructed in the form of charts. For teaching two or three students, these charts can be made the same size as projected transparencies, from manila or colored folders. As group size increases, so can the size of the chart. Alternatively, more than one chart can be provided by the teacher or created by the students themselves.

For larger charts, ordinary butcher paper can be used. When multiple copies are desired, beautiful yet inexpensive charts can be made from blueprint paper. A very large piece of blueprint paper costs about a dollar at a local blueprint shop. In school systems where engineering drawing courses are taught, the equipment is usually available in house. You can make a master on tracing paper with marking pens, or you can cut out letters and designs in ordinary butcher paper to make a master which will produce white

letters where cut and intense blue where not cut.

One teacher created a six-foot long, one-foot wide time chart showing the events of a man's life. Illustrated with very simple line drawings were the baby's birth, family meals, elementary school, swimming (over a period of time), high school, an adolescent trip to see the Eiffel tower, college, a job, marriage, and the birth of a son. The physical length of this chart helped students see the relationship of past time to future time with swimming continuing over the school cycle. The chart proved to be a most useful way to teach verb tenses (e.g., *After he graduated from high school he went to Paris.*) Once the blueprint master was made, this chart could be (and was) shared with many other ESL teachers.

Whiteboard

The new "whiteboard" and erasable marking pens have proved popular for business meetings. The inexpensive pens make brilliant colors and dry to a powder, easily erased. Lumber yards sell the same type of whiteboard (plastic coating on masonite) for about a dollar a square foot. A two by four foot piece can be used for classroom instruction.

This material offers many advantages to the old-fashioned chalkboard. Businessmen (and students) appreciate the excellent legibility which results from the high contrast between the white background and the vivid colors of the marking pens. Other advantages are its ease of cleaning, the lack of chalkdust, and its low cost.

The whiteboard can also serve as a feltboard. Here, colored cardboard shapes, such as the movable man, can be secured using one small piece of double-coated tape (available at office supply stores) on the torso only. The plastic whiteboard surface is not affected by the tape, which is removed easily from it but not from the cardboard. The brilliant white background creates a vivid contrast with the silhouette. The man's limbs can be manipulated by one student who calls on peers to describe or question the activity.

Non-photographic Slides

Many ESL teachers have found non-photographic slides an inexpensive way to project visuals comparable in quality to overhead projector transparencies. Non-photographic slides offer the advantages of low cost (only pennies per slide) good quality, and easy storage.

To produce them, one makes a regular overhead projector transparency from a master with about twenty-five miniature pictures. These small pictures are then cut out and mounted in plastic or cardboard slide frames (either ordinary 35mm size or "super slides" with a larger image area but the same outside dimensions, 2" x 2"). For less than a dollar, many photocopy machines will make a page-size transparency, which will produce about twenty-five slides.

In most schools, finding a slide projector is not difficult. Because slides produced as outlined above are much more transparent than regular photographic slides, even a small, less powerful projector will project a good image--even in a lighted classroom. The whiteboard will serve as a fine screen.

Free Printed Materials

The main reason teachers use overhead or slide projectors is so all students can see the material. An alternative is to provide copies of that material to all students. There

is an unlimited supply and variety of interesting, colorful printed materials that can be obtained at no charge and brought to the ESL classroom. Besides being free, these printed items fascinate students, who love trying their emerging skills on authentic language samples.

Many fast food chains and pizza parlors use colorful, appetizing, free menus for placements. These free menus will fascinate students, who can practice their reading skills and then practice ordering dinner. The government also supplies quantities of printed material, much of which is of great interest to people learning English, such as commonly used forms for taxes, insurance, etc. Or, collect labels from food cans, roll them to regain their original shape, and your students can use them to practice both their reading and conversation skills. When one class is finished, these labels can be saved for the next one in folders. Another interesting source of materials, both beautiful and culturally interesting, is greeting cards. After holidays, everyone discards them--unless you or your students have requested them.

With a little ingenuity and the desire to teach more interesting classes, you will come up with many materials (either free or inexpensive) of great value for teaching ESL--especially when you don't have an overhead projector available.

About the Author

Mark W. Seng, Ph.D., is an associate professor in the Department of Curriculum and Instruction at the University of Texas at Austin, where he serves as coordinator of adult education. He teaches courses in media in language teaching, learning theories, and inexpensive media.

