ISSN 1405-3470

MEXTESOL JOURNAL

Summer Issue, 1996

Vol. 20 No. 1

MEXTESOL JOURNAL

Volume 20, Number 1, 1996

The MEXTESOL Journal is a publication of the Mexican Association of Teachers of English.

The MEXTESOL Journal es una publicación de la Asociación Mexicana de Maestros de Inglés

Printed in Mexico Impreso en México

Editorial Board:

ISSN 1405-3470

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Volume 20 / Volumen 20
Number 1 / Número 1

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Contents/Contenido

From the Editor

With this issue, we begin Volume 20 of the MEXTESOL Journal. That means that the Journal has been published for at least twenty years. MEXTESOL itself is now over 23 years old. How many of us were a part of its founding in 1973? Not many. How many of us know how MEXTESOL began, why it was formed or who was responsible for its founding? Again, very few. For this reason, beginning with this historical issue, the MEXTESOL Journal will begin publication of a series of interviews with the founders of MEXTESOL in order to preserve our history. We start with an interview with Vincent Carrubba. Our next issue will present an interview with Bertha Gómez Maqueo and more interviews will appear in the future.

This issue also has an article by Suzanne Medina and Vanessa Wenzell on how to develop a tutoring lab with very little economic investment. This article tells how a writing lab was established at the California State University, Dominguez Hills. While the ideas are directly related to a teaching situation in the United States. The problems that were faced and the solutions that were found would be faced by anyone trying to organize a remedial tutoring lab anywhere in the world. These suggestions could also be taken into account when organizing any type of extra-curricular tutoring situation with little funding.

Our third article is by Martha Thompson for the ITESM-CEM. In this practical article she present us with some valuable activities for practicing vocabulary in our classes. The procedures to follow for each activity are clearly explained so that they can be adapted for any teaching situation.

Then we have an article which has been reprinted form the publication*, TESOL Matters*. This is the story of a teacher trainer, Debby Pattiz, who suffered culture shock when she went from teaching a summer course for in-service English teachers in Puebla, here in Mexico, to teaching a course for non-ESL teachers in Alaska, where she found out that teachers aren't necessarily the same all over the world.

Finally, we have a short class plan for a unit on racism, submitted by a teacher in Taiwan who has also worked in Mexico, and three interesting book reviews--two for teachers of children and one for all teachers.

The Editor

Editorial Policy

The MEXTESOL Journal is dedicated to the classroom teacher in Mexico. Articles and book reviews related to EFL teaching in Mexico and in other similar situations throughout the world are accepted for publication. Articles can be either practical or theoretical and written in English or Spanish.

Refereed Articles: Articles are refereed by members of the Editorial Board and by other experts in a field related to that of the article. The refereeing process is not blind and, if necessary, a referee will be assigned as a mentor to guide the author through the publication process. Refereed article will have a footnote referring to the fact that the article was refereed. The MEXTESOL Journal retains the right to edit all manuscripts that are accepted for publication.

Unreferred Articles: In order to open the publication process to more authors, unreferred articles will also be accepted. These articles will be read and judged by the Editorial Committee and edited by our Style Editor.

Book Reviews: The Journal welcomes previously unpublished reviews of professional books, classroom texts, video- or audiotaped material, computer software and other instructional resources. Reviews are not refereed.

Submission Guidelines: Three copies of the manuscript, including all appendices, tables, graphs, references, your professional affiliation and an address and telephone/fax number where you can be reached should be faxed or sent to the address below. Submissions are also accepted by e-mail. If you fax your manuscript, be sure also to mail three copies to the Journal since fax service in Mexico is not always reliable. Whenever possible include the article on either 5.25" or 3.5" diskettes, prepared to be read with IBM or Apple compatible program. **Please specify if you want the article to be refereed or not.**

MEXTESOL JOURNAL
San Borja 726-2, Colonia del Valle
03100 Mexico, D. F.
Telephone: 575-5473, Fax: 550-9622
E-mail: mextslj@servidor.unam.mx
***and* mextesol@servidor.unam.mx**

Manuscript Guidelines

1) Articles should be typed, double spaced and preferably no more than twenty pages long. References should be cited in parenthesis in the text by author's name, year of publication and page numbers. (For example: "The findings were reported (Jones 1979: 23-24) although they cause no change in policy.")

2) The list of references in an article must appear at the end of the text on a separate page titled "References". Data must be complete and accurate. Authors are responsible for the accuracy of their references. This format should be followed:

For books: Jones, D. J. 1984. How to spell. New York. ABC Press.
For articles: Moore, Jane. 1991. "Why I like to Teach." Teacher's Quarterly. June, 6-8.

Note: A copy of these guidelines in Spanish is available on request from *The Editor.*

Si usted quiere obtener la versión de este texto en español, favor de solicitarla a *The Editor.*

Journal Correspondence: All other correspondence to the MEXTESOL Journal should be sent to Editor at the above address.

Membership: For information on membership in MEXTESOL, contact the *MEXTESOL Membership Service* at the above address.

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An Interview with Vincent Carrubba [1]

NEVIN SIDERS, EDITOR, MEXTESOL NEWSLETTER

Editor's Note: This is the first of a multipart series of interviews with some of the founders of MEXTESOL. We hope that this series will allow us to reflect on our origins and honor those who made MEXTESOL possible. The interviews were conducted by our Nevin Siders.

Carrubba: Before the activities of MEXTESOL, we had a strong organization going, and that was called MATE, Mexican Association of Teachers of English. Some people used to call it "Mate" (pronounced in English) but Mexicans always used to call it "MATE," (pronounced in Spanish) and that's the name it really had all the time.

The purpose was to form an association for English teachers and educators in order to exchange ideas and techniques for EFL, and social activities -- there were a lot of nice social activities.

There were members that were teachers and administrators who were officers of schools. These came from all parts of the country not only Mexico City. And then the headquarters for many events in those days was at the Instituto Mexicano-Americano de Relaciones Culturales (IMNRC).

Journal: How long did MATE last?

Carrubba: It must have lasted, I would say, at least eight to ten years, before MEXTESOL. It was a very good organization, a lot of different activities: cultural activities, social activities, picnics, things of that sort that are different today.

There were lectures related to English teaching and there was an interesting mixture of British teachers and American teachers, so we had an exchange of ideas on problems that were similar.

What else did we have there? Ah, it was supposed to be called a "mutual aid society" because it helped companies, different schools and institutes that

[1] This interview was carried out on December 26, 1995 in Mexico City.

were looking for teachers, as well as teachers looking for jobs. So it was looked upon in those days as a mutual aid organization.

Journal: Between teachers and administrators?

Carrubba: That's right. Around 1973, it must have been, when the organization started, we had an important meeting at the CEMAC institute. It was to think and begin to plan and organize everything for MEXTESOL. I remember that meeting because there were a lot of teachers from the British institute as well as the American institute. And people got their heads together to find out just exactly what could be done. It was an explosive meeting, too, because many people disagreed with this and were disgruntled with that, but finally we agreed on what our plan would be.

It was on a Saturday, I remember. Tony Cabrera was there, as well as other people, like Paul Davis from the British institute. And it was interesting from the point of view of the fireworks that went on at that time!

Journal: Was this a response to the establishment of TESOL? It happened just a few years later.

Carrubba: Yes. That's right, it was just a few years later. It was regarded as an affiliate of the association.

Journal: Today TESOL takes some positions that are controversial, like opposing California's Proposition 187. What could have been controversial about joining TESOL in those days?

Carrubba: Well, for example: how good could MEXTESOL be, when compared to MATE? You see, MATE had apparently had all the solutions, issues, and activities that teachers were mainly concerned about. And the idea was: What could MEXTESOL do to be better? It was not apparent. It wasn't something I think most people thought about. They didn't really know what MEXTESOL could be. Especially when you thought about how MEXTESOL would have to be established in different states of the country. That was sort of controversial, too, at the time. Who would do it? How would you go about it? Things of that sort. And it still is a problem today, because there have been many different MEXTESOL branches that started but then sort of died out in time. We thought the idea of branches was pretty good.

Then there was the first National Convention in 1974. That took place, strangely enough, in Tampico. And it was very interesting to go to that one because the people in Tampico were very interested in starting a branch of their own. And I remember Carmina Méndez de Florencia. She was the secretary and she was the one instrumental in starting everything. She really put out a lot of her own interest and gave up a lot of her own activities to have the meeting.

Journal: National secretary or local?

Carrubba: She was considered a national secretary at that time. (He takes out photos.) And there were people, officers that you might know of today. The treasurer was Mariam Rosas; she was a very active member of MEXTESOL until about five or six years ago. And then there was Paul Davis from the British institute; he was the parliamentarian (we had a parliamentarian at that time). Here is Carmina Méndez de Florencia, she was the secretary and Herlinda Díaz, who was the second vice president. Yours truly was the first vice president. And Grace Scott was *very,* very active in MEXTESOL for a long time until she moved to Florida; she was the president.

Journal: Where did these people work? In IMNRC and the Anglo-Mexicano?

Carrubba: Yes. Paul Davis worked at the Anglo-Mexicano. The others worked at IMNRC. Throughout the years, there were many officers from both, the British institute as well as the American institute.

