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Manuscripts relevant to teaching English as a second/foreign language, bilingual education, intercultural education and communication, and teacher-preparation in these areas are welcomed and should be submitted (in duplicate) to the editor. Manuscripts dealing with classroom aspects of teaching are especially encouraged.

Manuscripts should be typed and double spaced throughout, generally not exceeding ten pages. Each manuscript should be accompanied by a cover sheet with the title; author's name, position, and address; and a short (less than 50 words) bio-data statement. Identifying information should not appear elsewhere in the manuscript in order to insure an impartial review.

It is expected that manuscripts submitted to the *TESL Reporter* are neither previously published nor being considered for publication elsewhere.

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.

Advertising information is available from the business manager.

Abstracts of articles published in the *TESL Reporter* appear in *Language and Language Behavior Abstracts.*

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Integrating Reading & Listening

Steve Brown, University of Pittsburgh ELI, Japan Program

Reading and listening are generally grouped together as receptive skills. They are receptive, but certainly not passive skills; both combine input with prior knowledge to give shape to our experiences. Beyond surface similarities, they are seldom discussed together and are hardly ever linked in the classroom. Yet, each has something to offer the other. Below are two activity frameworks that illustrate the integration of the two.

Main Ideas and Facts

Prepare copies of a short newspaper article that will interest your students. If the article is long, use only the first few paragraphs, where the important information is concentrated. One of my classes was united by its interest in baseball, so we read sports stories. Business people might want to read economic news.

Ask if anyone has read about the events, either in English or in their native language(s). This step involves the students, gets them thinking about their task, and offers a chance to preview vocabulary.

Either in class or as homework, have the students read the clipping and underline main ideas and important facts. In class, play a tape of the radio news report of the same story. The students' task is to circle or otherwise note the facts that are reported both in the newspaper and in the radio broadcast. Likely to be circled are the answers to "wh" questions: names, places and times, as well as one or two important facts. Play the tape again. This time, ask if there is any information found in the radio report that is not found in the article. Since the additional information is likely to include names of people and places that students cannot spell and do not need to know, accept general answers like, "They said another name."

In the case of the baseball-loving class cited above, one-paragraph summaries of American baseball games were contrasted with sports reports from Armed Forces Radio.

Specific Information

Clozes are often used for listening practice. As used by some teachers, they are often attempts to test the ability to read, listen, and write more or less simultaneously. It is always helpful to have the students listen with pencils down and fill in the information after listening.

It is certainly helpful to know some of the information, to have a context, before hearing the tape. Again, newspaper articles are useful. Give the students a lightly clozed article (two or three items missing per paragraph). It is probably a more realistic task to cloze the sort of information students would really write down in a note-taking situation: names, dates, places, etc. They should read the article and note the information they need. Then, they should listen to a tape of the radio version of the events that contains the answers to the clozes. This is a holistic approach to cloze, one in which the students have to think

about meaning rather than simply follow along in a text.

Conclusion

Though most often taught separately, reading and listening can supplement each other by giving students two perspectives on a single event. More information, properly controlled, can only lead to greater understanding.

About the Author

Steve Brown is an Instructor in the University of Pittsburgh English Language Institute's Japan Program in Tokyo. He is a co-author of English Firsthand Plus *(Lateral Communications, forthcoming).*

A Special "Thank You"

In producing the *TESL Reporter*, one of the most important behind-the-scenes jobs is the evaluation of manuscripts which have been submitted to the editor to be considered for publication. Manuscripts are evaluated not only by the *TESL Reporter's* editorial staff but also by other TESL professionals with expertise appropriate to the topic of the manuscript. For their service, these individuals receive no reward other than professional recognition and sincere thanks from the editor, the staff, and the readers of the *TESL Reporter*. Thus, we extend a special "thank you" to the following people who, in the past year, have evaluated manuscripts for the *TESL Reporter*:

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"I Know an Old Lady"
on the Overhead Projector

Mark W. Seng, The University of Texas at Austin

It takes only a little time and even less money to create this delightful transparency which moves. Your students will enjoy singing or chanting either of two versions of "I Know an Old Lady," while watching the woman actually "swallow" the whole menagerie. Cut from an ordinary manila folder, the old lady and the animals project as striking black silhouettes.