The Four Houses of TESL

Harry Krasnick, University of Guam

The immediate stimulus for this article was the writer's amazement upon realizing the extent to which his own personal conception of what TESL is differs from that of others working within the same profession. A book review of two ESL-oriented literature collections (Leki 1984) and an article describing the use of poetry in the literature component of a college class in composition for ESL-speakers (McConochie 1985) reveal an understanding of TESL which is almost totally opposite from the writer's view. The existence of such divergent viewpoints within a field on so basic a question as the very nature of the undertaking itself can be interpreted as being indicative of the discipline's present state of development. My purpose, however, is not to bemoan the current state of affairs, but to attempt to clarify it in some small way. The goal of such elucidation is to bring into sharper relief the several distinct conceptualizations of TESL which can be found among practitioners.

The Four Houses of TESL

The discipline of TESL can easily be understood not as a specific discipline *per se* but rather as a focus or area of interest. Thus, we find studies of linguistic aspects of TESL, psychological and sociological factors in TESL, curriculum in TESL, and so on. The field is more than Balkanized--it never had any unity in the first place. The multiplicity of approaches in TESL can be seen as stemming from the many specific concerns which have been identified. For instance, the functional-notional approach grows out of the concern for linking linguistic form with semantic category or

communicative purpose; the audio-lingual approach results from a concern with fluency and pronunciation; and the communicative approach is a response to sociolinguists' analyses of the relationships between the individual speaker and the sociocultural and/or interactional context. Again, this state of affairs paves the way for the criticism that the field of TESL lacks direction, that its development has been nothing more than an unplanned and uncoordinated series of attempts to accommodate perspectives and insights borrowed from cognate disciplines such as psychology or linguistics.

At the same time, the diversity within TESL can be attributed in part to the existence in the profession of a number of fairly distinct *pre-existing orientations* brought to the situation by practitioners. The point in referring to these orientations as "houses" is to suggest that practitioners' viewpoints represent, not the culmination of wide-ranging study and practical experience in the world, but rather academic training in specific disciplines. This implies that it is not at all coincidental that, for example, many practitioners place a high value upon literature in TESL--it is because they themselves were trained in literature before becoming involved in TESL. The four houses of TESL represent particular academic orientations which are carried over into TESL, and we may ascribe to these houses the several identifiable conceptualizations of TESL found in the professional literature. The wide range of emphases found within TESL, then, results from both (a) the lack of widespread agreement as to what TESL is, and (b) the existence of strongly influential prior training in the background of many TESL

practitioners. Everybody connected with TESL--but particularly teacher trainees--should be cognizant of the existence of the four houses of TESL and their effects upon curriculum and instruction in ESL.

The House of Psychology

The house of psychology has given us the habit-formation theory of second-language learning, studies of the effect of short- and long-term memory on language learning, and studies of the effects of affective factors in language learning. The house of psychology is notable, however, for the small number of classroom teachers it has bequeathed to TESL. That is, while books and articles written from a psychological point of view have guided practitioners all along, we find very few TESL practitioners who themselves were trained in psychology. The house of psychology, while it has many admirers, is not a populous house. Moreover, ESL teachers have been rather quick to abandon psychology for other approaches. Psychology nevertheless qualifies as one of the houses because of the extent to which practitioners do subscribe to at least some of its tenets. For example, it cannot reasonably be maintained that factors such as attitude and affect do not influence language learning (especially language learning in a small-group setting).

The House of Linguistics

The house of linguistics is perhaps the strongest house. Its members seem to be everywhere. English is a language, and linguistics is the study of language. The influence of Chomsky, while not long-lived, showed the readiness of the profession to recognize the relevance of the linguistic viewpoint. Currently, the field of applied linguistics--that is, applied to TESL--is represented by many carefully done studies of the development of learners' second language, the input they receive, characteristics of native-nonnative-speaker

interaction, and so on. In other areas of linguistics, we have of course seen relevant inquiries into conversational implicature, compliments, and various sociolinguistic considerations. The house of linguistics is strong because it has many members, and because it is widely believed that TESL is indeed merely an application of linguistics. (If it is part of linguistics, it *is* linguistics.) The status of linguistics within TESL is raised further by the fact that linguistics is a "hard science," that is, it employs positivist assumptions and procedures: phenomena are classified, counted, measured, and predicted. A greater number of TESL practitioners can claim linguistics backgrounds than seems to be the case with psychology; and, as stated above, it is felt that graduate training in TESL is in fact a type of linguistics training.