And then a great idea impressed us. There was a *major* activity that would really promote many things. And that was the idea contributed by Grace Scott, of having a cocktail party at the TESOL convention in Los Angeles, California, so that TESOL could know that MEXTESOL in Mexico existed. And it really proved very valuable, because a lot of convention-goers went to the cocktail party in Los Angeles. It was a way to meet different people, and for them to recognize that there was something happening in Mexico. And from that point of view it was very, very useful.

Journal: When was this?

Carrubba: That was 1974. And there were a lot of new things. It was considered as an affiliate organization in Mexico. And there were officers from the national convention and from the national organization, from TESOL in the United States, that came to Mexico and served as consultants and were wonderful guides as to how the organization could grow. They were very, very helpful in that respect.

Journal: What kinds of things did they organize?

Carrubba: Some of the ideas of what the officers should do. For example, the idea of the second vice president and the first vice president -- the second vice president organizing the convention. They were the ones that started that, because I think that's the way it went in TESOL in the United States. They gave us guidelines of that type that were interesting, and that helped us find our way.

There was another group, that was established just before the organization of MEXTESOL. It exists today, on a smaller scale. And this is called the Linguistic Circle, attended by approximately fifteen to twenty teachers. It has monthly meetings, and at those meetings the different members of the association give talks on their various experiences. Outside speakers are also invited to talk to the groups on methodology, techniques, or their research. And from that point of view it's an interesting group to be in. Of course, it's open to any members that are interested. The meetings are held every first Saturday of each month.

Bertha Gómez Maqueo is the life-long president of our Linguistic Circle. We wanted such a president in order to avoid voting for an officer every year.

Journal: It sounds like the Linguistic Circle is very similar to MEXTESOL, in its purposes and all.

Carrubba: Well, it's not as far-reaching as MEXTESOL is. And it's really very simply occupied with different topics or problems teachers have on their minds.

Journal: Another question is: What was our founding convention like? What happened? How did we get together?

Carrubba: That was the Saturday meeting I referred to at CEMAC.

Journal: You can still remember it vividly, obviously! You say it just like it was just the day before yesterday. "The meeting on Saturday!"

Carrubba: That's right! To me it was a great event! There were many plans laid for what was to be done, even though things would change later on. But for us it was a big happening because we felt that TESOL in the United States was becoming very important from the point of view of linguistics. and also because of the philosophy of what teaching should be at that time, you see. And that's why we were very proud to have an association in Mexico that went along more or less the same lines. This, of course, replaced MATE, which could not function the same as MEXTESOL.

As I said, MATE was mainly a social and semi-professional organization. But when MEXTESOL came along there were many far-reaching ideas, mainly on the basis of the value of linguistics, which at that time was highly emphasized and that is rather de-emphasized today. Now many different aspects of pedagogy are included in TESOL and MEXTESOL, so it was very different and we wanted to start our own organization; and that was the Saturday that made an impact on everybody.

Journal: Do you remember the date?

Carrubba: No, I don't. Unfortunately, I don't remember the date--1973 was the year, I think it must have been the summer, perhaps August when people had time for a meeting.

Journal: It's curious that you say that linguistics used to have a bigger role.

Carrubba: Yes. I feel that nowadays, many other considerations are taken into account. But at that time -- oh, this was around 1952 when I got my degree at the University of Michigan -- linguistics was the science, the great body of science that enlightened many teachers. The broad principles of linguistics were very important, and still are very important, but today, many other concerns are important in TESOL and MEXTESOL: classroom techniques, learning styles, big and small group interaction, etc.

Journal: Yes, I do find it surprising when I talk with teachers who have little training in linguistics and are unfamiliar with much of its terminology.

Carrubba: At the University of Michigan, which was a sort of pioneering university in English as a Foreign Language, I worked with Dr. Charles C. Fries and Dr. Robert Lado. At that time Dr. Fries thought about the idea of culture, but he didn't call it that. He felt that he was taking into consideration the countries people came from and how that influenced or changed their habits in English. That was considered very important. And for me it was a tremendous eye-opener, from what linguistics was and how it could even give an idea of what structure, vocabulary, and pronunciation were like and how they had to be taught. But I would say today we consider that all teachers must have this as a background if they're to be fully prepared, but we go on to other ideas that are just as important. For example pedagogy, classroom management, what's done in the classroom, activities that are important from the viewpoint of student-centered classrooms. And so there's not much of an emphasis on linguistics as in the 1950's and 60's, even though new fields have developed in linguistics such as psycholinguistics and sociolinguistics.

And it's interesting that it should be that way because I remember when TESOL first began, oh they were *so* different, the teachers were very much interested in different methodologies that were important; and today they are not as important. It was interesting to see the change.

Journal: Today methodologies and approaches do not have "names."

Carrubba: That's right. And at that time they used to have very definite names.

Carrubba: Then the idea of acquisition and learning was never part of what MEXTESOL and TESOL started out with; that was a completely new idea.

And so that led to a certain freedom, too, of what you could do in the classroom: to improve or promote acquisition. And this was not considered at that time. It was learning from the point of view of what you taught the students, you see; not the idea of acquisition: meaningful interaction, natural communication; the students are concerned with the messages they convey and understand, not with the form of what they say. Then, that was more important than going through all the grammatical patterns, and then the pronunciation patterns, and so forth, as it was at that time.

I think the whole development has been very significant because it shows how MEXTESOL has tried to reflect that attitude in its meetings, in its new convention themes. And I'm really very stimulated from what's been going on in TESOL as well in MEXTESOL. And I haven't gone to many conventions. I used to go to many of the beginning conventions in TESOL in the United States. But as they became more and more expensive I went to fewer and fewer TESOL conventions. So, I have sort of relegated that only to MEXTESOL, in Acapulco or, in many different places. I'm looking forward to the one in Zacatecas. That should be interesting from the point of view of the place itself.

Journal: You said that the convention themes have changed a lot. What were the themes before?

Carrubba: Well, the themes were more teacher-centered. What the teacher must do in the classroom. And today there has very definitely been a switch to learner-centered activities and therefore, themes are different from on that basis. For example, people who now take part in the MEXTESOL conventions are interested in *activities* that promote student learning, student acquisition. Very often themes refer to different things that the students can do in the classroom, like games, individual or group activities that would help them in that respect. And that was not so much the concern before. It was very much: what special patterns and structures needed to be emphasized, what vocabulary patterns were, and the idea that this was caused by the student's native language. That their problems arose from the native language. And I feel this is still very true in Mexico, but as we have learned, there are many other causes for problems the students have, not only interference from the student's native language. And that has been the nature of many of the themes over the years.

Journal: What about the convention themes like this year's "A Bridge to Understanding."

Carrubba: On the whole the convention themes are the springboard for workshops, talks, papers, etc. The themes the first three or four years were: "How To Be a Better Grammar Teacher," "How Could Grammar Come in and Help You?," and "What about Pronunciation?" Now, I don't mean to say that these subjects are no longer important, but they don't have the emphasis that they had at that time. Other things have come into the picture.

And I think it has changed for the good; teachers and administrators feel freer about what the learning experience should be in the language classroom. Before it was a sort of limited idea that structure was the main issue that affected vocabulary, pronunciation, grammar, conversation, etc. And today we are not necessarily interested in this as uniquely important.

The idea that I think was different in those days was that there was one concept of classroom procedure: what the teacher determined was best for all. And today it depends upon what problems individual students present. Their needs have come into the picture more than they did before. Those are very, very definitely interesting differences. For example, do students need ESP, or should we pay more attention to their learning styles? Do they need special conversation courses? And again this idea of needs has changed the themes of MEXTESOL conventions.

And another thing, too, I think is very important is that more and more are participating in MEXTESOL conventions than before. Before there was just a select few, who always gave talks or gave workshops, or papers. But now more teachers are interested in presenting, topics from their own particular point of view, from their schools, from their regional development. So I think it's interesting, too, that there isn't only one set of criteria that everyone must adhere to. For example, the workshop that I attended on different attitudes that people have in presenting speaking and listening was excellent because there were various considerations and suggestions that this team presented which helped the participants consider what was essential or nonessential. It also elicited responses.

There have been so many meetings that reflected that attitude of freedom of choice in subject matter, and freedom to be expressive about what is important in one's teaching, as an individual teacher. And this was not true before. And that's why I say it's a good development, it's progressing in that respect.

Now I think there's a difference in the people who attend the TESOL convention. For example, there are many, many different areas that are represented. I remember joining a group of people interested in literature, teaching literature, and that was never thought of before when TESOL first began. You didn't dare teach literature; you only taught things that were practical from the point of view of "how people really talked." That was the idea, and that was the pattern for what should be taught in the language

class. They thought that literature was perhaps something a little more refined, perhaps something a little more unreal than it is today. And today it's a concern that many teachers have: How can literature be taught on an EFL or an ESL level? That's a completely new development. And in the same sense, other activities have sprung from that idea. What is there new? What different feelings can teachers or educators have on a particular subject, like literature? And as I said before, this is just an example of how freedom comes into what choices should be made in giving talks at conventions, and how English is taught.

Now, of course when we go to a MEXTESOL convention that doesn't compare at all to what is presented at a TESOL convention in Los Angeles or Chicago or wherever, because the areas are very different, the facilities are much wider in scope. But I feel that even though those opportunities aren't available, it's still interesting from the point of view of what can be offered on a national, Mexican level. And I think this probably tells us that in MEXTESOL in the future, there will be perhaps more of a general representation of what we find in a TESOL meeting, that could become a part of a MEXTESOL meeting, too. For example, that there would be more interest groups in literature or in the teaching of poetry or even in ESP where you have to get into: how is business represented in EFL? And so that can become more of an important concern of MEXTESOL as a whole: how is SP part of what "English" means, teaching here in Mexico.