This fast-paced five or ten minute activity proves ideal for re-capturing lost student attention or putting to work instructional minutes too short for other activities.

Use

The teacher tells the story the first time or two, perhaps using tweezers to move each creature into the lady's waiting hand which then moves to her cavernous stomach. Subsequently, students can lead the class in singing or chanting the choral lines. Or, the teacher can suggest that a student leader name individuals to give the two lines for one of the nine animals with the whole class joining in on the chorus.

Two text variations increase this activity's usefulness. For an easier version, make the long sentence with the relative clause into two shorter ones by replacing the *who* with *she* and punctuating accordingly. Thus, *I know an old lady who swallowed a fly.* becomes *I know an old lady. She swallowed a fly.* The relative pronoun version can be introduced later, when appropriate.

Construction

Draw the artwork (see figure one) on a manila folder or use a copier or opaque projector to enlarge the drawing. If desired, the figure can be laminated for better handling and a longer life. Cut out the figures with scissors or a craft knife. The woman can be fastened to a sheet of clear plastic. Her head and arm can be made to pivot with a brass paper fastener.

A strip of clear plastic (about one inch wide and ten inches long) fastened to the right side of the transparency provides a visible "home" for the numbered figures. Before use, each animal is moved out to protrude a bit from the strip, but it is still hidden by the transparency frame beneath it. A pair of tweezers then serves to pick up each creature to move it "on stage." When you are finished, everything stores neatly in a manila folder.
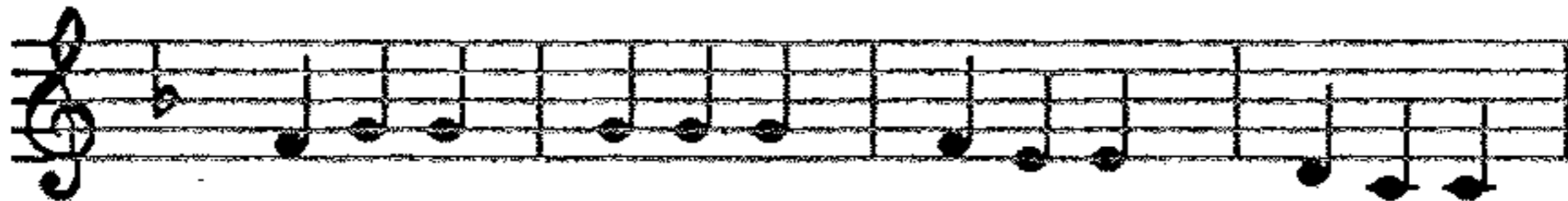
Make it once. Use it forever!

I KNOW AN OLD LADY

I know an old   lady   who   swallowed a   fly.

I don't know why she swallowed a   fly. Perhaps she'll die.

I   know an old   lady   who   swallowed a   spider.

that wriggled   and swiggled   and tickled   inside her.

She   swallowed the   spider to   catch the   fly.

I don't know why she swallowed the fly. Perhaps she'll die.

I   know an old   lady   who   swallowed a   bird.

How   absurd   to   swallow a   bird! She   swallowed the ...

Figure One. Pattern for "Old Lady" Transparency

"I Know an Old Lady Who Swallowed A Fly"

I know an old lady who swallowed a fly
I don't know why she swallowed a fly
Perhaps she'll die.

I know an old lady who swallowed a spider
    that wiggled and swiggled and tickled
    inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly.
Perhaps she'll die.