The House of Sociology and Anthropology

Next comes the house of sociology and anthropology. It is undoubtedly the least appreciated of the four, although its members may equal in number those of the house of psychology. Social science theory and research has given rise to the emerging discipline of intercultural communication, a field which, like TESL, represents an area of concern as much as a distinct discipline. However, despite the fact that ESL learners, when they engage in conversation with native speakers of English (and with ESL learners from other countries), are by definition participating in intercultural communication, the house of sociology and anthropology has remained a "poor relation" within TESL. This is surprising in that, just as TESL can be viewed as applied linguistics, descriptive linguistics and sociolinguistics originally developed within the context of anthropology. In addition, sociology has long dealt with areas of prime importance regarding individuals who move into new sociocultural contexts, for example, acculturation, re-socialization, and

impression management. Only the work of Harvey Sacks and his colleagues, which focused on conversation and rules of speaking, has had any appreciable impact upon TESL. The almost palpable lack of interest in anthropology and sociology on the part of many ESL teacher trainees suggests that the situation may be slow to change, notwithstanding the considerable agreement within TESL that training in these areas should constitute a part of the teacher training curriculum.

The House of Literature

The last house of TESL is the house of literature. One factor in this house's strength is the number of ESL teachers whose undergraduate--and, in many cases, graduate--training was in English (that is, in composition and English literature). The claims of relevance to TESL which can be made on behalf of literature are based largely on the fact that literature is made up of language (literature *is* language). More than that, it is felt, literature represents *good language*. Hence we encounter the phrase "great literature" (and, in the same category, "classical music," "serious drama," "good restaurants," and, in general, "the finer things in life"). The high social value placed on literature leads many people to assume that the study of literature must be beneficial for ESL students. Literature "exposes" the students to the best that our culture has to offer. The belief is that ESL students--indeed, all students--will be uplifted by reading great literature.

The strength and high status of the house of literature has two sources. First, as noted, within the TESL profession we find a large number of individuals whose original career plan was to teach English, that is, composition and literature. Their claim to relevance for their discipline is, like that of the house of linguistics, rooted in what seems to be an integral relationship between their discipline and TESL. In fact, they

might claim that the sole difference is that in TESL the students' language ability is sub-standard. The self-legitimizing character of the house of literature may explain why its members have shown such great loyalty to their discipline within TESL: its presumed value for students is unaffected by changes in theories of learning or curriculum and instruction. Second, the high social status of literature in society generally (as part of the finer things in life) gives to the house of literature a level of respectability which is denied to the other houses. Thus claims that the study of literature benefits ESL students apparently need never be proven because the inherent value of literature *per se* is beyond question.

The House of Literature and the Houses of Behavioral Science

The four-fold grouping discussed above permits another distinction to be made, between literature, on the one hand; and the behavioral sciences--psychology, linguistics, and sociology/anthropology--on the other. To recapitulate what was argued in the preceding section: the house of literature can claim for itself a close association with one of the finer things in life ("great literature"); a focus which can be identified closely with TESL itself (that is, composition instruction); and a historical linkage with language learning, in the study of (a foreign) language for the purpose of gaining access to the literature of the target culture.

As for the sciences, they offer a number of perspectives which bear directly on how languages are learned, under what conditions they are best learned, what language is used for, and, indeed, what language is. One major difference between the behavioral sciences and the tradition of literature is that the sciences are concerned with everyday uses of language, for example, the development of language skills in non-formal environments as well as in formal settings,

the role of language in interpersonal interaction, and so on.

Appreciating literature is a respectable pursuit for those who have learned a language. There are frequent attempts to show that literature also has a role to play in promoting the development of language skills in the learner, but for the most part these attempts share a major flaw: the usefulness of literature in language learning is assumed on the basis of the high status ascribed to literature itself, whereas it ought to be *demonstrated*. Again, the thinking seems to be, "Of course literature has relevance for ESL learners--creating literature is the highest goal to which a writer can aspire!"