And, of course, I can see, for example, now this whole computerized learning. The fact that the computer has come in; how can we get that into the classroom? What new developments will that bring? Although I have the feeling that computer science and computer learning has been sort of a competitive idea to English, now it seems that more computer schools are involved than English schools, you see a lot of these people teaching computer methods and techniques. And perhaps it's realistic to face the fact that it can be competitive.

Journal: Are there any themes that were proposed, by MATE or at the beginning of MEXTESOL, that could be pursued today?

Carrubba: I don't really think so. No, I think that MATE started out very well, and there were general ideas about what they could do. But I think that when MEXTESOL came along, *after* MATE; there were a lot of new ideas that were developed that were not thought of before, and perhaps were more

helpful to the teachers than those given by MATE. I think that MATE sort of approached ideas in a general manner, but MEXTESOL goes more deeply. It tries to satisfy, it tries to answer, it tries to solve problems, although it's not always successful, but it makes more of an effort than MATE did at that time.

Journal: You said there were a lot of ideas brought up at the time.

Carrubba: Yes, I felt that MATE was a sort of mixture of social activities. People enjoyed going to the different activities because they were entertaining. But at this time we have people like David Nunan come and give a talk to MEXTESOL, which really revolutionizes what the thinking, the whole idea, the whole teaching of English would be. And you have many British speakers, too, like H. G. Widdowson that give ideas that people had not heard of before. How is it that, for example, discourse analysis can be important? How can you convey its meaning? And we were never concerned with such subjects before. They never occurred to us at that time. And this is true, I mean, as time goes on things evolve. And things become, perhaps you can say, deeper in that respect.

But then I think too, one of the disadvantages of MEXTESOL as I see it, is that many new teachers, many young teachers, for example, are very much interested in techniques they can learn and take to their classrooms on Monday after the convention. They rely on activities, on games, etc., and many of them are not interested in the more far-reaching and deeper aspects. How can we get those new teachers involved in this level, too? -- Involved in a deeper look at, say for example, the whole concept of culture, or what does grammar really mean. I think there has to be more work in that direction. How can they become deeper in their attitude toward what teaching is? And not just, "Well, this is a very good game I can try in my class, because I learned about it at the convention. I'm going to try that game."

And of course, that's how all organizations work, there are certain disadvantages and advantages they have. But I think we should work on topics that perhaps are a little more challenging for teachers, and see how we can bring more people to be interested in the philosophy of what teacher development is. And this focuses on what I see is the double objective of MEXTESOL: concentrate on in-service training that teachers may have missed, and on growth in teaching.

Journal: Like developmental psychology, special learning styles, phases of development?

Carrubba: Exactly. That's another new development, why sure. And that's another thing, I'm glad you mentioned those things, but that's very much in vogue right now, the learning styles, that we didn't begin to think of in the days of MATE or the first meetings of MEXTESOL, you see. And today this is an important thing, as well as literature and things of that type. Learning styles have become very important. And I think this concentrates on the needs of students, learning styles has very definitely something to do with what students need, from the point of view of how they learn. Do they learn through hearing, do they learn through reading, or do they learn through other methods? And we must consider it very seriously.

I feel this learning-centeredness, student-centeredness, should have a balance of teacher-centeredness, too. I think the teacher is very important, not only the student. Perhaps that's what we are overemphasizing in MEXTESOL today -- student-centered learning, only. Well, I think teacher-centered learning is very important, too. The teacher can stimulate; the teacher can interest and guide the student many ways, and that has to be taken into consideration.

But, as in all things of human nature, we always go to one extreme. For example, I remember very definitely one of the beginning conventions that we had in Cuernavaca. One important speaker got up and said, "Oh, thank God the audio-lingual method is dead!" She was sort of being very happy about the fact that we had *new* ideas; well don't we depend on these older ideas, too? Aren't these older ideas a part of what we think in newer terms? But she said, "No, thank God that the audio-lingual method is dead."
The audio-lingual method was very important because we got the idea of culture from that, we got the idea of the importance of the phoneme and intonation. And she said all that was dead. And she was a very important international speaker. And it's true that we forget about one area of learning, and now feel that something new is important, and we forget about the advantages of what was important before. That's something that's true of all human organizations, not only MEXTESOL. But it can be a very definite disadvantage, if you're not careful about it.

We have learned from all methods, from all techniques that we had in the past. When we were emphasizing pattern practice, well, that was important

but we find today that it's not the only thing that will help, but it does give some help.

And I think, too, we have to be careful about our themes, and perhaps they can be more specific than general. For example, "Bridges to Understanding," well, how can that be more specifically stated for English teachers, you see? And I think that's what we have to work on: to make things more specific. Of course, it's very interesting to have a general statement, but that again has a broad application to many fields, not only English teaching.

That's what I think. I'm very much interested in MEXTESOL, I think it's helping a great deal in many, many, many different ways. And I just wish that more teachers would participate, rather than just going and absorbing everything, which is important too. But we can certainly learn from their experiences, as well!

And this is what I often ask my students in teacher training courses: How can they be leaders in teaching? How can they give talks at MEXTESOL meetings? How they can read the *Forum* and get ideas about their teaching experiences and convey that teaching experience to other people.

Journal: Thank you.

(*The interview in our next issue will be with Bertha Gómez Maqueo.*)

Developing an ESL Tutoring Lab on a Shoestring Budget

SUZANNE MEDINA AND VANESSA WENZELL,
CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS [1]

This paper presents a summary and analysis of a year-long project to develop an ESL tutoring lab at California State Dominguez Hills. The project, funded by Title III, had as its main goal the establishment of a tutoring lab specifically targeting the burgeoning population of nonnative speakers of English on campus. In the report, we describe how the project was carried out (e.g., tutor recruitment, training, set up) and provide a description of the major problems which arose during the program and how they were overcome. The report also includes a detailed plan for training tutors of composition based on a systematic approach to academic essay writing. The systematic approach enables tutors to more easily scaffold tutees in L2 composition.

This paper is presented not as a model of how to develop an ESL tutoring lab, but as one response to the needs of an institution with limited resources (i.e., funding, time, materials) for helping L2 students with their language needs. We hope that this discussion of our experience including successes and difficulties will help others needing to design tutoring programs under constraints as ours. The paper includes sample schematics, forms, notices, tutor testimonials, other material generated from the study.

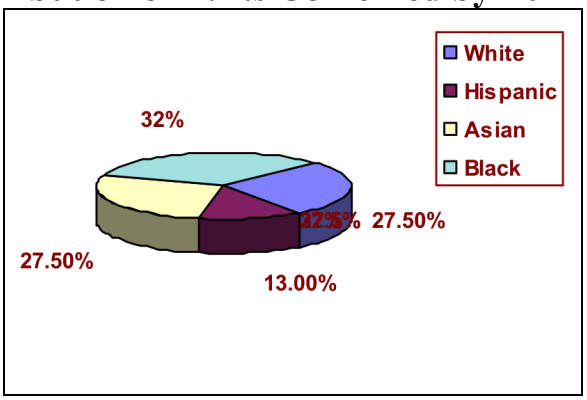
We would like to be clear that we do not believe we are providing a blueprint for the establishment of all ESL tutoring labs. We are aware that many institutions already have well-developed tutoring labs that serve the needs of ESL students. We do think, however, that many teachers and administrators seeking to develop their own ESL tutoring labs with limited resources will find this report useful since it describes the requisites and process of establishing such a lab on campus. Others may gain insights from the descriptions of the difficulties and successes encountered during the year-long project.

[1] The authors can be reached c/o Dr. Suzanne L. Medina, California State University-Dominguez Hills, 1000 E Victoria, Carson, CA 90747-0401, Tel. (310) 524-2944, Fax: (310) 514-0396, e-mail: smedina@dhvx20.csudh.edu.

It may be of use to know our motivations for developing an ESL tutoring lab on campus. One reason was the need to establish a place where ESL students in particular could receive help with their language difficulties in academic English. Other tutoring centers on campus did not specifically target this population. Another motivation was the challenge to establish on very limited funds a tutoring center that would be viable and potentially become an established and recognized institution on campus. We also had become increasingly aware that as our institution's minority enrollment was growing, the number of nonnative speakers of English was correspondingly burgeoning. We had to quickly begin to meet the academic language needs of these nonnative speakers of English.

The particular population which we served is not unlike that of other institutions found in urban areas of the United States. California State University, Dominguez Hills (CSUDH) is located in the greater Los Angeles area. As such, its students reflect the spectrum of ethnicities currently found in large cities. During the 1994-1995 academic year, 73% of students receiving their B.A. degrees were minorities. As Diagram 1 indicates, the demographics on campus were the following: 32% Black, 13% Asian, 27.5 % Hispanic, 27.5% White.

Diagram 1:
Distribution of B.A.s Conferred by Ethnicity



Lab Set-up

To set up an ESL lab, several critical elements had to be considered. Central to operation would be key personnel trained in ESL methods and composition to supervise the running of the lab. In this case, two faculty members (a professor in Graduate Education and a professor in TESL) became faculty supervisors. Apart from these supervisors, a location for the tutoring lab and a group of student tutors were all that would be required to

begin this operation. In our case, a very modest amount of funds was available to hire tutors in hopes that the institution would assume financial responsibility after the first year of operation.