I know an old lady who swallowed a bird.
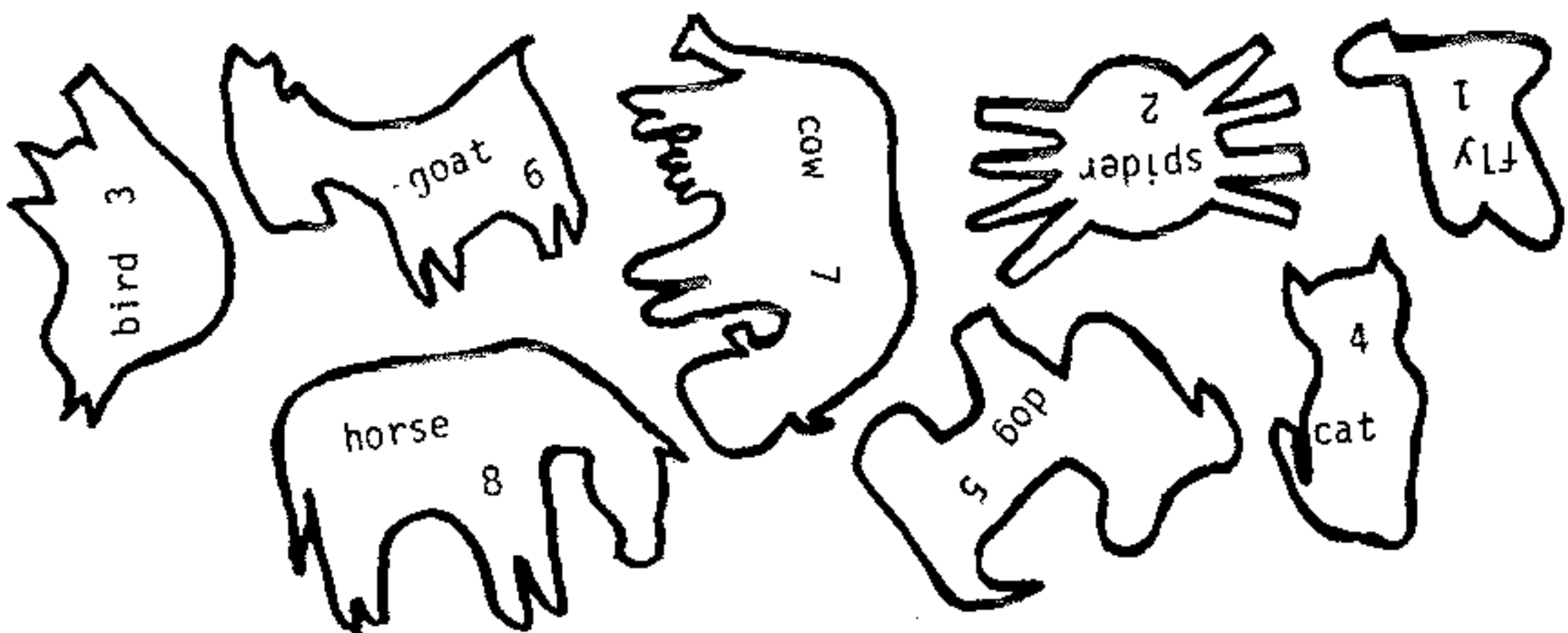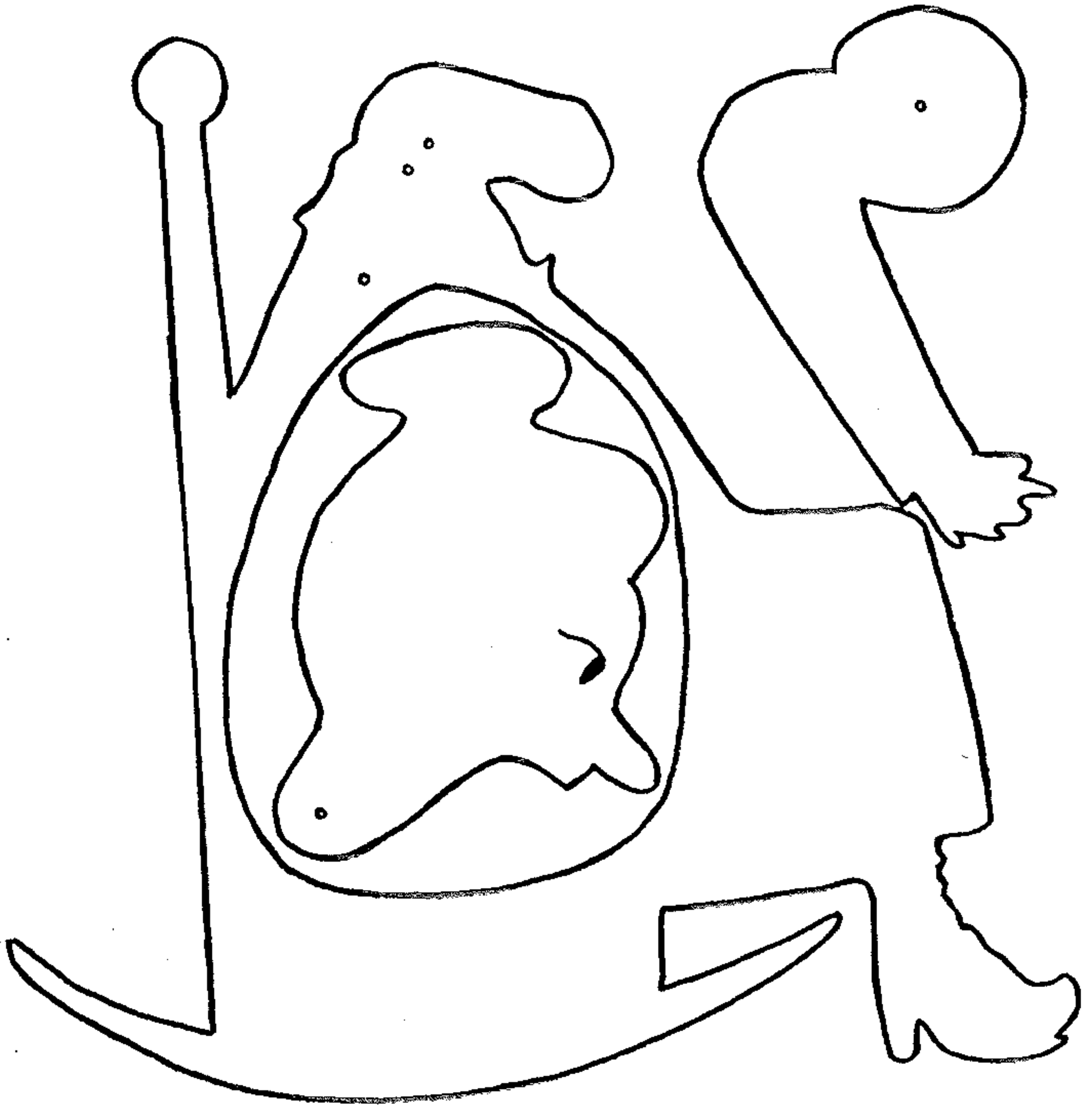How absurd to swallow a bird!
She swallowed the bird to catch the spider
    that wiggled and swiggled and tickled
    inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly.
Perhaps she'll die.