The Future of Literature in TESL

At the present time, literature still has considerable influence within TESL. One reason for this may be the fact that a substantial number of practitioners, as noted above, received their first training in English (not in ESL). As the proportion of ESL teachers who have received graduate degrees specifically in TESL or applied linguistics increases, perhaps the influence of the house of literature will wane. If indeed literature has an important role to play in teaching ESL, then by all means it deserves our support. If not, then we will be doing our students no disservice in calling for a more appropriate assessment of the benefits available from the study of literature in TESL.

The single most important need in (re-) assessing the place of literature in TESL, I think, is to require that claims made on behalf of literature be subjected to the same criteria which are used with respect to the other houses of TESL. For instance, Leki (1984:734) asserts that "literature provides comprehensible language input which can contribute to language acquisition," while McConochie, another advocate of the use of

literature in TESL, admits that "In great literature, however, we find words and grammatical structures that differ significantly from those of everyday speech" (1985:126).

The same can be said of the role of literature in culture learning in TESL. McConochie (1985:125) holds that "the study of literature increases a reader's awareness and understanding of the culture from which the literature derives," while Leki (1984:729) acknowledges that "pre-reading activities should be provided to insure that the cultural assumptions of ESL students and those of the writer are similar."

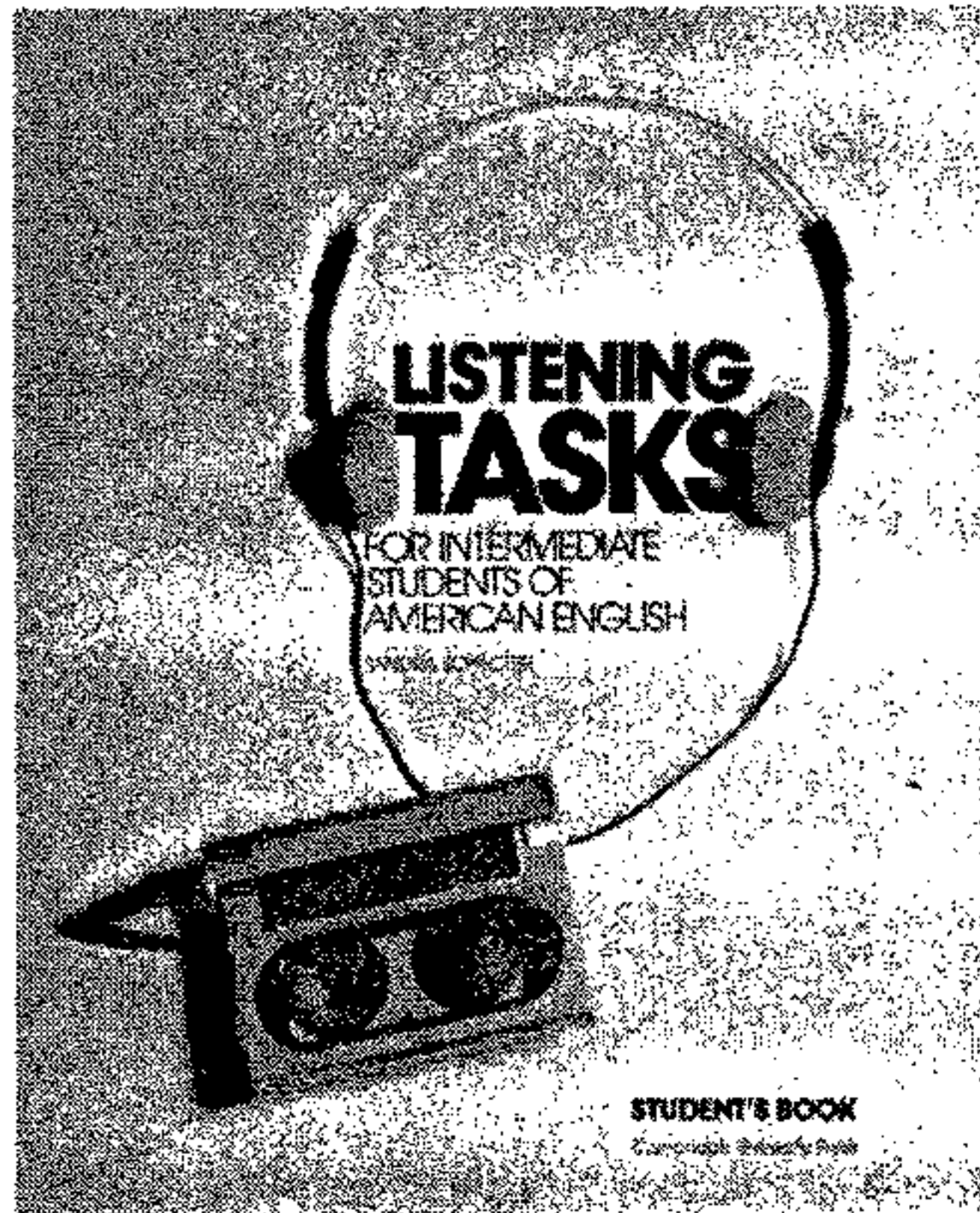
It is a tribute to the secure position of the house of literature in TESL that it apparently need not account for inconsistent claims made on its behalf. Literature has been TESL's sacred cow for too long.