In terms of location, we needed a classroom in a readily accessible area on campus containing a blackboard, bulletin board, telephone, and tables and chairs. Desks with drawers, bookshelves, file cabinets, and mail boxes for tutors would also have been useful (but not absolutely necessary) equipment. Central to the functioning of the lab was an appointment book and various forms (discussed in "Daily Operation").

From the very onset of this project we realized that we were lacking one critical element: a needs analysis of our future tutees. However, such an endeavor was an impossibility given the fact that the lab had to be set up and running in the same semester in which it was established. This is an important point to make since we are certain that others like ourselves are working under similar pressing conditions. We solved this problem, however, by having our tutors survey tutees' needs during the course of the semester.

Tutor Recruitment

The pool from which we recruited student-tutors consisted of undergraduate students in the TESOL certificate program and graduates in the TESOL M.A. program. These students, most of whom are new to ESL teaching, were interested in gaining hands-on experience with ESL students. Still other student-tutors were drawn from the School of Education's M.A. in Multicultural Education program. These Education students, most of them K-12 teachers, wanted experience in teaching adult ESL students and in teaching composition. They believed this experience would improve their ability to teach writing to their K-12 students.

Both faculty supervisors in these programs encouraged students to apply for tutor positions. Then, once a pool of tutor applicants was obtained, tutors were screened in terms of their writing ability. This was done by having tutors submit samples of extended expository prose. Students were to be compensated in several ways: monetarily through hourly wages and/or through credit earned toward a practicum in the TESL programs.

Tutors were to receive a variety of benefits in working as an ESL tutor: (1) students would gain valuable experience which could be noted on

their resumes; (2) students would receive letters of recommendation from faculty supervisors; (3) students would benefit monetarily and/or earn academic credit; and (4) students would improve their own writing skills and teaching ability. As we identified these benefits, we used these as ways to entice additional tutors to participate in the project

Tutee Recruitment

In order to recruit ESL students as tutees, two basic strategies were used. First, faculty were enlisted in recruiting new student tutees. This was done by notifying faculty across campus through flyers and e-mail. Second, students needed to be alerted. This was accomplished by placing ads in the campus newspaper and personally contacting individuals who could refer students to the lab (e.g., professors in ethnic studies, financial aid and student advising offices). Furthermore, flyers were posted in various strategic places throughout the university.

Tutor Training

Tutors were trained throughout the academic year. However, there were two major sessions for newly-recruited tutors. The first session was given to a select group of students recruited in the early fall. The second session was given to a larger population of tutors recruited in early winter for the spring term. The following describes the outlines of each training session. Following that, the paper describes the approach to the instruction of writing which was used over the course of the year: the Systematic Approach to Academic Essay Writing (SAAEW) (Medina, 1994).

First Semester Tutor Training for Newly-Recruited Tutors.

During the first semester of operation, the newly-recruited tutors were trained by a faculty supervisor during six one-and-a-half-hour sessions. All of these sessions were held and videotaped in a television studio on campus. Videotaping allowed students whose schedules did not allow them to attend the meetings to acquire the material on their own in the campus videotape library. Even more importantly, the videotapes were developed to facilitate the process of training tutors in subsequent semesters.

Tutor training sessions generally consisted of two parts. During the first fifteen minutes, business items were covered including announcements, reminders regarding hiring procedures, forms, and deadlines. As the semester progressed, general announcements were made and tutor's schedules and

time sheets were distributed and collected. During the remainder of the time, tutors were trained in writing instruction, using the "Systematic Approach to Academic Essay Writing (See section on Systematic Approach to Academic Essay Writing).

Second Semester Tutor Training for Continuing Tutors.

During this period, tutors were further instructed in approaches to dealing with ESL writing. Students learned how to prioritize errors by examining sample ESL essays. They also worked on fine-tuning their interactions with tutees by doing role-plays of tutoring sessions. Further, tutors were required to read published articles on the art of essay commenting (e.g., Brinton et al 1989, Fathman & Whalley 1990, Leki 1990, and Sommers 1980), then asked to comment on ESL students' essays based on what they had learned from the readings.

Systematic Approach to Academic Essay Writing (SAAEW).

It was critical that we identify an instructional approach to academic writing which was appropriate for our students and tutors alike. Given that our student-tutors were coming to us with a variety of orientations regarding composition instruction, we carefully considered how best to train students in teaching the writing process. We felt that traditional methods for teaching process writing through an inductive approach would be too time-consuming for our students to use with their ESL tutees. Rather, time-efficient, structuring techniques that would provide *visual* formats on which tutor and tutee could center the writing conference offered the best alternative. As a caveat, we realize that many excellent ESL texts for teaching academic writing already exist (e.g., Oshima & Hogue 1991; Reid 1988 and Reid 1994 among others); however, we felt that SAAEW would provide tutees with methods and materials readily adaptable to a variety of assignments and flexible enough to allow tutors to focus in on any problem area in the tutee's writing process (e.g., brainstorming, paragraph development).

The Systematic Approach to Academic Essay Writing (SAAEW) originally evolved as a result of instructing essay writing to foreign undergraduate and graduate students at the American Language Institute at the University of Southern California. While instructing academic essay writing to foreign students, it became clear that teaching process writing through inductive methods was neither time efficient nor palpably clear. Thus, to resolve this problem, the author performed a task analysis of the academic essay writing process from beginning to end (Medina 1994). The task analysis

showed that expert writers progressed through six basic steps when writing an academic paper. These steps were then visually represented in the form of a model so that students could emulate the expert's behavior. (See Diagram 2).

Diagram 2
Six Step Model of Academic Essay Writing Steps

	PLAN				Write	Revise
		CONTENT	**PLAN**	**FORM PLAN**		
Processes	STEP 1 Understand Question/Directive	STEP 2 Identify Ideas	STEP 3 Organize Ideas	STEP 4 Structure Essay	STEP 5 Transform Essay Structure	STEP 6 Revise Draft
Products		Brainstorm Sheet	Outline of Ideas	Essay Structure Outline	Draft	Revised Draft

The task analysis also revealed that each step in the process produced a *product* of some kind. For example, during Step 2 in which ideas are identified, the expert produced a series of disassociated ideas. Thus when instructing students on how to come up with ideas for essay writing, students are asked to produce ideas on a brainstorm sheet--thereby creating a product of sorts. Of course, expert writers do not always record much of what they do each step of the way toward a final product; nonetheless, they do generate products along the way even if those are mental

To further assist students with each step of the process, Medina developed a series of forms which had two functions: (1) to provide *a scaffold to support students* through each step of the essay writing process; and (2) to require students to *generate a product* for each stage of the writing process. These forms, i.e., "written products" had the further benefit of allowing the instructor to evaluate students' progress at each stage. Without such

a concrete visual, the instructor had no way of knowing whether the students had understood and were correctly carrying out each step.

Instructing Tutors to Use the Systematic Approach to Essay Writing.

Prior to the training session, all tutors were supplied with copies of a handbook which described the approach (Medina 1994). After the students were familiarized with the background (e.g., rationale, history) of the SAAEW, they were provided an overview of the six-step model. The entire training procedure involved acquainting students with the activities and products associated with each step of the process. An overhead projector was used to display authentic ESL student papers as they evolved each step of the way.

Training sessions were thus broken into two major phases. The first phase of training involved demonstrating the six-step approach through the use of authentic student samples and group-writing of an essay using the approach. The second phase of training, which followed several weeks later, came after the student tutors had been using the model with their tutees. Here, sessions focused on problem areas including dealing with errors in language structure, idioms, and vocabulary.

Although tutors had been given a structuring method, the SAAEW, as a tool with which to help tutees work on weaknesses in their writing, tutors were free to use other strategies that might be useful in conveying lessons and ideas. Most importantly, though, students were advised that their function was not to "doctor up" student papers to make them perfect. Rather, as tutors, their role was to help tutees develop their writing skills.

During the second semester, new student tutors were recruited. As this new group had no prior training in SAAEW and there was little time for extra training sessions, the student-tutors taught themselves the SAAEW by studying the handbook and viewing the videotapes that had been developed during the first semester. After this was done, the faculty supervisor followed-up with group meetings in which questions were answered and special circumstances dealt with. As mentioned previously, the continuing group of tutors, participated in second semester training.

Benefits of Using SAAEW with Tutors

The scaffolding features of the SAAEW was highly helpful to tutors. Using a writing approach to teaching writing in a tutoring lab always pre-

sents challenges for tutors. The SAAEW provided a unique way for tutors to go about their business with little guesswork. Tutors learned what behaviors were expected of them. Also, they had concrete visual tools with which to work including copies of the SAAEW writing model and forms for each step. As a result, tutors were more confident about what they were doing and felt the quality of their instruction improved.

Benefits of Using SAAEW with Tutees

Student tutees also greatly benefited from the highly structured approach of the SAAEW. Tutees' needs were met in several ways. First, because of the deductive instructional orientation of the 6-step approach, instruction was *rapid and explicit*. Second, the approach provided much support for students who required it. This included students whose foreign language training in writing had included rhetorical styles different from those of academic English. On the other hand, it also helped students whose background in composition had never included formal instruction on academic essay format. This support was now provided through the SAAEW's (1) visual model which outlines the steps in the writing process, and (2) the forms which have been developed to facilitate each step of the writing process

Daily Operation

If students were to be able to make use of the ESL lab with any regularity, then hours of operation would have to be established. The hours deemed most suitable, given students' available hours and funds, were Monday through Thursday 10 A.M. to 6 P.M. Insufficient funds precluded offering tutoring during evening hours.