I know an old lady who swallowed a cat.
Imagine that! She swallowed a cat!
She swallowed the cat to catch the bird...

I know an old lady who swallowed a dog.
She went whole hog and swallowed a dog.
She swallowed the dog to catch the cat....

I know an old lady who swallowed a goat.
She just opened her throat and swallowed a
    goat.
She swallowed the goat to catch the dog...

I know an old lady who swallowed a cow.
I don't know how she swallowed a cow.
She swallowed the cow to catch the goat...

I know an old lady who swallowed a horse.
She's dead, of course!

Conference Announcements

The twenty-first annual convention of TESOL (Teachers of English to Speakers of Other Languages) will be held April 21-25, 1987 at the Fountainebleau Hilton in Miami Beach, Florida. For information contact TESOL, 1118 — 22nd Street, N.W., Suite 205, Georgetown University, Washington, D.C. 20037.

The Japan Association of Language Teachers (JALT) will hold its thirteenth annual conference November 21-23, 1987 at Meiji University, Izumi Campus, Tokyo. In accordance with this year's theme, "Teaching *Foreign* Languages," the conference will feature over 200 presentations dealing with all aspects of language teaching and learning in a foreign language setting. This year's conference will feature an expanded Job Information Center in order to better serve the needs of the 1500 expected participants. For further information contact JALT c/o Kyoto English Center, Sumitomo Seimei Building, 8F, Shijo Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600, Japan.