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About the Author

Harry Krasnick is an ESL instructor at the University of Guam and a doctoral candidate in ESL at the University of British Columbia. He has published in the *TESL Reporter*, *JALT Journal*, and *On TESOL*.



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TESOL: Techniques and Procedures

Review by Mark O. James, BYU-Hawaii

TESOL: TECHNIQUES AND PROCEDURES. J. Donald Bowen, Harold Madsen and Ann Hilferty. Rowley, Massachusetts: Newbury House, 1985. pp. 416, List Price \$16.95.

Every few years we read the results of surveys where various luminaries in the TESL field have been asked to list the ten books they would choose to take with them if they were given such a limit on their next assignment to the Australian outback or wherever. Some books have found themselves repeatedly listed in the top ten. One such book is *Adaptation in Language Teaching* by Donald Bowen and Harold Madsen. Soon there will be another book in the top ten by these authors, together with Ann Hilferty--*TESOL: Techniques and Procedures*.

The combined experience of these three authors both in the United States and overseas--in administration, teacher training, and teaching ESL/EFL classes--adds up to a wealth of techniques and procedures (as the title indicates), that many of us in the field can benefit from.

The text is not a methodology handbook in that it does not purport to be a discussion of the various methods being espoused by various individuals and institutes. Rather, it is a comprehensive treatment of various techniques, activities, lessons, ideas, etc., irrespective of method, that the authors have found to be valid and effective in the field of TESOL.

The outline of this new publication is similar to that of another "Top Ten" favorite: *Teaching English as a Second or Foreign Language*, edited by Marianne

Celce-Murcia and Lois McIntosh (1979, Newbury House.) The approach is different, however, in that the classic 1979 text is an anthology, whereas this more recent publication is an integrated, authored text.

Bowen, Madsen, and Hilferty's text is divided into four sections: Methodological Perspectives, Oral Communication, Written Communication, and Planning & Evaluation.

The first section provides an overview of the historical trends in foreign language instruction and a brief prognosis for the future. Coverage of the "big three": Suggestology, Silent Way, and Counseling/Learning are covered with refreshing brevity (only 1-1/2 pages). After 66 pages on methods past and present (where other books have spent an inordinate number of chapters), the reader is now adequately prepared with a proper perspective to proceed on to the next two sections: to be precise, ten chapters on the modalities of communication, first oral, then written. In these sections, not only are the skill areas and their component parts discussed, but activities and procedures are presented and techniques explained for each level of language proficiency within those component areas. The inclusion of thought-provoking exercises, and discussion questions at the end of each chapter makes the text particularly useful for teacher training courses.

Techniques and Procedures diverges in a major way from the Celce-Murcia and McIntosh text in the fourth section by including substantial chapters on curriculum planning and on evaluation, thus making it unique in comparison to other methods

textbooks. This is no doubt a reflection on the particular professional interests and strengths of the authors. By the authors' own recognition, "this section, is not sufficient for the professional evaluator, but should be sufficient for the 'general practitioner' assigned as a teacher in the classroom.