A schedule of student-tutor hours was developed. On the average, tutors worked from two to four hours per week depending upon their availability. It is important here to emphasize the need to be flexible in modifying the schedule to accommodate to changing tutor schedules.

After a weekly time schedule was developed, were created to facilitate the making of appointments. Students could be referred to the lab in two ways. Students could enter the lab on a walk-in basis or they could be referred by a faculty member. When the faculty referred students to the lab, they had to complete the appropriate referral form (see Appendix 1: Form A). Form A consisted of a two-page duplicate. On this form, professors in-

dicated specific areas upon which they wanted the tutor to focus. After the end of the tutoring session, the student-tutor completed the form, keeping a copy for the lab records, and sending one to the referring professor so that s/he would be aware of the content of the tutoring session. This was an important procedure. Faculty needed assurances that ESL tutors were neither functioning as proofreaders nor as "ghost" authors. Form B (see Appendix 1) consisted of a blank appointment card. It was used by the student-tutor to set up the following appointment. Once the appointment form was completed with an appointment date and time (and the appointment logged into the office appointment calendar), it was given to the tutee.

Trouble-Shooting during Daily Operation.

As the ESL lab continued to develop, the faculty supervisors found that there were innumerable details associated with the lab which required attention and follow-through. However, because the faculty supervisors were both instructing full-time in other departments, they were unable to be present for any extended period of time in the lab. Consequently, the problems and daily operations could not be dealt with by either faculty member on an ongoing process. It was thus determined that a responsible tutor could provide that needed direction by serving as a "tutor supervisor". A tutor supervisor was then hired to tend to these daily tasks. The student supervisor became critical for identifying and solving daily problems including: (1) dealing with tutee "no-shows," (2) maintaining a clean, secure and quiet atmosphere, (3) making certain that there were sufficient quantities of forms, (4) collecting time-sheets, (5) alerting faculty supervisors of changes in tutors' schedules, and (6) dealing with tutor tardiness. It is important to note that the completion of campus payroll time sheets was a recurring problem and therefore required additional attention on the supervisor's part. The faculty supervisors and tutor supervisor together addressed these issues by developing and distributing a list of guidelines (see Appendix 2). Given the institutional responsibilities of the faculty supervisors, the student supervisor proved invaluable for the daily operation of the lab.

Lessons Learned

Overall, the establishment of the ESL tutoring lab at CSUDH was successful. Since its establishment, the lab has continued to grow each semester and is serving the needs of the targeted linguistic minority students it was created to serve. Thus, during the first semester of operation total of 14 students were served. By the end of the second semester, 50 students had

been served, while in the most recent semester of operation, nearly 100 students have made use of the lab. The experience, however, has also taught us many lessons. The most noteworthy of these involve tutee recruitment, tutor and tutee evaluation, and tutor training.

Recruiting Immigrant Students as Tutees.

The recruitment of immigrant students, as opposed to foreign students, was one of the primary goals of the project. Yet, during the first semester of operation, we noticed a dearth of immigrant students coming to the lab. Many of the ESL students who had been born in the U.S. did not take advantage of the tutoring services because of a stigma associated with being an ESL student. Therefore, during the second year of operation, the tutoring lab was renamed "Tutoring Lab for ESL and Academic English" After this change in the lab's title had been made, larger numbers of immigrant students began coming to the lab.

Evaluating Tutors and Tutees.

As mentioned previously, there was little time to do needs analysis before the start of the semester. Thus, in order to deal with this problem, tutors were encouraged from the outset to perform a needs analysis of their tutees' English needs by conducting oral interviews with them and completing a prepared form. This form included an evaluation of the tutees' linguistic strengths and weaknesses in the four skill areas. Second, tutors were asked to evaluate their own tutoring at the end of each tutoring session. (see Appendix 3). This evaluation form was to be used during tutor training sessions to encourage the sharing of techniques and insights.

Tutees were also given a voice in the evaluation process. They were asked to evaluate the strengths and weaknesses of their student tutors in mid-semester and end-semester cycles. Tutees were given anonymous questionnaires to complete.

Tutor Training.

Although tutor training sessions were, on the whole, quite effective, the following are a few recommendations. If tutors are to be paid through the school, a model of a completed personnel hiring form should be provided to students to speed up the hiring process. Student-tutors should be docked pay when they fail to attend training sessions. All training sessions should be videotaped and videotapes placed in the library so that they can

be used in subsequent training sessions. More role-playing of tutor-tutee training sessions should be included, and, if possible, a two-way mirror could be used for training

Lab Operations.

Lab operations would eventually become routine, yet we found that those were greatly helped by the following: (1) Identifying and training a tutor supervisor from the ranks of the tutors as early as possible in the lab development. (2) Facilitating communication among faculty supervisors, the tutor supervisor, and tutors through the use of e-mail, and failing that through the development of a mailbox system in the lab. (3) Development of a file system containing samples of essay questions from classes in the various disciplines, essay guidelines, and models of papers from across the disciplines.

Conclusion

Initially, we thought that it would be impossible to establish a tutoring lab on limited funds. Our experience shows that it was in fact possible to do so. In retrospect, we are thankful that we pursued this project despite the many obstacles before us. With a few material objects and basic human resources, we did in fact create a viable functioning tutoring writing lab which now serves the linguistic needs of hundreds of students each semester. It is our hope that others, with similar aspirations and limited resources will be motivated to create their own ESL tutoring labs. One of our student-tutors best summed up the thoughts of all of those who participated in the program:

> We owe it to ourselves and our students to guard this tutoring program well. With all of this positive energy we are confident that we will succeed at providing students with the instruction which they need. (Crain 1994)

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Appendix 1

Form A
REFERRAL TO THE ESL WRITING LABORATORY

NAME OF STUDENT
_____
NAME OF INSTRUCTOR
_____
COURSE & SECTION
_____

SIGNATURE OF TUTOR
_____
DATE OF TUTORING SESSION
_____

Form B
APPOINTMENT FOR ESL TUTORING

STUDENT:
_____
TUTOR:
_____
DATE:
_____
TIME:
_____
Please call to cancel or change appointment.

APPENDIX 2
GUIDELINES FOR ESL TUTORS

1. Be prompt and on time to your tutoring session.

    a. If you are going to be late to your session, please contact tutoring lab.

    b. If you cannot make it to your appointed session, please contact the tutor supervisor by note or phoning in at least 24 hours in advance in order to reschedule another tutor for your session.

2. Check your file for any incoming messages, new information, and payroll timesheets (to be distributed twice a month).

3. When a student makes an appointment for tutoring either in person or by phone.

    a. Record appointment in schedule book.

    b. Verify from tutor schedule sheet that a tutor is available for appointment.

    c. Fill out student appointment form.

4. Upon completion of tutoring session, fill out referral to writing lab form.

    a. Body of form should be used to include pertinent information regarding tutoring aspects covered with the student.

    b. Place completed Referral forms in coordinator's file. (These forms will be forwarded and a copy sent to the faculty supervisor.

5. Once a week after your tutoring sessions are finished, please fill out an Evaluation form.

    a. This form is for tutors to express his or her opinions, suggestions, and ideas regarding the quality of the tutoring session.

    b. Place completed Evaluation forms in coordinator's file.

    c. These forms will be forwarded to the faculty supervisors for review and further discussion in tutoring meetings.

APPENDIX 3

TUTOR SESSION EVALUATION FORM

1. What techniques are effective in your tutoring sessions?

2. Do you have ideas and suggestions to share with others ?

3. What kinds of information/techniques would help you to do your job better?

Practical Classroom Activities For Vocabulary Development

MARTHA THOMPSON, INSTITUTO TECNOLÓGICO Y DE ESTUDIOS SUPERIORES DE MONTERREY, CAMPUS ESTADO DE MÉXICO [1]

Having something important to say, but not knowing how to express the idea clearly, is a terribly frustrating experience which all of us have probably had at one time or another. Imagine the frustration our EFL students must deal with, not just occasionally, but every time they try to communicate. They need to deal simultaneously with all kinds of linguistic limitations: structure, word order, and pronunciation, just to mention a few. Not having an adequate vocabulary is an additional, and I believe, largely unnecessary obstacle to effective communication for our students.

Vocabulary development is an area that is often under-emphasized in EFL teaching. Teachers may do an excellent job of the initial presentation of vocabulary items, but unless sufficient follow-up activities are programmed, students are unlikely to achieve long-term retention of the new words.

In this article ten different activities for follow-up and practice of new vocabulary items are described. All of the activities are based on the premise that it is active mental involvement with vocabulary words which enhances their retention in long-term memory. In many of these activities, competition or a game format is used to encourage this active involvement. Winning or losing, however, is in no way important except as it motivates students to become mentally involved with the words being practiced.

An important feature of all these activities is that they require only very simple, inexpensive materials and relatively limited teacher preparation time.