The twenty-sixth annual convention of JACET (Japan Association of College English Teachers) will be held October 9-11, 1987 at Kyoto Sangyo University, Kyoto, Japan. Contact: Fumio Okutsu, Chairman, JACET Convention Committee, The Japan Association for College English Teachers, Rhine Building 204, 2-12-1, Kagurazaka, Shinjuku-ku, Tokyo 162, Japan.

Learning to Teach—
The Place of Self-Evaluation

Ruth Wajnryb, The University of New South Wales

Few would dispute the place of self-evaluation in the process of learning teaching. Acquiring the skills of self-criticism, however, is not an easy task. As a teacher trainer, I find that developing this skill in prospective teachers is one of the most challenging and frustrating yet also rewarding areas of my work.

Self-Evaluation Skills Don't
Come Easy

There are a number of factors in the "learning to teach" conundrum that inhibit or militate against an easy acquiring of the skills of self-scrutiny. The most obvious is the simple fact that it takes beginning teachers quite some time to grasp the fundamental principles of lesson design and delivery. Without such criteria firmly in place, it is almost impossible to evaluate one's own teaching objectively and effectively.

Another factor relates to the affective domain: student teachers are often too anxious about the exigencies of practical teaching to be able to "let go" sufficiently so as to observe themselves and the effects of their actions and decisions in the classroom. (This ability to relax enough to allow oneself to deal fully with one's environment reminds me of the "ego permeability" factor of which we speak in relation to some language learners.[1])

Thirdly, there is the more nebulous but very formidable factor of "learner resistance"—the brick wall that some teacher trainees (like learners of anything) erect between themselves and their learning experiences, such that effectively blocks much of the impact of these experiences and so inhibits (or even prevents) self-awareness and growth.

These, then, are some of the reasons that account for the difficulty experienced in acquiring skills of self-evaluation. The rest of this article will be devoted to a description and analysis of a workshop session I recently conducted with a group of teacher trainees following their last "bout" of "practicals"—the practical teaching sessions that trainees go through.[2] I was pleased with the session, and emerged from it feeling that they had gone some of the way towards developing the type of self-awareness that competent and effective teachers have.

Practical Teaching Follow-Up:
An Account of a Workshop

The Context:

Twenty-five trainees have just finished their last session of practicals. They are quite drained because of the amount of energy they have invested in the practical (including preparation time and "stress" involvement). Those who feel things went went well are elated and fullfilled by the experience; others are disappointed; some are merely relieved; still others are hostile, angry, resentful. They have each discussed their lessons with their trainer-assessor and have each read that person's report on the lesson. In addition, each has completed a

self-evaluation report on their teaching experience which requires comprehensive detail about every aspect of the lesson and their performance.

The Need:

Now that all the trainees have finished their lessons and reports, there is a need to round off this period of the course which has expended such a lot of psychic and physical energy. There is a need for a neat and tidy end to a significant component of their formal training program. It is not enough that trainees may have learned something; they need to know and be able to talk about what it is they have learned. This, as I see it, is essential to the process of becoming a self-conscious (in the sense of self-aware) teacher.

The Problem:

A number of potential problems may arise. Firstly, as already implied, not all the trainees are content with their recent experiences. Some are dissatisfied with themselves, others with their assessors, or with their marks, or with "the system." Secondly, everyone is different: all the trainees' experiences are individual ones, and so it is difficult to cater effectively for everyone at the same time. Thirdly, there is my wish to avoid "imposing from above"—as I did this time last year when I rounded off the practicum by delivering a summary of all the lowest common denominators of the assessors' reports and then followed this up with a summary of the "golden rules" pertaining to the common areas of weakness! That didn't work, or at least, I emerged with a queasy feeling about the value it had and the implications it generated, not least about learning and training, I now feel a very strong urge to act

as a facilitator and monitor in such contexts, and not to assume responsibility for the content of the session nor the interactions that develop. More and more, both as a language teacher and as a teacher trainer, I have become convinced that learners must assume responsibility for their own learning.