While a text cannot cover all issues, or be everything to everybody, novice teachers or teachers-in-training will regret the lack of a chapter on "Classroom Skills". Issues such as learner age, learning styles, cultures, motivation, teacher-student dynamics, classroom management, etc. are dealt with summarily in the introduction to the book, with an encouragement to be friendly, well-prepared, and inspiring (though the authors do return to the learner briefly in their discussion of curriculum and evaluation in the last two chapters).

The focus, therefore, of *Techniques and Procedures* is obviously on the curriculum and the effective teaching of that curriculum, rather than on the learner and the issues of language learning. In the words of the publisher, "This basic methods book for TESOL provides teachers and teachers in training with practical information...and is designed to provide the basis for making intelligent choices appropriate to individual teachers, their goals, and their students."

On the whole, it is this reviewer's opinion that Bowen, Madsen, and Hilferty's text should do well in fulfilling that objective. And by better training those of us who have chosen TESOL as a career, it will make that career a stronger profession.

Educational Information Center in People's Republic of China

The Institute of International Education (IIE) has opened an office in Guangzhou (Canton) to provide counseling and reference materials to Chinese students and faculty seeking study and training opportunities at U.S. colleges and universities. The office is co-sponsored by the China Guangdong Consultative Center for Human Resource Development. Its library offers catalogues of American colleges and universities in microfiche and hard copy, as well as information on fields of study and financial aid. The center also provides counseling and orientation programs on U.S. campus life. For further information contact Ed Battle, IIE, 809 United Nations Plaza, New York, NY 10017, U.S.A.

IIE statistics indicate that more than 10,000 students from the People's Republic of China were studying in the United States last year--a dramatic increase from 1978, when no educational exchanges existed between the United States and China. According to IIE President, Richard Krasno, "China's policy now encourages students and faculty who wish to advance their education at U.S. colleges and universities."

Conference Announcements

The Japan Association of Language Teachers (JALT) will sponsor its twelfth annual International Conference on Language Teaching/Learning at Seirei Gakuen, Hamamatsu, Japan November 22-24, 1986. The conference will feature over 200 workshops, demonstrations, and papers dealing with a wide range of topics relevant to language teaching, learning, and acquisition. JALT is a TESOL affiliate and the Japanese branch of IATEFL. For further information contact JALT, c/o Kyoto English Center, Sumitomo Seimei Bldg., 8F, Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600, Japan.

The Division of English as a Second Language, University of Illinois at Urbana-Champaign, will sponsor a conference entitled "Computers in Language Research and Language Learning" to be held October 25-26, 1986 at the University of Illinois. Papers dealing with the use of computers relative to language learning and teaching, stylistics, lexicography, second-language acquisition research, speech perception and processing, or translation are invited. Abstracts (no more than 300 words) should be sent by April 1, 1986 to Lyle F. Bachman, DESL, 3070 Foreign Languages Bldg., 707 South Mathews Avenue, Urbana, Illinois 61801, U.S.A.

The fifth annual conference of the World Humor and Irony Membership (WHIM) will be held on the campus of Arizona State University from March 28 to April 1, 1986. The conference theme is "American Humor," and most of the papers will deal with linguistic patterns of English and other languages. For further information, contact Don L. F. Nilsen, English Department, ASU, Tempe, Arizona 85287, U.S.A.

The fourteenth annual International Systemics Workshop will be held (following the AILA meetings) at the University of Sydney, August 24-28, 1987. For further information, contact J.R. Martin, Linguistics Department, The University of Sydney, Sydney, N.S.W. 2006, Australia.

The second annual Alpine Institute of International Education on "how to design and promote successful international study programs, trips, and tours" will be held June 24-July 9, 1986 in Innsbruck, Austria. For more information, contact Ken Ostrand, Director, International Study Programs, Metropolitan College, University of New Orleans, New Orleans, Louisiana 70148, U.S.A.

Free Public Domain Software for TESL

In an article he authored for the January 1985 issue of the *TESL Reporter*, Vance Stevens offered to mail a copy of various public domain computer programs (that can be used for teaching languages) to anyone sending him a 5 1/4" floppy disk in a stamped, self-addressed, disk-mailing envelope. Since that time, Mr. Stevens has changed addresses. He is no longer at Hawaii Preparatory Academy and requests that disks be sent to his new address: Language Centre, Sultan Qaboos University, Box 6281, Ruwi / Muscat, Oman.

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