Perhaps the most important objective of all of the vocabulary activities presented here is to promote a change in students' attitude towards words. A successful vocabulary lesson, in my opinion, is one which leaves students feeling curious and enthusiastic about words. It is one which starts

[1] The author can be reached at the ITESM-CEM: E-mail: mthompso@campus.cem.itesm.mx, Tel. 326-5639, Fax: 326-5789.

students off on a life-long habit of cultivating vocabulary development. This is admittedly a very tall order. However, it is important to remember that as we strive to achieve this goal, we are providing our students with a tool which will permit them to think and to communicate more clearly and more powerfully .

Vocabulary Ping-Pong

1. On the board write a list of vocabulary words which the class has been studying.

2. Divide students into two teams. Give each team a supply of slips of paper (1 1/2" x 11" is a suitable size.)

3. Establish a fixed period of time for each team to formulate questions using the words on the board. Encourage students of each team to subdivide into pairs or small groups in order to maximize participation. For this step, students may freely consult their class notes, dictionaries, or other students in order to resolve doubts about meanings of words.

4. Instruct students to write each question on a separate slip of paper, fold the paper in half, and place the questions in a box or basket.

5. Arrange the teams so that students are facing each other in two lines. Place the baskets of questions on chairs between the two teams.

6. A student from team "A" comes to the center and draws a question from team "B's" basket. If the student answers correctly, team "A" gets +1 point. If the question is incorrectly formulated, team "B" gets -1 point.

7. The game continues back and forth with a student from team "B" drawing and answering a question from team "A's" basket.

8. The team with the most points wins.

Hollywood, Here We Come

1. Ask students to work in pairs or in small groups to prepare dialogues to illustrate vocabulary items which the group has been studying. This exercise works well with vocabulary for types of people, occupations, idioms, phrasal verbs, etc.

2. Students take turns acting out their dialogues for the rest of the class. Their classmates must guess which particular vocabulary item they are representing.

A Penny For Your Thoughts

1. Write individual vocabulary words on small cards and place them in a box or basket.

2. Ask students to draw a card and speak nonstop for 30 seconds on the first thoughts that come to mind in relation to the vocabulary word.

3. To make this exercise a little more fun, add music. Have the students sit in a circle and pass the basket around while the music is playing. The student holding the basket when the music stops must draw a card and begin to speak.

First To The Front

1. Prepare a numbered set of incomplete sentences each using a different vocabulary word. Make copies for all students.

   Example: *You are unscrupulous if you* _____.
   Only an intrepid person would want to _____.

2. Divide students into 3 or 4 teams. If possible, move desks to one side of the room so that each team has space to form a "huddle".

3. Divide the blackboard into sections for each team. Give each team a marker or piece of chalk.

4. Call out a number. One person from each team has to go to the board and write the word or phrase which correctly completes the corresponding sentence. The first team to answer correctly wins a point.

5. To make this exercise more challenging, use numbers which are easily confused to identify the sentences. Instead of numbering consecutively, mix in numbers like 16, 60, 66, etc.

For a variation on this exercise, have students work individually. Circulate around the classroom and ask students to draw a numbered square of paper from a box or basket. Students must answer the question which corresponds to the number drawn.

Take Your Pick

1. Prepare a set of small cards (3" x 1" is a suitable size). Write a vocabulary word which the group has been studying on each card. Place the cards in a small box or basket.

2. Ask students to number off by 3's or 4's in order to form teams.

3. Place the cards in the front of the room at an equal distance from all teams. At the signal "Go" , one student from each team comes to the front, draws a card, and writes a sentence using the word on the board. The sentence must include enough context to make the meaning of the vocabulary word clear.

4. Students may consult with their teammates before writing the sentence, but only one person from each team should be at the board at a time.

5. Allow the competition to continue for as long as desired. When time is up, all students take their seats and listen as the sentences are checked. This provides a good opportunity to illustrate potential errors in usage of the vocabulary words.

Synonyms And Antonyms

1. Divide students into 3-4 teams. Mark off a section of the blackboard for each team. Give each team a marker or piece of chalk.

2. Write sets of 5-10 vocabulary words on each section of the board. Use different words for each team.

3. Give students 2-3 minutes to write a synonym for each word in their set.

4. Suspend the competition for a few minutes to check the answers. Each correct synonym counts for one point. Correct any incorrect responses, and leave correct answers on the board.

5. For the second round of competition each team moves to a different section of the board. Teams are given 2-3 minutes to add an additional synonym to each set.

6. Repeat step 4.

7. For the third round of competition each team again moves to a different section of the board. This time they are given 2-3 minutes to write an antonym for each word.

8. Repeat step 4.

9. If there is time and/or interest for an additional round of competition, ask students to add a noun to go with each adjective, a verb to go with each adverb, or to write a short phrase or sentence with each word.

Vocabulary Review In Action

1. Write a list of 20-30 vocabulary words which the class has been studying on the board. Number the words. Be sure to include some relatively easy words and some more challenging words.

2. Divide the class into teams of 4-5 students. Give each team a supply of slips of paper (1 1/2" x 11" is a suitable size).

3. Instruct students to choose words from the list on the board and write as many original sentences as possible within a set time limit (8-10 minutes). Each sentence should be written on a separate slip of paper. Encourage students to work together as a team.

4. Call out a number. The first student who reaches the front of the room with a sentence using the word corresponding to the number called has the opportunity to read his/her sentence. If the sentence is logical, meaningful, and grammatically correct, his/her team gets a point. If the sentence is in any way incorrect, the second student to reach the front with a sentence is given a chance.

5. This exercise can be made more challenging by requiring students to include enough context in their sentences to make the meaning of the word obvious.

6. The team with the most points wins.

Cognates: True Or False?

1. Prepare a list of sentences using both true and false cognates. Write each sentence on an index card. Place the cards in a small box or basket.

2. Ask students to work with a partner or in small groups. Provide them with basic drawing materials (paper, colored pencils, markers, or crayons).

3. Ask each pair or group of students to select a card and illustrate the sentence. Sample sentences might be:
   Students were required to assist class.
   Students were required to attend class.
   My music teacher has a bigot.
   The policeman raised up an infraction for obstructing traffic.

4. Allow class time for students to show and comment on their drawings or post them on the class bulletin board for everyone to admire.

Phrasal Verb Bingo

1. Prepare the bingo cards by dividing sheets of paper into 16 squares of equal size. You will need one card for each student.

2. Write a definition for a phrasal verb which the class has studied in each square. Use a total of 30-40 different phrasal verbs.

3. Write each phrasal verb on a small card. Place the cards in a box, basket, or bag.

4. Draw out cards one by one. Call out the phrasal verb and use it in a sentence.

5. Students who have the corresponding definition on their cards should pencil in the phrasal verb in the appropriate square.

6. The first student to complete an entire row or column is the winner.

Cluster If You Can

1. Write sentences using vocabulary words on slips of paper or index cards. All of the vocabulary words should be related in some way to a general theme or lesson studied.

2. Give each student a sentence.

3. Instruct students to walk about the room and form clusters of related words. For example a study of words related to the general topic of sports might yield the following clusters:

4. Finish the activity by asking each cluster to identify itself and explain how the words are related.

Tips For Using The Activities

Class Control

An advantage of almost all of the activities presented here is that they provide opportunities for students to be up, active, and moving about. Another advantage is that they are activities which have proven to generate high levels of student motivation and enthusiasm. The problem, of course, is how to keep this enthusiasm from getting out of bounds. Here are three suggestions:

1. Establish the rule that only one person from each team may be standing up at a time. Then establish and enforce a penalty for violations (for example, minus one point from the team's score).

2. Tell students that part or all of an activity must be done in total silence and that they will lose points for talking. Each team can begin the competition with a certain number of free points. The teacher then just erases points for each violation of the silence period.

3. Pay careful attention to the length of time allotted for each activity. The optimal time will vary according to students' age and maturity levels. It's always better to stop while students are still eagerly participating than to prolong the activity and end up with a free-for-all.

Group Dynamics

An additional advantage of this type of activities is that they are useful for developing the kind of group unity or esprit de corps which can enhance overall learning experiences in a group. Here are some suggestions:

1. At the beginning of a term, make getting to know each other an essential part of all team activity. Allow 1-2 minutes of the competition specifically for this purpose. Then quiz students for extra team points. For example, choose one student at random from each team. If he/she knows the

name (or name and one other bit of information) of each teammate, the team is awarded an extra point.

2. Later on in the term, ask teammates to make a list of things they have in common. Give an extra point to the team that comes up with the longest list.

3. From time to time, finish up a competition by asking students to write or say something nice about each of their teammates.

4. Ask each team to identify itself with name or logo. This can even be used as additional vocabulary practice.

5. Use the activities to encourage students to learn from one another. This will help to build group or community spirit and will prevent weaker students from feeling embarrassed or put on the spot.

Extending the Activities

Although these activities have been designed to provide practice with vocabulary which is already familiar to students, creative teachers will find that they also can provide meaningful contexts for introducing new vocabulary items. For example, the activity *A Penny For Your Thoughts* takes its name from the corresponding English idiom meaning, "Please tell me what's on your mind. What are you thinking about?"

Many of the activities involve having students compete in teams. Asking students to come up with a distinctive, creative name for their team is another fun (and painless) way to include extra vocabulary words which students will be highly motivated to remember.