The Workshop:

I will describe the workshop in the three phases into which it fell:

1. The trainees were divided into five groups of five people each, and their seats were drawn around to form a closed circle. They were then asked to reflect on their recent practical teaching experience and to try to compile a list of about five points of significance common to the group. These were to be problem areas that emerged from their teaching experience. They were then to rank the five points in order of importance. Consensus was to be encouraged, and it was pointed out that there would be opportunity for a more individual orientation later in the session.

2. In the second phase, the five closed circles opened up and the seating assumed an arc shape facing the board and trainer at the front. The lists of five points were then "pooled" onto a blackboard grid (see Fig. 1). Once this was done and was visible to all, I elicited from the trainees what they then deduced were the eight most problematic areas ("problematic" being measured by the times a point was featured on the grid). These emerged as the following (in random order): lesson preparation, choosing materials, language awareness, teacher-talking-time, classroom technique, creating an adequate production stage, drilling language, and dealing with mixed levels.[3]

	A	B	C	D	E
1					
2					
3					
4					
5					

A-E = Groups of trainee teachers
1-5 = Areas in need of improvement

Figure 1. Second phase of the workshop

3. I then sub-divided the classroom into zones and labelled each accordingly, using large cardboard signs. So the room had a place marked "teacher-talking-time" and another marked "mixed levels" and so on. The trainees were then asked to go to places where they personally felt they had room for improvement. Once there, they were encouraged to talk with the others they met, discussing the problem area and possibly devising some "golden rules" in the form of strategies or guidelines. They were encouraged to move on to another zone rather than spending all their time in the one.

The Outcome:

The session worked! Certainly it was far more enjoyable, relevant, effective, productive, and humane than my previous wind-up session where the focus had rested almost exclusively on the assessors' reports rather than, as this time, on the process of trainees' self-evaluation.

Evaluating the Success

It is worthwhile considering for a moment why this session worked so well. There are quite a few reasons, I think. Some of these overlap; others are quite disparate.

As already suggested, it worked because it was in fact self-directed, not imposed from without or above. By this I mean the responsibility for content, interaction and momentum rested with the trainees themselves.

It worked also because it blended the analytical/objective with the anecdotal/subjective, incorporating and giving value to both elements as fundamental to the process of professional self-awareness.

It worked because it generated the sense that learning was a process-oriented rather than a product-oriented activity. This in turn helped to take the focus off "marks" and put it onto "areas in need of improvement". I grant that this does not totally remove the evaluative climate but it does ease it considerably.

It worked too because it re-structured the learning environment: it "carved up" and reoriented the physical context (into labeled zones), compelling people to think in terms of these zones, and then it necessitated physical movement to link the zones together.

It worked, as well, because it was personalized: you went to *your* areas of need, not anyone else's, and *you* decided what they were, as well as when to move on.

Paradoxically too, it worked because even while catering for individual differences, it still highlighted the "in-commoness" of

trainee teachers' experiences and hence heightened the "solidarity" of the learning community. As one trainee put it, the session helped her to feel she was "not such a lonely pebble on the beach."

Notes

1. *Ego permeability* relates to the concept of language ego, which is a person's sense of his "language boundaries." Acquisition of a new language requires that the boundaries to a learner's language ego become less rigid so as to accommodate the characteristics of the new language. Second language learning has been seen by some writers as a process of taking on, at least temporarily, a new personality or identity or, at least, allowing one's identity to be sufficiently flexible or "permeable" that it can accommodate a different form of expression (using different sounds, words, syntax, suprasegmentals, and paralinguistics).

For interested readers, some references to ego permeability follow:

Ingram, D. 1980. Aspects of personality development for bilingualism. In Afendras (ed.) *Patterns of Bilingualism.* Anthology Series 8. Singapore: RELC.

Guiora A. and W. Acton. 1979. Personality and language: a restatement. *Language Learning* 29 (1).

Guiora A. et al. 1972. Empathy and second language learning. *Language Learning* 22 (1).

Schumann, J. 1978. *The pidginization process: a model for second language acquisition.* Rowley, Mass.: Newbury House.