Teacher Training in Mexico and Alaska: From South of the Border the Top of the World [1]

DEBBY PATTIZ [2]

Moving directly from a cozy Mexican town surrounded by 17,000-foot-high volcanic peaks to the low rolling hills and wide open desolation of Interior Alaska may not have been the most sensible thing I have ever done. The experience did, however, provoke me with vivid personal and professional contrasts--perhaps more commonly known as *culture shock*.

As I wandered around Fairbanks (a town located a mere 150 miles south of the Arctic Circle) during late August 1994, I came up with only two similarities between the life I had just left in Mexico and the one I was to lead in Alaska. The first was that in both places I had been hired by local universities to train public school teachers in the secret art of teaching ESL. Experience, however, soon taught me that the differences separating Mexico and Alaska also extended to the classroom.

Luckily, the second link between my two lives proved more helpful in bridging the vast gap I felt myself teetering on the verge of. I spent hours having my short hair further trimmed by Gloria, a Mexican transplant to Alaska. Gloria was as excited as I was to have someone to talk in Spanish with about the differences between Puebla and Fairbanks, Mexicans and Alaskans. Puebla is crowded and bustling; Fairbanks is a frontier town surrounded by untamed wilderness. Mexicans value interdependency and close ties to others; Alaskans value independence and self-sufficiency. Both Mexicans and Alaskans imbibe Coca-Cola with a vengeance, but Alaskans have become almost as versatile in preparing dishes featuring moose and caribou meat as Mexicans have with beans and tortillas.

My decision to go to Mexico the summer before moving to Alaska was rather sudden. Ron Schwartz, the co-director of the MA program in In-

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[1] This article is reprinted from *The Exchange*, edited by Bonnie Mennell, *TESOL Matters*, Vol. 6, No. 3. June / July 1996. p. 23.

[2] Debby Pattiz has an MA in Instructional Systems Design as well as State of Maryland K-12 ESOL teacher certification. You can get in contact with her through *The Exchange, TESOL Matters*. Bonnie Mennell, MAT Program, School for International training, Kipling Road, Brattleboro, VT 05302. FAX: (802) 258-3316.

structional Systems Design (ESOL/Bilingual concentration) at the University of Maryland, Baltimore County (UMBC), was setting up an exciting teacher training project in conjunction with the University of Puebla, Mexico (a town about 3 hours southeast of Mexico City). When Ron asked me to head a group of teachers form UMBC who would be conducting the summer institute, I was so excited that I accepted the position without a second thought.

The need for special training for Mexican teachers of English resulted from a system-wide shift in the method of English language instruction in the schools in Puebla. Language instruction in Puebla's schools had been focused on developing reading, writing, and translation skills. The need for a population with strong oral communication skills in English became more pressing with the passage of NAFTA and the increasingly pro-market economic policies of the Mexican government. Development of listening and speaking skills, therefore, became a priority.

Many of the Mexican teacher of English (hereafter *maestros*) working in the schools had limited oral skills in English. The maestros lacked the requisite ability and confidence to demand high oral performance from their students. In addition, the maestros had been trained almost exclusively in using the grammar translation and reading comprehension models of foreign language instruction. In order to successfully prepare young Mexicans for careers requiring strong oral skills in English, the maestros needed new training. The university in Puebla hired the team from UMBC to design and implement a summer institute for Mexican teachers of English. The focus of the institute was on providing the maestros with techniques, tools, and ideas for teaching oral proficiency and fluency in English.

The institute consisted of five intensive courses that met for a total of five hours daily for each of the three 3-week sessions. The courses included: English pronunciation, oral fluency/proficiency, language teaching techniques, lesson planning, and supplementary materials development. The schedule proved grueling for all concerned, but the Mexican teachers welcomed us with warmth and participated in the institute with enthusiasm. The level of authority and expertise the maestros vested me with as head of the team of teachers from UMBC, however, was something I was not prepared for.

Many of the maestros I worked with in Puebla had been high school teachers when I was a high school student myself. Yet the maestros ap-

peared to accept my every word as gospel. The deference given me by people who were older and more experienced teachers than I unsettled me. Learning to reflect questions back into the class to gather the maestros' opinions, advice, and experiences before giving my own provided us all with much more interesting and helpful perspectives about issues surrounding teaching English in Mexican schools.

After a summer of intense involvement, hard work, and parties thrown for any reason or no reason at all, the institute received the highest accolades from the maestros and the university in Puebla. Plans were already being excitedly discussed for a follow-up institute as I packed my bag and headed north.

The teacher training I found myself involved with in Alaska was completely different from what I had done in Mexico. The Fairbanks North Star Borough School District hired me to design and teach a course through the University of Alaska for "regular" school district teachers. The course, ESL for Classroom Teachers, provided an overview of second language teaching techniques, second language acquisition theory, and cross-cultural communication. I taught a session of ESL for Classroom Teachers in the fall, spring, and summer semesters.

The need for teaching training in this area has resulted from a slow but steady increase of non-English-speaking immigrants moving up to Alaska. Alaska's public school teachers have had little if any training in how to incorporate the children of these immigrants into their mainstream classrooms. The primary goal of the course I taught in Alaska was to train classroom teachers in the skills necessary to integrate non-native English speakers into the regular classroom community.

Contrary to my experiences in Mexico, I felt more than a little pressure to prove myself and break the "ice" with each class I taught in Alaska. Hearkening back to the warmth and receptiveness of the Mexican teachers helped me develop a strategy to thaw the initial suspicion inherent in the do-it-yourself Alaskan spirit.

The following story about a major miscommunication in Mexico never failed to produce several moments of general hilarity in Alaska. More importantly, the story helped me convey an important message to the Alaskans: I know you know that I don't know it all, but I want you to know that I know I don't know it all.

Here is the story with which I opened each session:

During the year I lived in Portugal teaching English, I became conversant in Portuguese. Upon my arrival in Mexico last summer, I found myself constantly translating from Portuguese into Spanish whenever I had to speak. A common and immediate question from the Mexicans I met and worked with was "How old are you?" I successfully translated most of the sentence from Portuguese into Spanish for almost 2 weeks before one of the maestros finally pulled me aside and pointed out why I always got such odd looks when I announced my age. In failing to incorporate the Spanish "ñ" into the Portuguese word for year (*año* in Spanish vs., *ano* in Portuguese), I had been confidently informing people how many "anuses" I had instead of how many "years" I had!

The telling of this story symbolizes for me the greatest contrast between teacher training in Mexico and in Alaska. In Mexico, the fact that I was from the US and a native speaker of English was enough to ensure my credibility despite any evidence to the contrary. Unfortunately, venturing to Alaska in this frame of mind did not prepare me for the blast of cold air that I met. I found the Alaskan teachers to be suspicious of me for the very reason that the Mexicans had so readily accepted me. As an outsider, I had to prove myself to gain acceptance. I found over-acceptance in Mexico and under-acceptance in Alaska to be the most challenging--and unanticipated--factors to overcome in my role as teacher trainer. Providing effective training that meets the trainees where they are is especially difficult when they are in their home but I am not in mine.

Teaching Racial Awareness through Song and Speech

REBECCA LONG, NATIONAL CHIAO TUNG UNIVERSITY, HSINCHU, TAIWAN [1]

After four months of daily classes with the same group of adult business students, I found that most of them has a very limited understanding of racism. I put together the following lesson (about two class hours) and I felt it was a success, not only in giving them a more personal understanding of the issues surrounding racism, but also in developing multiple language skills, such as listening, speaking, reading and writing.

Materials

To prepare for this lesson, you'll need the music and sentence strips made from the song *Sister Rosa* by the Neville Brothers and copies of Martin Luther King's speech, "I Have a Dream."

Procedure

1. I introduced this lesson by eliciting a list of events and major personalities from the 1960's. One student mentioned Martin Luther King, so after talking about the 60's in general, I said I wanted to concentrate on racism.

2. After asking what Martin Luther King symbolized, the students made a list of words associated with him and they talked about their understanding of the issues surrounding racism. Then I told them the story of Rosa Parks, who was the woman in Montgomery, Alabama, who refused to give up her bus seat to a white person.

3. Next, I gave them the sentences strips I had made from the lyrics of the song, *Sister Rosa*, by the Neville Brothers. They worked in pairs, putting the story in order. This took about 20 minutes. Then I played the song several times at which time they completed the task. At that time, we talked about how it must have felt to have to give up your seat to a white person. Since the students had not had much contact with other races,

[1] The author formerly taught in the Executive MBA program at the Universidad Autónoma del Carmen in Ciudad del Carmen, Campeche. She can be reached at P. O. Box 747, Hsinchu, Taiwan ROC. Tel: 886-3-5209047. Fax: 886-3-5726037. E-mail: r550058@msl.hinet.net.

they had a lot of questions regarding Black/White issues, and especially regarding the history of racism.

4. After talking about Rosa Parks and the people of Montgomery, Alabama. marching to Washington, D.C., I asked them what they know about Martin Luther King's speech, "I Have a Dream." I then divided them into small groups and gave each group a section of the speech. Each group had to write a paraphrase of their section. After that, each group taught the other groups the meaning of their parts of the speech. Finally, I gave them a copy of the complete speech which was read aloud by several students.

References

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Book Reviews

JOANN MILLER, UNIVERSIDAD DEL VALLE DE MÉXICO

David Vale with Anne Feunteum. Teaching Children English: A Training Course for Teachers of English to Children. Cambridge University Press, 1995. 180 pp.