2. Each trainee has to pass a minimum of two practicals in the course. In each practical the trainee teaches a 45-50 minute lesson on a specific topic. The classes are composed of adult language learners, usually about fifteen to a class, either migrants to Australia or overseas students on temporary visas. Classes are organized according to level: beginning, intermediate, and advanced. A trainer-assessor is present during the lesson and conducts a half-hour "feedback" session with the trainee after it is over. Subsequently, a written report of the lesson is given to the trainee, who must also submit a self-evaluation of the lesson.

3. A brief explanation of each of the "problematic areas" follows:

Lesson preparation refers to the quality of the lesson plan and its design (as opposed to its delivery or execution). Good lesson preparation entails adequate provision for the three main phases of the lesson: presentation, practice and production, as well as adequate allowance for the level of the class and predictable problems.

Choosing materials refers to the relevance and appropriateness of the teaching materials that the trainee chooses to accompany the lesson.

Language awareness is a broad term used to refer to the trainee's understanding of how the particular language structure or function that he/she is teaching actually operates in the language. For example, without sufficient research into the workings of "the future," trainees sometimes, in their ignorance, teach *going to* and *will* as interchangeable forms. Language awareness also refers to the trainee's understanding of the complexities and nuances of meaning that pertain to the structure being taught.

Teacher-talking time (TTT) refers to the amount of time the teacher spends talking. Our aim is to encourage teachers to do less talking, and have them encourage their students to do more talking. We look at different techniques by which trainee teachers can reduce their TTT in the classroom.

Classroom technique is an umbrella term which embraces such factors as the ability to use hardware (e.g., cassette recorder, video recorder, overhead projector), management of learners in groups or pairs, lesson pace, smooth movement from one phase of the lesson to the next, giving clear and effective instructions, etc.

Creating an adequate production stage addresses one of the common mistakes of beginning teachers—to over-present (TTT) and under-produce. That is, they fail to allow adequate time for the students to produce (in a free and uncorrective context) the language that has been presented and practised. We feel that unless learners have the opportunity to use language for a communicative purpose, the value of what they have learned will be minimal.

Drilling refers to the actual teaching skill of leading a classroom drill. The teacher's role at this point is rather like a conductor and, to be effective, the drill has to be well-led, brisk, and democratic (that is, all learners have to be "drilled"). Because the drill requires the teacher to be up-front and very much in control, novice teachers often fear this skill and shy away from it.

Dealing with mixed levels refers to the teacher's ability to cater to a range of different levels in the class. This is determined in such areas as the selection of materials, organization of pair and group work, correction techniques, etc.

About the Author

Ruth Wajnryb is the head of teacher training in TESOL at the Institute of Languages, University of New South Wales, Australia. She has an M.A. in applied linguistics, with a research emphasis in the area of error analysis. Most of her TESOL experience has involved teaching adults in Australia, Europe, the Middle East, and South America. She has written a number of articles dealing primarily with ELT methodology and teacher training. Her book Grammar Workout, *based on the dictogloss method, was released in 1986 by Melting Pot Press, Sydney. Its sequel,* Grammar Workout 2 *is due to be released in July 1987.*

Institute of International Education Reports 343,777 Foreign Students in U.S. Higher Education in 1986 Academic Year

Students from economically expanding Asian nations are the largest and fastest-growing group in the U.S. foreign student population, according to figures released by the Institute of International Education (IIE)—the largest U.S. higher educational agency. IIE conducts the annual census of foreign students in the United States, published as *Open Doors*, with support from the U.S. Information Agency.

Asian Growth Contrasts with Declines in Other World Regions

The People's Republic of China showed the largest percentage increase—up 38.4 percent to 13,980 students. Seven of the ten leading homelands were East and South Asian, all of which displayed significant growth in numbers of foreign students sent in 1986. Taiwan continued to send the largest number of students, with 23,770.

The 9 percent growth in enrollment from South and East Asia to 156,830 students is in sharp contrast to declines in virtually all other major world regions, notably the developing nations of Africa, Latin America, and the Middle East. Overall foreign student enrollment was virtually stagnant at 343,777, up just 0.5 percent from the previous year.