One of my dreams as a teacher trainer used to be of finding a textbook that would do everything for me. Most textbooks designed for teacher training have interesting readings and often creative activities for the trainees to do, but I had never found a book that included ideas written directly for the trainer with information on how to present and demonstrate the material in the training class. This was always the trainer's responsibility--and it often meant hours of preparation for each class hour.

Teaching Children English is an answer to a teacher trainer's dreams. The text is divided into two parts: *Part One,* the *Training Course*, includes activities, reading texts and discussion questions for the trainees and *Part Two*, the *Trainer's Notes,* provides the trainer with general guidelines and step-by-step notes and recommendations on how to present the material in class.

The text is designed to function in many ways. It can be used by a trainer working with groups of teachers--the trainees use *Part One*, while the trainer makes use of the *Trainer's Notes*. The text can also be used by teachers studying on their own. Here the teachers read both parts. In a self-access situation, teachers are encouraged to discuss and share ideas with their colleagues. This, in reality, would lead us to a fourth function not mentioned in the text--the possible use of the text in a group situation in which a group of in-service teachers would work through the material on their own--sharing and contributing as they grew.

The textbook can be used with three different kinds of teachers: those with EFL experience, but with no experience working with children; those with experience teaching children, but with little or no experience teaching EFL; and those who are still training to teach EFL and who have little or no practical experience.

The text consists of ten units, each treating a specific aspect of methodology. It is based on "*a theme-based approach* for the *task content* of each unit. In other words, each unit contains *stories, rhymes, songs, practical tasks* and *language tasks*, etc. related to a specific theme--which illustrates the methodology and classroom practice issues in question." (p. 1)

An example of this *whole-language*, *cross-cultural* approach can be seen in the outline of a couple of units:

Unit	**Study area**	**Tasks include**
3	Building up a teaching sequence: an overview of two approaches	Potatoes: using a story as the central point of a unit--*The Giant Potato*: storytelling potato games potato (puppet) role play language development related to the story potato bingo potato chant
8	Visuals and other teaching aids	Festivals/special days/Hallowe'en activities: making *festival* visual aids and using them masks, lanterns witch rhymes/*Winnie the Witch* casting a spell illustrated lesson plans

The authors describe the *activity-based* approach in one of the first readings ("Teaching English to children--an activity based approach", Unit 2):

> Language activities for the sake of teaching language alone have little place in the children's classroom. For example, it makes little sense to ask children *Can you see a boy and a girl in the picture*? *Can you fly?* where the purpose of these questions is merely to teach *can/can't*. Children do not normally learn language one structure or six new words at a time. They are able to learn language whole, as part of a whole learning experience. It is the responsibility of teachers to provide this whole learning/whole language experience. Therefore, rather than impose a language-based course of study on young learners, where children are exposed only to small and predetermined chunks of language, it would seem to be of far more value to encourage children to acquire language through an activity-based curriculum. Such a curriculum can provide a language-rich *environment/input* for the child, while at the same time reflecting the actual interests and needs of the young learner. (p. 28)

The authors encourage teachers to devise lesson plans using topic webs such as this one from Unit 3 which deals with the topic *potatoes/vegetables* throughout the curriculum--in science, crafts, math, art, drama, history, etc.

(P. 236)

While obviously preferring the activity-based approach, the authors clearly state that they do not want "to **impose** a particular approach in [the] book. Therefore, all ideas or approaches contained within [the] book, however dogmatic in style, should be treated as points of reflection for teachers' **own** beliefs. [They] want to encourage teachers to consider the relevance of their present teaching methods/approaches, as well as those included in the book, to the needs and interests of **their** pupils and **their** teaching situation." (p. 3)

In order for us to see how this activity-based approach is used in the textbook to present ideas to the trainees, let's look at a brief summary of the unit on *Visuals and teaching aids* (Unit 8) which is developed around the idea of Hallowe'en:

Training Course (Part One)	***Trainer's Notes (Part Two)***
8.1 A) *The witch is in the cave*--a game B) *Witch models*--a game	
8.2 Reading Tasks: *Visual Aids* Tasks	Instructions for use of reading and tasks; points to highlight
8.3 Planning for Hallowe'en preparation of topic web preparation of visuals	Instructions for guidance needed during the activity and as feedback
8.4 Practical tasks making a *concertina book* producing teaching/visual aids for Hallowe'en/festivals A. Preparation-Brainstorming B. Production-four aids C. Display and feedback	 Hints for management and ideas for making the book General hints
8.5 Reading Tasks: *Video* production of a promotional pamphlet for a good commercial EFL video	Suggestions for production of pamphlet
8.6 Round-up Activity: Spell competition	

In conclusion, *Teaching Children English* is a very good book for many different types of teachers. It could be very useful for teachers who are now teaching children and who would like to understand what *whole-language* teaching is really about and how to include these ideas in the classes. It could also be quite useful for teachers who are now using *whole-language* teaching techniques and who would like to see some new ideas for their classrooms. I think the book should also be of interest to teachers of adolescents and adults. Who can say that many of these *whole-language* ideas wouldn't also be useful at other age levels?

Short Cuts

Here we go! **Prentice Hall Regents, 1995. (7 levels, Student Book, Teacher's Edition and Audio Program for each level)**

This series is designed for use in pre-primary and primary levels. There is a pre-primary textbook and six primary levels. There is also an audio program available for each level, but it was not examined for this review.

The authors' main principles as stated in the *Introduction the Teacher's Edition* are that languages need to be "presented in context; practiced in a variety of exercises in meaningful and authentic situations." The series is said to make "extensive use of Total Physical Response (TPR) activities in which students demonstrate comprehension of simple commands by giving physical as well as verbal responses." Each unit is divided into three parts: *Let's Begin* in which new vocabulary is presented; *Let's Practice* with a variety of exercises for use in groups, pairs or individually; and *Let's go,* TPR activities. The Teacher's Edition contains additional activities for each unit.

In reality the series is quite traditional. The *Let's Begin* section of each unit in Book 1 and most of Book 2 begins with a numbered list of sentences beginning "This is _____" to introduce vocabulary that appears in a preceding picture. The other books vary the type of sentences used, but the general idea of presenting sentences based on pictures remains.

The units are based on the children's experiences in class and out (Book Four includes units entitled: *Going shopping, Let's go to a movie, Monster house, Holidays,* etc.). Grammar is presented and framed in the upper level books and students write original sentences with the new grammar structure as practice. There are also reading comprehension practices, pronunciation sections, and listening comprehension practices.

All in all, this is a traditional series that includes very little of the new theories which have recently appeared for teaching children (See the previous review.) There is probably enough material available to use in an English class which meets only a few hours a week. However, the English lesson is not related to any academic experiences outside the English class. There is very little project or task-based work (what there is appears in the Teacher's Edition). A creative teacher could use this series, but a new or

less creative teacher might have trouble keeping the children's interest alive.

Photocopiable Materials from Heinemann.

For many years, we English teachers have been daily committing crimes. We are guilty of illegally photocopying material for use in our classes. Haven't you ever made copies of a good exercise found in a resource book to use in your classes? Obviously you weren't going to make all the students buy that book just to do one or two exercises. Well, whenever you photocopied or typed up an exercise you found in a book and gave it to your students you were committing a crime, and as a result, publishing companies and authors both lost income. When an author writes a book, he expects to get a percentage of the sales based on the number of copies of books that are sold. The more books the author or publisher sells, the more books they want to write or publish. No one works for free. That is why authors and publishing companies copyright their materials--so no one can legally use them without paying for that right, that is buying the book.

But what are teachers supposed to do? Books are too expensive. Our students can't but every book that has an exercise we want to use.

Finally, the publishing houses are coming up with a logical solution--books which are copyrighted, but in which the publisher gives the buyer permission to make copies, legally, of certain pages without paying an additional fee. These books are a little more expensive, since the buyer is really purchasing the rights to use the material, but when a teacher uses photocopies of these materials in classes, it is being done legally. Both the authors and publishers are being paid for their work.

Heinemann has recently published a series of these materials. Here is a selection:

Sue Kay. Move up: Intermediate Resource Pack: Communicative activities for learners of English. 1995.

This Resource Pack has over 50 communicative practices for intermediate-level students. Each activity has one photocopiable worksheet with teacher's notes on the back. Some are designed to be cut up and used as cards. There are game boards, maps, jigsaw activities, crossword puzzles, etc.

Will Forsyth. Skills Plus: Reading and Speaking: Advanced. 1996.

This is a task-based, integrated skills book for advanced adult learners. Each tasks consists of a reading text and a series of task sheets for reading skills and strategies, speaking practice and vocabulary development. Each reading includes teachers' notes.

David Briggs and Paul Dummett. Skills Plus: Listening and Speaking: Advanced.

Each activity begins with teacher's notes including a tapescript and photocopiable task sheets for students which include a discussion section (pre-listening), listening practices based on the tape, vocabulary development and, finally, a speaking section.

Will Forsyth and Sue Lavender. Grammar Activities I: Intermediate.

These activities are directed at mid-intermediate level students as a course book supplement for presentation and consolidation. There are 81 worksheets dealing with 31 different structures. There are two types of worksheets: contextualized (practice in context) and problem-solving activities (based on a cognitive approach).

Kurt Scheibner, ed. Ready-made English: Multi-level Activities.

This collection of 36 speaking activities includes activities for beginning to low-intermediate level students. Each activity includes clear teacher's notes on the facing page.