Number of Students from OPEC Nations Falls Off Sharply

Stagnant foreign student enrollment during the eighties is in notable contrast with the OPEC-fueled expansion in foreign student numbers in the seventies, when the foreign student population expanded 10 percent or more annually. Three major sending countries in the OPEC group, Iran (down 15 percent), Nigeria (down 25 percent) and Venezuela (down 32 percent) declined substantially in 1986.

IIE surveys indicated that two-thirds of all foreign students (230,640) relied upon family and personal funds for their chief source of support. The percentage of students who reported their U.S. college or university or a U.S. private organization as their primary funding resource increased, while numbers assisted by the U.S. government, foreign governments and foreign organizations decreased from the previous year.

Science, Technology and Management-Related Fields Attract 60 percent of All Foreign Students

Engineering was the leading field of study for foreign students (22 percent of total enrollment), followed by business and management (19 percent), mathematics and computer sciences (10 percent), and physical and life sciences (8 percent).

California attracted the largest number of foreign students, 47,586. New York came in second at 31,360, while Texas hosted 26,875 as the third leading state. Miami-Dade Community College was the institution with the largest number of foreign students (4,730), followed by the University of Southern California, University of Texas at

Austin, University of Wisconsin at Madison, and Ohio State University.

Open Doors 1985/86
Available From IIE

Copies of *Open Doors*, a 150-page statistical report with interpretative text, are now available. A check or money order for $29.95 in U.S. dollars should be sent with your order to the Institute of International Education, Publications Service, 809 United Nations Plaza, New York, NY 10017.

A Survey of Policy Changes
Also Available from IIE

The Institute of International Education has also published a survey of policy changes: *Foreign Students in Public Institutions of Higher Education from 1983 to 1985*, a report authored by William J. McCann, Jr.

This booklet discusses the results of changes towards foreign students in public institutions of higher education.

The survey indicates that U.S. higher education continues to welcome foreign students. However, institutions have had difficulty in sustaining foreign student services at a level that keeps pace with foreign student enrollment increases over the past several years. Colleges and universities are placing greater emphasis on ensuring that foreign students are able to pay for their educational expenses before granting admission.

A Survey of Policy Changes is the eighth in the ongoing series of policy-oriented research reports published by the Institute of International Education (IIE). The Institute's research program, under the direction of Dr.

Elinor Barber, was established to conduct research useful to decision-makers in higher education, government, and the private sector. IIE's research program is made possible by a grant from the Ford Foundation.

Single copies are available free of charge from the Publications Service, Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

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A Painless Exercise in Revision

Marge Stanton, BYU-Hawaii Campus

Students often experience difficulty revising their writing. The things that need to be revised are not always apparent to them, and criticism of their writing is frequently painful. A less threatening revision exercise uses a group essay. Such an essay maintains the students' investment, but the problems are easier to see and the revision process is "painless."

I begin by presenting a picture which has a story to tell. (Many of Norman Rockwell's illustrations lend themselves to this exercise, and published collections of them can usually be found in libraries.) As a class, we discuss the picture and go over relevant cultural points and vocabulary items. We usually give the characters in the picture names to personalize them and to facilitate discussion and later writing.

Then I divide the class into three groups (or multiples of three if the class is large). In the groups, students discuss their ideas, write sentences and compile them into a group paragraph which they write on a sheet of paper. To ensure participation, each student must write at least one sentence for the paragraph. Group A is assigned to write a paragraph in story form explaining what happened before the event depicted in the illustration took place. How did these characters get into this situation? Group B writes a paragraph describing the scene presented in the picture. What is happening? Meanwhile, group C creates a paragraph describing the conclusion of the story.

Before the class meets again, I arrange the three paragraphs in sequence and correct the spelling and grammar errors. With these out of the way, the students don't get distracted with editing and can focus on revision.

In class, everyone is given a copy of this "complete," three-part story. I read it aloud, and we discuss what needs to be revised. Because the story was written by groups working independently, it is typically quite disjointed. Sentences need to be re-written and resequenced. There may also be a need to add some new sentences and delete some of the existing ones.

After this discussion, students then revise the story individually. However, in contrast to the problems they usually have reworking their own writing, they experience *success*. They can see what needs to be revised, and they understand how to do it. Also, because writing the essay was a group effort they feel less threatened as individuals.